

Professional Integrity Among Pre-Service Teachers During Teaching Practice: Experience from School Leaders in Misungwi District, Tanzania

Placidius Ndibalema

Department of Educational Foundations and Continuing Education, the University of Dodoma, Dodoma City, Tanzania

Email address:

ndibaplac@yahoo.com

To cite this article:

Placidius Ndibalema. Professional Integrity Among Pre-Service Teachers During Teaching Practice: Experience from School Leaders in Misungwi District, Tanzania. *Teacher Education and Curriculum Studies*. Vol. 4, No. 1, 2019, pp. 9-18. doi: 10.11648/j.tecs.20190401.12

Received: December 29, 2018; **Accepted:** January 16, 2019; **Published:** January 30, 2019

Abstract: This study investigated lived experiences among school leaders about pre-service teachers' professional integrity during the teaching practice in Misungwi District. Narrative interview was used to collect the data. Fifteen (15) school leaders were purposively selected from 5 secondary schools that accommodated pre-service teachers to do the teaching practice in 2018. The narrative qualitative data analysis was employed in data analysis. The results indicated that school leaders experienced a number of professional misconducts which include the prevalence of sexual violence, disobedience to the dressing code, absenteeism and professional incompetence. The prevalence of these misconducts among pre-service teachers were attributed to a number of factors which include lack of awareness, inappropriate conduct among school-based teachers who are expected to be role models, ineffective working environment, lack of commitment and lack of volunteerism spirit. The study outlines possible strategies to enhance pre-service teachers' professional integrity, such as upgrading the school curriculum to reflect sexual education, instilling the culture of collegiality and volunteerism. Furthermore, the study recommends for a shared national dialogue on effective strategies to enhance teachers' professional integrity.

Keywords: Professional Integrity, Misconduct, Ethical Abuse, Values, School Leaders, Moral Obligation, Ethical Commitment, Pre-Service Teacher

1. Introduction

The purpose of this paper is to provide experiences from school leaders regarding the professional integrity among pre-service teachers during the teaching practice. In the context of the present study, school leaders mean heads of schools, academic masters and mistresses and mentors (school-based teachers assigned with the role to mentor pre-service teachers during teaching practice). Teachers' professional integrity has become an issue of concern in most educational stakeholders. Integrity is seen as a personal quality which comprises several aspects such as honesty, trustworthiness and responsibility [1]. In the context of this study, the concept is taken to mean that the pre-service teacher works in a professional and ethical manner when exercising the professional duties and responsibilities. Violation of the teaching professional code of ethics and

neglect of duties has been considered as some forms of pre-service teachers' ethical abuse. In every profession, there are core values guiding the members' actions which may be reflected in organizational culture, public interest and global context. There have been a number of concerns from researchers regarding teachers' abuse of professional integrity in both global and Tanzanian context.

In a study conducted in Nigeria by Ukwueze [2], it was revealed that teachers do not cover their schemes of work; give out question papers for solutions outside the examination halls; collect money and allow impersonation; and pay less attention to invigilation of examinations after collecting money from the students. On this ground, teachers' conduct in the preceding findings reveals the abuse of professional integrity in teaching. In the study conducted in Zimbabwe by Magwa [3] revealed teachers' professional abuse including child sexual abuse. It was noted with concern that girls were more vulnerable than boys as male teachers

sexually abused learners more than female teachers did. The researcher mentions abuse of power by teachers, poverty of learners, lust on the part of the teacher and disregard of law by teachers as the contributing factors on the matter. Altinyelken and Le Mat [4] reveal the prevalence of sexual violence among students and teachers in secondary schools in Ethiopia with a wide range of adverse consequences on girls' wellbeing and educational attainment. Furthermore, the study demonstrates how nature, culture and society are included in conceptual thinking about the causes of sexual violence. Looking at the matter, many questions may arise: Are teachers not aware of their professional responsibilities? Is it a fashion? Are teachers' greedy of sexual advances? Is it a culturally constructed practice? Perhaps, these questions are important when reflecting on the matter as may have a negative impact on students' learning and community core values.

In a recent study in Tanzania on the impact of teachers' professional malpractices, Mfaume and Bilinga [5] concluded that despite the efforts that have been taken by the government and the Teachers' Service Department (TSD) to promote discipline in the teaching profession, teacher malpractice is still a problem of great concern country wide. It was further found that malpractices such as absenteeism, abusive and violent behaviours and sexual abuse were attributed to teachers' low salaries and remunerations, poor living and working conditions, the influence of science and technology, lack of professional knowledge and poor management as well as infrequent visits and inspections of schools. The study by Kinyaduka and Kiwara [6] report the prevalence of female student and male teacher relationship in the sense that sexual advances began in school offices, premises, along the road and in tuition centres. Teacher power, student need for favour, female student beauty and teacher's lust were found to be the main reasons for a male teacher approaching a female student [6]. A professional teacher needs to possess admirable traits that others can model. One possible question is: what a pre-service teacher can model from the school-based teachers? It is possible to argue that, if school based teachers are involved in ethical abuse, there is a likelihood of a pre-service teacher to learn from them. This triggered the need to explore the teachers' experiences on pre-service ethical conduct during teaching practice.

