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**Teacher Professionalism and Professional Abuse towards  
Education Development in Tanzania**

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# **Teacher Professionalism and Professional Abuse towards Education Development in Tanzania**

## **1.0 Introduction**

Professionalism is not commercialism; to be a professional, is to use education, experience and training to do work, analyse, problem solve and make sound decisions. A professional must know and deliver sound advice to the client based on accumulated knowledge. A professional is held in high regard because they are more experienced than the client. Commercialism is the use of marketing and advertising to sell products and services regardless of the needs and requirements of a customer. The reality of doing business is that many companies choose commercialism over professionalism. The drive to make money supersedes the passion to deliver quality, professional services (Garet 2001).

Similarly, a completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one's ability to understand content; the educator must discover if the students are being reached in an effective way. With the role of "teacher" becoming more autonomous, an educator must be competent in their studies, perform well under the eye of the administration, parents, and other stakeholders while maintaining good conduct to facilitate quality communication and education development (Allen 2010).

## **1.2 Professional ethics**

The professional carries additional moral responsibilities to those held by the population in general and in society. This is because professionals are capable of making and acting on an informed decision in situations that the general public cannot, because they have not received the relevant training Caroline W. (1998). For example, a lay member of the public could not be

held responsible for failing to act to save a car crash victim because they could not give an emergency tracheotomy. This is because they do not have the relevant knowledge. In contrast, a fully trained doctor (with the correct equipment) would be capable of making the correct diagnosis and carrying out the procedure and we would think it wrong if they stood by and failed to help in this situation. You cannot be held accountable for failing to do something that you do not have the ability to do. Ethics are rules and values used in a professional setting (Changing Minds,). In the workplace managers and supervisors should set the standard for using ethics by showing respect, being honest, and promoting trust. If the management team uses unethical forms of communication, the team and business can fail. Ethics are used world-wide in large companies and small businesses. Promoting ethics in the workplace gives employees a sense of worth and trust that can help the business and employees succeed (Joseph and Joshua, 2000).

This additional knowledge also comes with authority and power. The client places trust in the professional on the basis that the service provided will be of benefit to them. It would be quite possible for the professional to use his authority to exploit the client Michael D (1991). An obvious example is that of the dentist who carries out unneeded dental work on his patients in order to gain more money. It is likely that the patient will not have sufficient knowledge to question what is being done, and so will undergo and pay for the unneeded work. Similarly; teachers are not supposed to rely on tuition and bribe practices in order to gain more money and spend little time in normal scheduled classes.

## **2.0 Teacher education**

Teacher education refers to the policies and procedures designed to equip prospective teacher with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school and wider community. Curriculum the question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of much debate in many cultures Garet et al (2001). This is understandable, as teachers are entrusted with the transmission to learners of society's beliefs, attitudes and deontology, as well as of

information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and the economy.

## **2.1 Teachers' Professionalism**

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself Caroline W. (1999). Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance, and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

## **2.2 Teachers' Competence**

The characteristic of competence is fundamental in an educator's pursuit of excellence; a discussion on competence focuses on three important ideas: preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. "Decision making by well-trained professionals allows individual clients' needs to be met more precisely and...promotes continual refinement and improvement in overall practice" (Bernard 1998:252). Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment.

Furthermore, by doing this, the professional teacher leads students by his or her example: one who is prepared for difficulties will be able to overcome them.

### ***Knowledge base***

Along with preparation, a professional educator with a strong knowledge of his/her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material Brian and Steven (2003). With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant thought on the material being taught. Thus, a professional is able to dwell on how to relate subject matter to the students and their cultures in an original method.

### ***Pedagogy***

The final portion of competence is discovering and assuming a defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are most effective. According to Lunenburg and Ornstein (2000), Hiring teachers by subject and skill presumes that curricular priorities have been established, which means that decisions have been made about how much time will be devoted to each segment of the curriculum. Although this may take years to fine-tune, a professional is willing to self-evaluate his or her pedagogy as s/he develops it, revise their edification when deemed necessary, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents.

## **2.3 Performance**

Note that, competence is essential to teacher professionalism, it is only useful if the educator is able to perform. Performance is the ability to effectively teach the concepts of a curriculum. However, this is performance defined at its most fundamental level. "As individuals,

professionals have the right to perform their work as they see fit, based on knowledge acquired through specialized training” (Newman, 1998: 121). Such a quote demonstrates the essentiality of performance, which derives from both premeditated and improvisational techniques.

### ***Application***

A professional teacher educates so that students learn concepts and apply them to their lives. Although this undermines the school’s emphasis on state test results, a quality educator prepares for the tests through this unique style of applying to his/her students’ lives. Thus, the application of these concepts must be inside the bounds of students’ lives.