While the discussion of teachers' abuse of professional integrity continues, there have been some initiatives to curb the problem. One of the most recent initiative in Tanzania is the establishment of Teachers' Professional Board Act of 2018. According to United Republic of Tanzania [7], under the new act, teachers' professional board is mandated to carry out, among other core functions, the establishment and promotion of the teaching professional standards and inquire into the complaint, charge or allegation of improper conduct against any registered teacher under the act. Reflecting on the functions outlined in the act, it is possible to assert that the board has been established to promote professional integrity among teachers. The board has powers to caution, censure,

suspend from practice or erase from the register any professional teacher who has been convicted of a criminal offence and sentenced for a period of not less than six months. Again, the teacher who has done anything that has lowered the esteem and integrity of the teaching professional ethics and standards as determined by the board as well as the one who has breached the professional conduct is subjected to prohibition by the board [7]. This government initiative appears to mark a new approach towards guiding teachers in improving their professional integrity, but this cannot be achieved if school leadership is not fully engaged in the process. It is on this basis, this study seeks to explore the school leaders' lived experiences as they are involved in enforcing professional integrity among pre-service teachers, despite the establishment of the new act.

1.1. Teachers' Ethical Responsibilities

When someone agrees to enter into the teaching profession has the ethical commitment to be responsible in the provision of quality services to the clients. However, some questions need to be put into consideration: what kind of ethical practices the teacher should demonstrate? Should the ethical commitment happen in the classroom teaching alone? Should it be confined to the school context or the wider community? Are there ways of appreciating ethical roles of the teacher? Perhaps, these questions bring forward a critical reflection on how the teachers' ethical responsibilities could be well understood in different contexts. Writing on the ethical role of the teacher, Heidar, *et. al* [8] stress that communications and ethical prerequisites among teachers should exist in teachers' personality in order to enable them establish logical relationships and accurate conditions for communicating with their students. Teachers are responsible for making students ready to participate actively in the near future world since teachers with more professional ethics are more successful in conducting the society to reach its exalted goals [8]. Teachers are responsible force for high standards in education, transmission of national values and norms of students by teaching and being good models [9].

Despite the importance of the ethical role of the teachers in enhancing quality learning in Tanzania, the integrity and credibility of teaching have been greatly eroded and corrupted with increasing incidence of professional misconducts. Writing on the matter, Fussy [10] reports that some teachers in Tanzania sell sweets, snacks and ice-cream at school premises and often ask class monitors or other students to sell for them during break time. Mgonja [11] reports the prevalence of workplace absenteeism among teachers due to poor enforcement of rules and regulations regarding teachers' malpractices. Researching on ethical misconducts in Nzega District, Mabagala [12] found teachers' professional misconduct to be low, although noted financial mismanagement, negligence of duty, and absenteeism to be the common acts among teachers due to poor remuneration, failure to fulfil teachers' needs, and lack of motivation. These teachers' malpractices raise many questions regarding whether or not, teaching is a profession.

A more challenging question is why teachers are involved in ethical malpractices despite the existence of a code of conduct? One possible explanation is that teachers tend to overlook key principles in teachers' code of conduct. This might have negative implications for the teaching profession. It should be well understood that a professional teacher should be regarded as a one with the highest ethical standards who must know and deliver quality services to the clients based on accumulated values of teaching.

Researching on the teaching profession in Ghana, Cobbold [13] found that teachers saw themselves as professionals, but they did not think that teaching in Ghana qualified as a full-fledged profession. In the similar way, the study in Tanzania by Mosha [14] found that teachers had negative attitudes toward the teaching profession because it was not their choice but a means of securing jobs. In view of these findings, strategies on improving teachers' professional integrity must be reflected in the national agenda and initiatives. There has been a several contradictions among teachers on their ethical responsibilities and individual actions in teaching that reduces the value of the teaching profession. Pre-service teachers during the teaching practices are expected to learn from school-based teachers, but what is happening in schools raises many questions about what can be learnt. It is on this basis, this study addresses school leaders' experiences of pre-service teachers' professional integrity during practicum. The study, therefore, opens an avenue to a critical understanding of ethical integrity as a crucial dimension in teaching profession which seems not to be well documented through research.

1.2. The Consideration of Non-Maleficence and Beneficence Ethical Principles

The study considered Non-maleficence and Beneficence Ethical Principles to be relevant in addressing teachers' professional integrity. The principles were introduced by Beauchamp and Childress as some of the four basic principles of medical ethics (Beneficence Non-Maleficence, Respect for Autonomy, and Justice [15]. Beneficence connotes acts of mercy, kindness, and charity and includes all forms of action intended to benefit or promote the good of other persons [16]. The principle of beneficence refers to a normative statement of moral obligation to act for the benefit of others, helping them to further important legitimate interests, often by preventing or removing possible harms [16]. Although the concept is mostly used in the field of medicine, still it is useful for teachers. It is expected for teachers have moral obligations to ensure that children and students under their care are supported to learn. On this basis, teachers should refrain from being involved in actions that deny their clients right to receive quality education. Malpractices such as negligence of duty and absenteeism should be avoided by teachers to ensure that students get learning support and achieve the intended personal and community learning goals.

The principle of non-maleficence holds that there is an obligation not to inflict harm on others [17]. According to

Mohr & Kettler [18], non-maleficence incorporates the principle of "above all do not harm, or *primum non nocere*" which implies avoiding anything that might have negative consequences. Reflecting on the matter in teaching profession, teachers have moral obligations not to cause pain or physical harm and violence to their clients. On this basis, teachers are expected to refrain from any conduct which might impair professional integrity. A professional teacher is entrusted by the community as a moral person who must avoid abusing students sexually, playing violence and inflicting violence on students, neglecting the health or safety of the students. The non-maleficence and Beneficence Ethical Principles were deemed necessary to the current study as they provide basic assumptions that encourage teachers to comply with their professional code of ethics and moral standards set by schools and other organs responsible with educational services.

1.3. Research Question

The study was guided by one research question as outlined next;

1. What are the school leaders' experiences on pre-service teachers' professional integrity?

2. Methodological Procedures

This study was undertaken to find out pre-service teachers' professional integrity from school leaders' perspective. This study employs qualitative research to develop a deeper understanding of the professional integrity among pre-service teachers and its wider implications in the teaching profession. According to Creswell [19], qualitative research involves empowering individuals to share their stories, hear their voices, and minimize the power relationships that often exist between a researcher and the participants in a study. Qualitative research is a form of social action that stresses on the way people interpret, and make sense of their experiences to understand the social reality of individuals [20]. It makes sense to assert that the methodological procedures in qualitative research help researchers to address lived experience among school leaders about the phenomenon and understand the social context regarding professional integrity. One would say the approach helps the researcher to inquire into a phenomenon and raise more critical issues regarding teachers' behaviour and beliefs. The data presented in this paper were collected during the teaching practice from July to September, 2018 by the author. Purposive sampling was employed in selecting the respondents as Cohen *et. al* [21] stress that the procedure is useful for a specific purpose and the sample is picked on the basis of their judgment of their typicality or specific characteristics.

The study employed narrative interviews in which 5 school-based mentors, 3 academic mistresses, 2 academic masters, and 5 heads of schools, narrated stories regarding professional integrity among pre-service teachers. Writing on narrative interviews, Jovchelovitch and Bauer [22] stress that it envisages a setting that encourages and stimulates an

interviewee (informant) to tell a story about some significant event in their life and social context. Schank [23] classifies narratives into:

1. Official Stories: Stories we learn from official sources, example church and school
2. Invented (Adapted) Stories: Stories created by people
3. First-hand Stories: People's own experiences. These are the stories we talk about the most
4. Second-hand Stories: First-hand stories of others that we have heard or remembered
5. Culturally Common Stories: These are stories gotten from our environment.

The consideration was on official stories (head of the schools had to narrate), first hand stories and second hand stories from heads of schools and school-based teachers. Again, the study employed narrative data analysis in which the researcher had to sort-out, reflect and present them in a revised shape to the reader. This approach has been criticized to contrast with thematic analysis in which findings are analyzed and organized first by theme rather than by individual [24]. Still participant narratives can also be analyzed using more traditional approaches such as thematic analysis [25]. On this basis, the narrative analysis was embedded with thematic analysis where themes were generated from individual narrated stories. By maintaining

the ethical value of research, the researcher avoided imputing meaning that was not in the original narratives from respondents and ensured that blending of diverse experiences into relatively coherent narratives meaningful to readers as advocated by McAlpine [25]. Also, respondents' narrative quotes are presented by given names rather than their actual names as well as schools were assigned representative letters for maintaining confidentiality. Stories were recorded and examined by generating key statements and classified them to themes that reflect the research question regarding professional integrity.

3. Results and Discussion

This part deals with the results which are presented in the light of the research question as follows:

What are the school leaders' experience on pre-service teachers' professional conduct?

The question demanded school leaders to narrate stories related to pre-service teachers' ethical conduct when they report for teaching practice in their schools. The themes generated and representative quotes from narrative stories are summarized in table 1 and are subsequently discussed in that order.

Table 1. Generated Themes from Narrative Analysis.

S.N	Theme	Representative Quote
1.	Prevalence of sexual violence	"Two years ago, there were four cases reported in my office regarding sexual harassment between pre-service teachers and students. One case was about the involvement of one pre-service teacher in using his personal mobile phone for posing electronic pornographic photos and video to a female student in the office. Another one was reported of making sexual comments in the classroom. We had to talk to them immediately to refrain from such misconducts" (Headmaster, School Y, 2018)
2.	Adherence to the dressing code	"Three years, I have been witnessing the violation of dressing code among female pre-service teachers. What is really happening nowadays? May be you are not teaching them at the University about the code of ethics. During this year, we received 24 pre-service teachers from different universities. During the first week, we had to talk to five female and two male pre-service teachers about their dressing style which was unprofessional. I am happy today they are looking good. I suggest you orient them before you post them here on how to dress as teachers" (Academic Mistress, school Z, 2018)
3.	Absenteeism	"I am happy that these pre-service teachers who arrive here really help us to minimize the teaching load we have, but since they reported last month one of them is not always at school, you can see him once a week. Today, he is here because he has been informed that University supervisors will be here. Two years ago, we had another case from another University. He was assessed by the University supervisor in the third week and after the assessment he did not come back to school while his fellow pre-service teachers had to remain for the eight week" (Headmistress, school R, 2018)
4.	Incompetence	"I have been observing a number of pre-service teachers who are incompetent in English language. During the last year, one pre-service teacher was assigned to teach biology subject, but what I observed is the use of Kiswahili language instead of English in teaching the subject. This year also we have received complaints from students for one pre-service teacher who spends time writing on the chalkboard rather than engaging them in deriving mathematical operations" (Academic Master, school W, 2018)

Source: Field Data (2018).