### ***Dedication***

Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active teacher rather than a passive teacher, showing the students a genuine interest in their progress as a student.

## **2.3 Conduct**

The final characteristic of teacher professionalism, conduct, is equally as significant as the first two. The manner in which an educator carries himself or herself is a reflection on one’s classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behavior Allen (2010). However, these are minor qualities of conduct. Conduct also includes one’s ability to initiate and maintain quality communication with all the parties involved in education: students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it is a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

## **3.0 Ethical Teachers**

A number of professional organisations and academic institutions define their ethical approach as a number of discrete components; typically these include Anangisye and Barret (2005):

**Honesty:** refers to a facet of moral character and denotes positive, virtuous attributes such as integrity, truthfulness, and straightforwardness along with the absence of lying, cheating or theft. Honesty travels on a larger arc than merely telling the truth. Telling the truth involves answering a question directly without lying or attempting to deceive. Honesty involves context and answering even the unasked question. Honesty means being open about one's life.

**Integrity:** is a concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. Integrity can be regarded as the opposite of hypocrisy in that it regards internal consistency as a virtue, and suggests that parties holding apparently conflicting values should account for the discrepancy or alter their beliefs. Integrity is the inner sense of "wholeness" deriving from qualities such as honesty and consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold.

**Transparency:** implies openness, communication, and accountability. It is a metaphorical extension of a "transparent" object being one that can be seen through. Transparent procedures include open meetings, financial disclosure statements, freedom of information legislation. Budgetary review and audits; transparency is operating in such a way that it is easy for others to see what actions are performed. All organizations have a transparency culture, that part of the culture that relates to transparency; but few have a culture of transparency, i.e., a culture of being aware of transparency and incorporating it routinely into how things are done.

**Accountability:** is the concept in ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, blameworthiness, liability, and other terms associated with the expectation of account-giving Snow and Lauer (2005).

Within an organization, the principles and practices of ethical accountability aim to improve both the internal standard of individual and group conduct as well as external factors, such as sustainable economic and ecologic strategies. Also, ethical accountability plays a progressively important role in academic fields, such as laboratory experiments and field research.

**Confidentiality:** is an ethical principle associated with several professions (e.g., medicine, law). In ethics, and (in some places) in law and alternative forms of legal resolution such as mediation, some types of communication between a person and one of these professionals are "privileged" and may not be discussed or divulged to third parties.

**Respect:** denotes both a positive feeling of esteem for a person or other entity (such as a nation or a religion), and also specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected (e.g., "I have great respect for her judgment"). It can also be conduct in accord with a specific ethics of respect. Rude conduct is usually considered to indicate a lack of respect, *disrespect*, where as actions that honor somebody or something indicates respect. Specific ethics of respect are of fundamental importance to various cultures. *Respect* should not be confused with *tolerance*, since tolerance doesn't necessarily imply any positive feeling.

### **3.1 Challenges/Shortcomings**

#### ***Low Level of Education***

The quality of learning and competency level of both students and teachers in Tanzania is among the poorest in the region. One of the reasons is the low level of educational qualifications required to become a primary school teacher.

### ***Certification***

Another is the quality of teacher certification programs, which suffers from the lack of adequately trained trainers, little emphasis on teaching practice and non-existence of proper support/monitoring system for teachers.

### ***Bullying in teaching***

School teachers are commonly the subject of bullying but they are also sometimes the originators of bullying within a school environment. Complex dynamics, parsons identifies teacher bullying as often being part of a wider bullying culture within a school, with a complex web of dynamics such as:

- teachers may be bullied by: other teachers, students, office staff, principals and/or parents
- teachers may bully: other teachers, students, and/or parents
- bullying teachers may themselves get bullied by others in turn

### ***Mobbing***

Mobbing in schools or colleges vulnerability are increased by personal differences such as being a foreigner or of a different sex; by working in a post with low pay salary; financial pressure; or having an aggressive superior. Other factors included envy, heresy and campus politics. Leaders and other potential people mob the new employee as a results professionalism fail to take its charge.

### ***Sexual harassment***

Sexual harassment in education is an unwelcome behavior of a sexual nature that interferes with a student's ability to learn study, work or participate in school activities. Sexual harassment involves a range of behavior from mild annoyances to sexual assault and rape. In schools, though sexual harassment initiated by students is most common, it can also be

perpetrated by teachers or other school employees, and the victim can be a student, a teacher, or other school employee. Sexual harassment of students by teachers or other school employees can cause particularly serious and damaging consequences for the victim. Also even consensual sexual interactions between students and teachers constitutes harassment because, the power differential creates a dynamic in which "mutual consent" is impossible. Dzeich et al (1990).