3.1. Prevalence of Sexual Violence

In the light of sexual violence as indicated in table 1, pre-service teachers' professional integrity seems to be questionable. Most participants identified sexual violence as one of the common pre-service teachers' professional misconduct. On the same, one head master narrated:

"It is really an indignity. Some of the pre-service teachers are not ethical. There has been a number of scandals happening at this school regarding sexual violence. For example, in the last year, one pre-service teacher was

reported to engage in love affairs with one form three female students, but we could not handle the case because we lacked evidence. The problem is even bigger among adult men who come around the school environment to seduce some older girls (Headmaster, school W, 2018).

This signifies that these transgressions in the teaching profession may be the results of moral decadence in the families and the entire society. Girls have been identified to be victims, which implies that their rights to education is denied by few people in the society. Reflecting on

government statistics on the number and reasons for dropouts, truancy appears to be the major reason followed by pregnancy among girls. In 2017, for instance, the percentage of Dropouts in Government and Non- Government Schools was 3.4% of total enrollment, of which truancy consisted of 87.8%, followed by pregnancy (8.3%) of the total 65700 dropouts [26]. Addressing the magnitude of the problem in Tanzania, the government has introduced the national plan of action to end violence against women and children. It is mentioned that almost four in ten women have experienced physical violence, and one in five women report experiencing sexual violence in their lifetime from the age of 15 [27]. Given this situation, the question is: Does this happen because of the traditional practices? Is it a moral problem of the society? Possibly, one would say, this happens because sexual education has not been part of educational endeavor in Tanzania which lead to lack of proper understanding on how to curb the problem.

Reflecting on basic education statistics, teachers have been mentioned to lack sexual education. In one of the most recent data, show that in Tanzania, the total number of secondary schools is 4,846 (3,632 Government schools and 1,214 Non-Government schools) but an average of 53.6% of all secondary schools reported to have Comprehensive Sexuality Education (CSE) in 2018 [26]. It is possible to confirm that, may be some teachers are involved in sexual violence because of lack of awareness. In Misungwi District, there are 48 secondary schools, but only 42.9% have teachers who are teaching Comprehensive Sexuality Education (CSE) in 2018 [26]. The situation is not even convincing in primary education in which there are 17,562 (16,149 Government schools and 1,413 Non-Government schools). Only 48.6% of 17,562 primary schools provide Comprehensive Sexuality Education [26]. Lack of awareness on how to refrain from sexual violence may compromise the quality of teaching. In order to build the bedrock of work and ethics regarding clear understanding on how to avoid sexual violence among pre-service teachers, there is a need to ensure that it is taught in all levels of education. Writing on female student-male teacher sexual relationship, Kinyaduka and Kiwara [6] stress that teacher power, student need for favour, female student beauty and teacher's lust were found to be the main reasons for a male teacher to approach a female student. One would say, the misconduct is contrary to the law of the child act of 2009 in Tanzania which prohibits sexual exploitation [28].

Researching on bullying, sexual harassment and corporal punishment in secondary boarding schools in Tanzania, Stein and Bockwoldt [29] report that, violence among peers and by teachers, including physical violence and corporal punishment, sexual abuse and psychological bullying, is highly common. Like the present study, the prevalence of sexual bullying has been reported to exist in schools in different forms such as verbal comments, exposure to pornographic pictures and videos through mobile phones. Narrating on sexual bullying, one school-based mentor was quoted saying:

"During the last year, one pre-service teacher was

reported to use abusive language in and outside the classroom not only to students but even to fellow pre-service teachers. Another pre-service teacher was reported to seduce a female student in favour of teaching her after school hours. This has been happening to fellow teachers which is unprofessional. We had to talk to them several times to refrain from such misdemeanors" (School-Based Mentor, School Z, 2018).

Reflecting on the quote from the school-based mentor, it is evident that professional misconducts prevail in secondary schools, not only among pre-service teachers but also, school-based teachers. In one of the most recent study in Ethiopia Altinyelken and Le Mat [4] found some contrasting narratives about the prevalence of sexual violence, in which a few of them argued that there was 'none' or 'not much' sexual violence at their school, while some others claimed that there was definitely a lot. Although some school leaders in the present study did not mention anything regarding the prevalence of sexual violence in schools, many reports bring forward the incidences that confirm the existence of the problem to teachers who are expected to be the role models to pre-service teachers. Reporting the incidence from Mwananchi newspapers, Legal Human and Rights Centre [30] affirms that one teacher at Msonga secondary school in Geita was found in his bed with his Form Four student, engaging in sexual intercourse. One would question: What kind of professional leadership is needed to overcome such misconducts? The researcher of the present study is of the view that, school-based teachers have the obligation to be role models. This could enable pre-service teachers in their teaching practice to learn from them proper attributes in the teaching profession. A shared dialogue among educational stakeholders regarding sexual abuse in schools could be another strategy to create awareness among teachers and the community since students have been victims of sexual violence not only at school but from the entire community. This means that educational programmes have to consider sexual education in different forms and levels of education as the most important aspect towards developing pre-service professional integrity and help the society to stand against sexual violence.

3.2. Adherence to the Dressing Code

As it has been reflected in the findings in table 1, most of the respondents narrated with concerns on lack of professional commitment towards teachers dressing code. Female pre-service teachers were the ones who were blamed mostly, although the situation existed even to male pre-service teachers. Narrating on this, one school-based mentor said:

"There has been some cases at our school for male teachers wearing a very tight trousers and sometimes t-shirts having comments. I think there must be a specific course at the university addressing teachers' dressing codes and when they come here they must practice what they are taught at the University" (School-based mentor, school R, 2018).

The findings from the above quote, reveals inappropriate

dressings contrary to the needs of teaching profession where every member has an obligation to dress in a manner that is appropriate to the teaching profession. This would have a logical implication that proper dressing signifies the value assigned to teaching. The findings concur with the study findings by Mfaume and Bilinga [5] who found improper dressing among teachers in rural and urban schools. It was further revealed that the problem prevailed mostly in urban school in which female teachers were mostly found in schools with flip-flops shoes, short or tight clothes made out of transparent materials. In rural schools, teachers appeared dirty with crumpled clothes as well as locally made sandals [5]. In a philosophical point of view, Aristotle insists that in teachers' work, either *extravagant* (luxurious) dressing or aesthetic *shabbiness* might disturb his or her teaching [31]. What does this mean in teaching and learning? How can teachers adhere to the dressing code? A number of responses may occur, but one possible response is that students model what teachers do. So, the teacher is seen as a moral agent in the community who should possess characters reflecting the society.

There have been mixed ideas regarding teachers' professional dressing code. Sternberg [32] stresses that teachers' appearance promotes a professional and positive image of the school in the community. Some authors relate ethical values in teaching with compliance to the dressing code for professional teachers. Anangisye and Barrett [33] for example, explored teacher ethics and when asked respondents to elaborate on the 'ethics' they had been taught at college, teachers attributed the concept to their dress and appearance, using appropriate language and not being a drunkard. Kagoda and Sentongo [34] found that practicing teachers perceived teacher trainees as fairly good regarding professional ethics, they dress well, except some girls who dress poorly, while the majority of teacher trainees do not exhibit mastery of the subject matter in their respective subjects and most of them participate in school activities if assigned to do that. Professional integrity in teaching rests on a number of issues, including actions that help others to achieve their goals. Reflecting on beneficence principle, the teacher is required to act in a mercy, kindness, and charity in which they should appear in front of students and promote the goodness to them. The author of this study believes that beneficence should be a prerequisite for teachers' professional integrity. It is on this basis, the study recommends orientation meetings that would be appropriate to ensure that pre-service teachers dress in a proper manner and are exposed to proper actions appropriate to the teaching profession.

3.3. Absenteeism

Pre-service teacher absenteeism was reported in narrations by all heads of schools in the study area. A number of questions may arise. Is this a school culture? What does this mean to teachers' professional integrity? To what extent school-based teachers are professional models to pre-service teachers? It is worth noting that being a professional teacher,

one is expected to be a role model not only in the school context but in the entire community. Reflecting on the matter under discussion, one would say that it is negligence of duty. During the narrative interview with school leaders, there were several cases related to negligence of duty among school-based teachers who expected to be moral models of the pre-service teachers. During the narration, one head of the school narrated:

"One pre-service teacher reported here last month and we assigned her to teach literature subject in form three class. As I speak today, she has been in the classroom twice. The school-based teacher who handled the duties to her has been complaining because topics she was assigned to teach have not been covered. These pre-service teachers are assigned other duties like supervising sports and games, debate clubs and other extra-curricular activities, but some of them don't bother to supervise the activities" (Headmistress, school X, 2018).

When someone enters in teaching profession, has the moral duty to ensure that students' rights to quality education are protected. All the time, a teacher should ensure that a child is developing both mentally and physically both as an individual and as a member of a society. Contrary to that, it may be interpreted as negligence of duty. In the findings in table 1, it was narrated that some pre-service teachers deny the responsibilities being assigned by the school leaders. Teachers are moral practitioners just as medical doctors and lawyers, whereas doctors and lawyers are concerned with basic needs such as health and justice respectively, teachers are directly concerned with education as a basic human right [35]. Researching on teachers' malpractices, Mfaume and Bilinga [5] found absenteeism to be a critical problem among school-based teachers, of which more than 80% of teachers and students responded had experienced the problem in their respective schools with the reason to engage in private projects due to low salary. Bold *et. al* [36] present the findings across countries, including Tanzania, of which 44% of teachers were absent from class, either because they were absent from school, or because they were in the school, but not in the classroom. By implications, teachers may be present at school, but not actually teaching in the classroom. Researching on teacher absenteeism in Ghana, Donkor [37] found the prevalence of absenteeism in the East Gonja district with the rural schools recording higher levels of absenteeism compared with the urban schools. Donkor [37] mentions the rural nature of a school community, poor working conditions, lack of accommodation, health challenges of teachers, teachers attending social functions, breakdown of motorbikes or vehicles of teachers who lived far away from their schools as the causes of the teacher absenteeism.

In some cases, some respondents narrated pre-service teachers' challenges related to absenteeism. In particular, one school-based mentor mentioned inaccessibility of the school and poor transport to school, when she was quoted saying:

"Some pre-service teachers are posted in the school they don't know. When they report for the first time and find there is no accommodation, the pre-service teachers opt to live in

the relative home places or some rent some rooms to serve the purpose. I have been talking to some of them, what they tell me is insufficient funds they receive for teaching practice (School-based Mentor, School Y, 2018).