**Effect of Sex harassment:** Students experience a wide range of effects from sexual harassment that impact their academics including: have trouble sleeping, loss of appetite, decreased participation in class, avoid a study group, think about changing schools, change schools, avoid the library, change major, not gone to a professor/ teaching assistant's office hours. Students may experience multiple effects or just one. The wide range of experiences lowers the percentage of students who experience any particular effect.

#### **4.0 Professional abuse**

Professional abuse happens when a professional does any of the following: takes advantage of their client or patient's trust, exploits their vulnerability, does not act in their best interests, fails to keep professional boundaries. Abuse may be; sexual, financial, psychological/emotional, physical/neglectful or discriminatory. Professional abuse always involves: betrayal of trust, exploitation of vulnerability, violation of professional boundaries.

Abuse is the improper usage or treatment for a bad purpose, often to unfairly or improperly gain benefit. Abuse can come in many forms, such as: physical or verbal maltreatment, injury, sexual assault, violation, rape, unjust practices; wrongful practice or custom; offense; crime, or otherwise verbal aggression.<sup>[1]</sup>

Abuse of authority, in the form of political corruption, is the use of legislated or otherwise authorized powers by government officials for illegitimate private gain. Misuse of government power for other purposes, such as repression of political opponents and general police

brutality, is not considered political corruption. Neither are illegal acts by private persons or corporations not directly involved with the government. An illegal act by an officeholder constitutes political corruption only if the act is directly related to their official duties. In academic arena, professional abuse is related to academic dishonesty.

#### **4.1 Academic dishonesty**

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. It can include:-

##### ***Plagiarism***

The adoption or reproduction of original creations of another author (person, collective, organization, community or other type of author, including anonymous authors) without due acknowledgment.

##### ***Fabrication***

The falsification of data, information, or citations in any formal academic exercise. Fabrication is the falsification of data, information, or citations in any formal academic exercise. This includes making up citations to back up arguments or inventing quotations. Fabrication predominates in the natural sciences, where students sometimes falsify data to make experiments "work". It includes data falsification, in which false claims are made about research performed, including selective submitting of results to exclude inconvenient data to generating bogus data.

##### ***Deception***

Providing false information to an instructor concerning a formal academic exercise—*e.g.*, giving a false excuse for missing a deadline or falsely claiming to have submitted work. Deception is providing false information to a teacher/instructor concerning a formal academic exercise. Examples of this include taking more time on a take-home test than is allowed, giving a dishonest excuse when asking for a deadline extension, or falsely claiming to have submitted

work. This type of academic misconduct is often considered softer than the more obvious forms of cheating, and otherwise-honest students sometimes engage in this type of dishonesty without considering themselves cheaters. It is also sometimes done by students who have failed to complete an assignment, to avoid responsibility for doing so.

### ***Cheating***

Any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment. Cheating can take the form of crib notes, looking over someone's shoulder during an exam, or any forbidden sharing of information between students regarding an exam or exercise. Many elaborate methods of cheating have been developed over the years. For instance, students have been documented hiding notes in the bathroom toilet tank, in the brims of their baseball caps, or up their sleeves. Also, the storing of information in graphing calculators, pagers, cell phones, and other electronic devices has cropped up since the information revolution began.

### ***Bribery***

Paying services by giving certain tests or examinations answers for money from students or parents.

### ***Professorial misconduct***

Professorial misconduct includes improper grading of students' papers and oral exams, deliberate negligence towards cheating or assistance in cheating. This can be done for reasons of personal bias towards students (favoritism) or a particular viewpoint (intellectual dishonesty), for a bribe, or to improve the teacher's own perceived performance by increasing the passing rate. It is still occasionally done for matters of ego or to procure sexual favors (sexual harassment).

### ***Impersonation***

Impersonation is a form of cheating whereby a different person than the student assigned an assignment or exam completes it. Unlike in Cheating, the academic work is totally 'outsourced' to another person or organization, usually for pay. Vivid example is that one student (a girl) from TUDARCo 2007 hired a young man from University of Dar es Salaam to sit for supplementary examination on her behalf. Those students were discontinued from studies.

### ***Sabotage***

Sabotage is when a student prevents others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others. Sabotage is usually only found in highly competitive, cutthroat environments, such as at extremely elite schools where class rankings are highly prized. Poor behavior and the low level disruption of other students learning, however, are extremely common in all educational settings. Some librarians have noted that important articles required reading for key courses are frequently missing from bound journals sliced out with razor blades, scalpels, or other sharp blades. Other journals will be marked up in crayon.