Narrating on the similar challenge about pre-service teacher absenteeism, one Academic Mistress had this to say:

"In my experience, some of the pre-service teachers don't care and misbehave. For example, in the last year, one pre-service teacher left the school immediately after the University assessment with two biology books. We have reported the matter to the concerned University but we have not received the feedback yet...." (Academic Mistress, School Y, 2018)

Reflecting on what a school based mentor was narrating, it is possible to associate the problem of pre-service teacher absenteeism with the school environment. This could be reflected in the government basic education statistics which indicate that there is a shortage of 72,394 teachers' houses, 3,796 for a Special Room for Girls, 3,492 for Library and 1,968 for Administration Block in both Government and Non-Governments schools [26]. The District under research, requires 549, but only 97 (17.6%) teachers' houses are available [26]. This challenge appears to raise concerns on the working conditions that might lower pre-service teachers' professional integrity. This anomaly, suggests the need to ensure that teachers' working environment, including, houses, offices and teaching materials are in place. Although the concern appears to compromise the quality of the teaching profession, one would say that unwillingness of some of the pre-service teachers to perform their duties with diligence contributes to the absenteeism. Lack of commitment, respect of school properties and volunteerism spirit among pre-service teachers would be interpreted to lower the status of the teaching profession. On this basis, the need to instil a volunteerism spirit among pre-service teachers and school based teachers, could be the possible way to improve teachers' professional integrity.

3.4. Incompetence

With reference to table1, some informants mentioned incompetence as one of the challenges facing pre-service teachers when they are assigned subjects to teach. This may raise questions on the theoretical package they receive at the University. Incompetence is related to the technical failure in the sense of pedagogical matter in the delivery of the content as expected. Teachers lack of authority over their class, inability to communicate well with the learners, inadequate knowledge on lesson preparation, motivation, use of resources, records management and lack of confidence during teaching are some examples of professional incompetence. On this aspect, one of the informants narrated:

"When these pre-service teachers report, we assign them subjects to teach based on their specialization. Funny enough, some reject to teach the subjects being assigned. Three years ago, there was an incident when one pre-service teacher specializing in chemistry, could not manage even to supervise students' experiments in the laboratory. What one

sees while the teacher is in the classroom is just writing notes on the board and sometimes reading a textbook for students. Actually, students complained of the practice and we decided to ask the school-based teacher to take off and teach in collaboration." (Headmaster, School Z, 2018).

Reflecting on the above quote, it is arguable that pre-service teachers need sufficient preparation on pedagogy, content and knowledge on how to manage the classroom before they go for the actual teaching. What does this imply on teacher education? Do school leaders understand their professional responsibility for pre-service teachers? The researcher of the present study is of the view that some school leaders tend to ignore their professional responsibilities of guiding, mentoring, coaching, orienting pre-service teachers on how to teach rather than blaming them. Pre-service teachers are posted to school for the purpose of translating teaching theories into practice. Writing on teacher preparation, Anangisye [35] stresses that it should be a shared responsibility that involves not only teacher educators but also other stakeholders such as parents and members of the community at large. On this basis, school leaders and school-based teachers in collaboration with the University supervisors have the ethical responsibility to ensure that pre-service teachers are ethically supervised to master pedagogical techniques of teaching.

Again, teacher education programmes should align clearly with the competence-based curriculum which was introduced in Tanzania in 2005. According to Kitta and Tilya [38] the Tanzanian Government decided to transform the newly revised secondary school curricula into competence-based one with the aim of equipping school graduates with sufficient knowledge and life skills for them to survive academically and socially in the modern world. On this ground, teachers need to translate the curriculum to give learners, learning experience relevant to the life experiences. Now, the question is: do teachers manage to do this? Researching on teachers' conceptions and experiences on competence-based curriculum, Lukindo [39] found that teachers had knowledge of competence-based curriculum and mostly preferred to apply question and answers, problem solving and project teaching techniques with minimal use of lecture approach. The study noted with concerns that there were no changes made in terms of assessments and there were many challenges such as big class sizes, limited time and lack of teaching resources such as textbooks which hindered the implementation competence-based curriculum. In the same way, Komba and Mwanduji [40] conclude that the implementation of competence based curriculum in the selected secondary schools was ineffective due to the fact that the majority (86%) of the interviewed teachers did not have the proper understanding of the objectives of competence based curriculum and the majority (78%) of the reviewed lesson plans did not reflect the qualities of a competence based lesson plan.

Similarly, Makunja [41] found that teachers, who are the major implementers of competence-based curriculum lacked knowledge and skills for implementing it effectively due to

lack of orientation and training in which most of them opt to apply traditional methods of teaching or simply rely on their teaching experience. Unlike Paulo [42] who found that pre-service teachers were aware of the teaching and assessment methods stipulated to be used for the implementation of competence based curriculum. They were not adopting the envisaged methods in their classroom practices instead they continued to use traditional teacher centered teaching methods along with paper and pencil forms of assessments despite the fact that the newly adopted curriculum demands changes.

In this situation, one has to envision the nature of school-based teachers who are expected to mentor pre-service teachers during their teaching practice. If school based teachers cannot really translate and understand the matter, what one would expect to pre-service teachers? Although the issue of competence deserves a deeper discussion than is possible at this point, it makes sense to point out the need to establish the school-based pre-service teacher teaching support. What does this mean for pre-service teachers' professional integrity? How can school leaders participate in the programme? What could be the key deliverables to establish an effective support? This cluster of questions would lead to a deeper speculation when establishing the programme, but the researcher is of the view that the programme might involve University supervisors, school leaders and school-based teachers in which the responsibilities of each one could be defined.

4. Conclusions and Recommendations

While the current study involved a small sample which might be difficult to generalize, still the findings can be mirrored in other contexts with similar characteristics. The study brings forward a number of ethical concerns that emerged from school leaders' narrations which would need a critical attention among educational stakeholders. The key findings include; the prevalence of sexual violence, disobedience to the dressing code, absenteeism and professional incompetence.

In the light of the findings of this study, it seems natural to conclude that the enhancement of pre-service teachers' professional integrity is a responsibility of both university supervisors, school leaders, school-based teachers and other educational stakeholders in the society. Every member of the society has the moral responsibility and a shared vision to enforce students' rights to quality education. In achieving this, the study recommends the following;

Firstly, sexual education should be part of the education curriculum across different levels of education to ensure that every member of the society becomes aware of how to refrain from sexual violence. A shared dialogue on how to stop sexual violence at schools would be a better way to create awareness on human rights protection and avoiding psychological or physical harm to learners.

Secondly, orientation meetings at schools are recommended to instil the culture of proper dressing among teachers. School-based teachers should appear as role models to pre-service teachers for inspiration. Workshops and

seminars would be carried out at school whenever possible to create awareness among pre-service teachers develop the bedrock of proper dressing as prospective teachers.

Thirdly, volunteerism culture is recommended among pre-service teachers and school based teachers with the purpose of enhancing moral commitment towards teaching. Furthermore, the suggested aspect could be part of the school curriculum so that children start to acquire the same while they are young. Schools are advised to establish moral clubs in which both pre-service teachers, school-based teachers, school leaders and students can have an avenue for dialogue on teachers' moral engagement.

Fourthly, collegiality culture is recommended to ensure that pre-service teachers gain the required teaching competence being assisted by school-based teachers through mentorship and coaching. A collaborative school-based pre-service teacher professional support approach which involves a number of stakeholders such as University supervisors, school leaders, school-based teachers, parents, teachers' professional board and teacher service department would be a better option than leaving alone pre-service teachers. To achieve this, it may need the national shared dialogue regarding proper strategies to enhance teachers' professional integrity so as to raise the teaching profession standards and status. Finally, ethical misconducts brought forward through narrations by school leaders indicate thoughts based on the experience they had so far regarding pre-service teachers ethical conduct. The study did not explore the key strategies employed by school leaders in enhancing professional integrity among pre-service teachers and school-based teachers although during narrations some strategies emanated. One could be interested to explore what specific strategies they actually employ in maintaining pre-service teachers and school-based teachers' professional integrity.

Acknowledgements

The researcher appreciates the support from school leaders who responded by providing narratives of their lived experiences. Further appreciation goes to the University of Dodoma for funding the school visit during the teaching practice supervision.

References

- [1] Shukor, A. A. B. A., & Abdullah, E. B. M. H. (2016). Identifying Teachers' Perception of Integrity in School-Based Assessment Practice: A Case Study. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 10 (3), 862-869.
- [2] Ukwueze, A., C. (2014). Teachers' involvement in examination malpractices: Implications for counselling and quality secondary Education. *Journal of Teacher Perspective*, 8 (3), 1-11.
- [3] Magwa, S. (2015). *Child sexual abuse by teachers in secondary schools in the Masvingo District, Zimbabwe: perceptions of selected stakeholders* (Doctoral dissertation).