Academic dishonesty has been documented in most every type of educational setting from elementary school to graduate schools. Throughout history this type of dishonesty has been met with varying degrees of approbation. Today, those who are a part of an educated society tend to take a very negative view of academic dishonesty.

## **4.2 Effects of Academic Dishonesty**

Cheating in academia has a host of effects on students, on teachers, on individual schools, and on the educational system itself.

### ***Dishonesty***

For instance, students who engage in neutralization to justify cheating, even once, are more likely to engage in cheating in the future, potentially putting them on a road to a life of

dishonesty. Indeed, one study found that students who are dishonest in class are more likely to engage in fraud and theft on the job when they enter the workplace.

### ***Grandaunts' Reputation***

Students are also negatively affected by academic dishonesty after graduation. A university diploma is an important document in the labor market. Potential employers use a degree as a representation of a graduate's knowledge and ability. However, due to academic dishonesty, not all graduates with the same grades actually did the same work or have the same skills. Thus, when faced with the fact that they do not know which graduates are skilled and which are the "lemons", employers must pay all graduates based on the quality of the average graduate. Therefore, the more students who cheat, getting by without achieving the required skills or learning, the lower the quality of the average graduate of a school, and thus the less employers are willing to pay a new hire from that school. Because of this reason, all students, even those that do not cheat themselves, are negatively affected by academic misconduct.

### ***Unproductive***

Academic dishonesty also creates problems for teachers. In economic terms, cheating causes an underproduction of knowledge, where the professor's job is to produce knowledge.

### ***Emotional Distress***

Moreover, a case of cheating often will cause emotional distress to faculty members, many considering it to be a personal slight against them or a violation of their trust. Dealing with academic misconduct is often one of the worst parts of a career in education, one survey claiming that 77% of academics agreed with the statement "dealing with a cheating student is one of the most onerous aspects of the job."

### ***Institutional Reputation***

Academic misconduct can also have an effect on a college's reputation, one of the most important assets of any school. An institution plagued by cheating scandals may become less attractive to potential donors and students and especially prospective employers. Alternatively, schools with low levels of academic dishonesty can use their reputation to attract students and employers.

### ***Lower down Quality***

Ultimately, academic dishonesty undermines the academic world. It interferes with the basic mission of education, the transfer of knowledge, by allowing students to get by without having to master the knowledge.

### ***Poor Learning atmosphere***

Furthermore, academic dishonesty creates an atmosphere that is not conducive to the learning process, which affects honest students as well. When honest students see cheaters escape detection, it can discourage student morale, as they see the rewards for their work cheapened.

### ***Loose identity***

Cheating also undermines academia when students steal ideas. Ideas are a professional author's "capital and identity", and if a person's ideas are stolen it retards the pursuit of knowledge.

## **4.3 Deterrence or Punishment**

Punishments for academic dishonesty vary according to the age of the party involved and the nature of the infraction. In high school, a standard penalty for cheating is a failing grade; in

college, it can result in expulsion or dismissal (At Tumaini University for instance, there are no lesser penalties than dismissal for breaches of the honor code). In rare instances, college professors have been fired when it was discovered that they plagiarized during college or graduate school. All parties involved in the dishonesty—not just the individual whose grade is increased by it—can be punished.

## **5.0 Recommendations**

### ***Workshops and seminars***

In door workshops and seminars, as well as university linkages and partnership activities such as faculty exchanges and joint curriculum development projects. The new stage of the Program focuses on in-country training of an increased number of master teacher trainers, while continuing to build the capacity of Tanzania teacher training institutions.

### ***Mentoring***

The allocation to each beginning teacher of an experienced teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance; in many U.S. states, induction is limited to the provision of a mentor, but research suggests that, in itself, it is not enough.

Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after their first teaching post, is high.

### ***Continuous professional development***

Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

### ***Quality Assurance***

Quality in education relates to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought.

In most countries, particularly in Tanzania teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing, to prove that they still have the requisite skills.

### **Conclusion**

To ensure that students' behaviors do not jeopardize their future careers, educators must understand the activities that present ethical and professional issues and make every effort to educate students about appropriate behavior. For educators, perhaps the most familiar unethical issue facing students is that of academic dishonesty. The impact of academic dishonesty has long roots in working environment some of the impact are: corruption and bribery. Schools, colleges and universities have a great role on how to revisit their curriculum so as professionalism and ethics issues are inserted. Though both educators and students are

largely familiar with the issues of academic dishonesty, it is an entirely new issue that poses the greatest threat to students' professionalism and one which has, on its face, nothing to do with students' academic performance or professional aspirations.

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