- [4] Altinyelken, H. K., & Le Mat, M. (2018). Sexual violence, schooling and silence: teacher narratives from a secondary school in Ethiopia. *Compare: A Journal of Comparative and International Education*, 48 (4), 648-664.
- [5] Mfaume, H., & Bilinga, M. (2017). Prevalence of Teachers' Professional Malpractices in Tanzanian Public Secondary Schools: What Ought to Be Done?. *Journal of Education and Training Studies*, 5 (2), 43-52.
- [6] Kinyaduka, B. D., & Kiwara, J. F. (2014). Female student-Male Teacher Sexual Relationship in Moshi Municipality, Kilimanjaro, Tanzania: Sexual advance points, reasons, reporting status and responsible teacher category. *Merit Research Journal of Education and Review*, 2 (5), 085-091.
- [7] United Republic of Tanzania. (2018). The Tanzania teachers' professional board Act. *The gazette of the United Republic of Tanzania No. 23. Vol. 99 dated 8th June, 2018*. Dodoma: Government Printer.
- [8] Heidari, M. H., Heshi, K. N., Mottagi, Z., Amini, M., & Shiri, A. S. (2015). Teachers professional ethics from Avicennas perspective. *Educational Research and Reviews*, 10 (17), 2460-2468.
- [9] Patrinos, H. A., & Kagia, R. (2007). Maximizing the performance of education systems. *The many faces of corruption*, 63-87. World Bank.
- [10] Fussy, D. S. (2018). The Institutionalisation of teacher ethics in Tanzania's secondary schools: A School Heads' Perspective. *Pakistan Journal of Education*, 35 (2), 79-96.
- [11] Mgonja, M. G. (2017). Responding to workplace absenteeism in Tanzania: The case study of public and private schools in Ilala Municipality and Mkuranga District. *International Journal of Educational Leadership and Management*, 5 (1), 85-108.
- [12] Mabagala, S. (2017). Prevalence of professional misconduct in Nzega District, Tanzania public secondary schools. *African Journal of Teacher Education*, 5 (1), 1-15.
- [13] Cobbold, C. (2015). Professionals without a profession? The paradox of contradiction about teaching as a profession in Ghana. *Journal of Education and Practice*, 6 (6), 125-134.
- [14] Mosha, M. (2016). Secondary school students' attitudes towards teaching profession: A case study of Tanzania. *Research Journal of Educational Studies and Review*, 2 (5), 71-77.
- [15] Beauchamp, T. L., & Childress, J. F. (2001). *Principles of biomedical ethics*. Oxford University Press, USA.
- [16] Al-Bar, M. A., & Chamsi-Pasha, H. (2015). Beneficence. In *Contemporary Bioethics* (pp. 129-139). Springer, Cham.
- [17] Jahn, W. T. (2011). The 4 basic ethical principles that apply to forensic activities are respect for autonomy, beneficence, nonmaleficence, and justice. *Journal of Chiropractic Medicine*, 10 (3), 225.
- [18] Mohr, M., & Kettler, D. (1997). Ethical aspects of resuscitation. *British journal of anaesthesia*, 79 (2), 253-259.
- [19] Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd Ed.). Thousand Oaks, California: Sage Publications.
- [20] Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7 (1), 23-48.
- [21] Cohen, L., Marion, L & Morrison, K. (2000), *Research methods in education (5thEd)*. London. Oxford university press.
- [22] Jovchelovitch, S., & Bauer, M. W. (2000). Narrative interviewing. *Qualitative researching with text, image and sound*, 57-74.
- [23] Schank, R. C. (1990). *Tell me a story: A new look at real and artificial memory*. Charles Scribner's Sons.
- [24] Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- [25] McAlpine, L. (2016). Why might you use narrative methodology? A story about narrative. *Eesti Haridusteaduste Ajakiri. Estonian Journal of Education*, 4 (1), 32-57.
- [26] United Republic of Tanzania. (2018). *Basic education statistics in Tanzania*: Dar es Salaam: The Government Printer.
- [27] United Republic of Tanzania. (2016). National plan of action to end violence against women and children in Tanzania 2017/18 – 2021/22.
- [28] United Republic of Tanzania. (2009). The Law of the child act. *Passed in the National Assembly on the 4th November, 2009*. Retrieved from http://www.mcdgc.go.tz/data/Law_of_the_Child_Act_2009.pdf.
- [29] Stein, M., & Bockwoldt, L. (2016). Amount and implications of bullying, sexual harassment and corporal punishment in secondary boarding schools in Tanzania. *International Journal of Education and Research*, 4 (1), 283-300.
- [30] Legal Human and Rights Centre. (2017). *Bi-Annual Tanzania Human Rights Report*. Retrieved from <https://www.academia.edu/34098622>.
- [31] Kakkori, L. & Huttunen, R. (2007). *Aristotle and Pedagogical Ethics. Paideusis: Journal of the Canadian Philosophy of Educations Society*, 16 (1), 17-28.
- [32] Sternberg, R. (2003). Dress codes in the workplace. *School Administrator*, 6 (2), 38.
- [33] Anangisye, W., & Barrett, A. (2005, September). Professional status and responsibility: Tanzanian teachers views on misconduct. In *8th UKFIET International Conference on Education and Development: Learning and livelihood, University of Oxford* (pp. 13-15).
- [34] Kagoda, A. M., & Sentongo, J. (2015). Practicing teachers' perceptions of teacher trainees: Implications for teacher education. *Universal Journal of Educational Research*, 3 (2), 148-153.
- [35] Anangisye, W. A. (2010). Promoting teacher ethics in colleges of teacher education in Tanzania: Practices and challenge. *African Journal of Teacher Education*, 1 (1), 64-77.
- [36] Bold, T., Filmer, D., Martin, G., Molina, E., Rockmore, C., Stacy, B. & Wane, W. (2017). *What do teachers know and do? does it matter? evidence from primary schools in Africa*. The World Bank.
- [37] Donkor, A. K. (2017). Dominant causes of teacher absenteeism in basic schools of East Gonja District. *Education Research Journal*, 7 (9), 214–226.

- [38] Kitta, S., & Tilya, F. (2010). The status of learner-centred learning and assessment in Tanzania in the context of the competence-based curriculum. *Papers in Education and Development*, (29), 77-91.
- [39] Lukindo, J. J. (2016). Exploring Competence Based Education (CBE) in Rural Secondary Schools in Tanzania: English Language Teachers' Conceptions and Experiences. *Journal of Education and Practice*, 7 (29), 62-67.
- [40] Komba, S. C., & Mwandangi, M. (2015). Reflections on the implementation of competence based curriculum in Tanzanian secondary schools. *Journal of Education and Learning*, 4 (2), 73-80.
- [41] Makunja, G. (2015). Adopting competence-based curriculum to improve quality of secondary education in Tanzania: "is it a dream or reality"? *International Journal of Education and Research*, 3 (11), 175-188.
- [42] Paulo, A. (2014). Pre-service teacher's preparedness to implement Competence-Based Curriculum in secondary schools in Tanzania. *International Journal of Education and Research*, 2 (7), 219-230.