

Ethics in the Teaching Profession: A Practical Approach to Teachers' Professionalism

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Abstract: In our present time, ethics in teacher education plays an important role in the teaching and learning process. In the school context, both teachers and learners need to feel safe in order to learn meaningfully and achieve their dreams. As such, creation of the positive and inclusive school environments is important. Building an effective school culture is essential to teachers as well as to the students. Strengthening the teacher-students relationship offers opportunity for both students and teachers to aspire and achieve their great goals. In this way, teachers will teach effectively; learners will learn well in the school that is safe and that which promotes the practice of the ethical standards. For a successful teaching and learning to take place in school contexts, ethics and its standards need to be considered and improved. To achieve that, how the school and classrooms are organized is fundamental, this paper presents evidence from literature on the significance of ethics and its standards that teachers and other education stakeholders in Tanzania can learn in order to promote teacher professionalism and effective academic performance in school organizations in Tanzania. It also discusses the prevailing teachers' professional misconducts in Tanzanian schools that have affected the learning outcomes. Furthermore, the paper highlights strategies that could be used by school organization to ensure that the school organizations observe and encourage the development of teaching professionalism for the improved learning and organizational outcomes.

Keywords: Ethical Conducts, Ethical Behaviour, Ethics in The Teaching Profession, Professional Ethics for Teachers, Ethics and Academic Performance

1. Introduction and Background to study

The teaching profession is realized as the mother of all the other professions that are proven to happen in the universe. This is due to the fact that different professionals such as pilots, doctors, engineers, journalists, pharmacists, drivers, accountants and all others in different sectors have once passed in the hands of a teacher. Therefore, the presence of a teacher in a society cannot be left behind when judging the quality of professionalism in that particular society. The teaching and learning process has been widely accepted to be a never ending process of acquiring skills, knowledges and value for individual and social development. The acquisition of knowledge begins early after birth of an individual and it ends after death. In this fast-changing world, provision of quality education and its sustainability depend on the sufficient

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moral values and ethical conducts that are formulated to guide learners, teachers and organizations (Mauti, Pacho, & Nyatuka, 2022; Joshi, 2019).

2. Conceptualizing Ethics

Sultana, (2014, p. 44) established that the term ethics originates from the Greek word, 'ethos' which means character. OECD (2016) reported that ethics are set of standards by which a group or community decides to regulate its behaviour. Ethics are moral principles that guide behaviour of its people (Prasad, 2019). On the other hand, Furtado & Saldanha (2023) noted that ethics is a branch of philosophy that deals with concepts which examines rights and wrong conducts of individuals. In philosophical studies, ethics is categorized into theoretical and applied ethics. Theoretical ethics deals with normative ethics which marks actions of right and wrong conducts; descriptive ethics deals with facts by examining actual conducts made by an individual (Furtado & Saldanha (2023). Furthermore, Furtado & Saldanha (2023) revealed that applied ethics involves concrete and professional ethics. Hence, from the noted point, professional ethics can be defined as one of the essential branches of applied ethics that guides and provides directions of honesty, responsibilities and confidentiality in the professional lives. It should be noted that every profession face numerous issues and problems. In the teaching profession problems such as classroom problems, social and community problems as well as school problems are some of the challenges that affect the effectiveness of teaching and learning process. These challenges can be handled effectively if school organizations develops code of conducts to guide teachers as well as learners. Without the provision of moral values and ethical conducts in education, social goals and development will not be attained. Moreover, the issue of teachers and teaching effectiveness in the context of quality Education is based on the influencing power to realize social valued and principles that are formulated for teachers, managing and teaching process that are enabling learners to learn and contribute to quality education and enhance academic performance in schools as well as positive changes in the whole nation (Mbagala, 2016). With this reality, if teachers, managers and non-teaching staff in schools are not behaving ethically, the community will never reach individual, national and international goals. Unethical issues refer to "morally unacceptable behaviors in the teaching profession" (Wehmeier, McIntosh, & Turnbull, (2010) p. 1609). On the other hand we define unethical issues as all set and general principles that are not acceptable in the organizations. They can be the results of personal desire or the effect of the peer pressure. For instance, drunkenness can happen as a result of external influences.

Teachers play a vital role towards achieving quality education. The teachers' responsibilities in transforming the predetermined educational goals and objectives into practical terms are vital to an individual and society as well. Teachers are role models as well as educators in the classrooms and even outside the classroom (Green, 2010). In other words, teacher's actions, beliefs, sense of humour, self-discipline, and bearing are all lessons that are presented to students throughout the education experience (Ebert, & Cuyler, 2012). In the school settings and even at the society level, teachers are highly trusted and considered to be role models in school and in the community (Paschal & Mkulu, 2020). From this notable standing point, teachers are the key element to ensure that learners are equipped with relevant skills, knowledge, values, and attitudes. Hence, the effective and achievement of quality education depend on sound ethical standards of the teaching profession.

3. Statement of the Problem

There are ethical issues that teachers and school organizations face every day. The unfortunate role and image of some teachers today around the world have given a clear picture and attention to scholars around the world. In North America, United States of America in particular, some cases of teachers' sexual misconduct such as sexual touching, request for sexual favour and unwelcome sexual advance have been revealed by students and non-teaching staff in various parts of the country (Shakeshaft, 2004). In Germany, some teachers are involved in selling examination questions and marks, selling front-row seats to students in large classes and forcing students to buy certain materials or additional materials to take private lessons (Chapman, 2002). In Asian countries, China and Bangladesh in particular, teachers are reported to engage in selling examination papers or allowing someone else to take the examination for a certain candidate (Transparency International, 2007; Brau, 2003; Bray, 1999). In Africa, a report on a survey conducted by Education International (2007) indicates a severe problem with teachers' absenteeism. Similarly, a study by Prisloo, (2006) indicates that sexual abuse is quite rampant among male teachers who abuse young female learners in schools. Another study by (Mauti, Pacho, & Nyatuka, 2022; Ng'oma, & Simatwa, (2013) indicates that in Kenya particularly in Nyando District, frequent cases of misconduct such as teacher absenteeism, lateness, financial mismanagement, and "carnal knowledge" are the great problems. In Kenya, each year about 1,400 teachers faced discipline actions (N'goma, & Simatwa, 2013). Therefore, this problem is not only in Tanzania but it is a global serious issue that is facing school organizations.

4. Significance of Professional Ethics in Promoting Teachers Professionalism and Academic Performance in School Organizations.

1. Professional Ethics help teachers to set a clear vision to foster potentialities in school organizations

The presence of professional ethics in teachers has proved to enhance the developments of learners in school organizations and after they graduate (Boon, (2011) Ethical teachers in school context act as role models and they inspire, guide, and motivate their learners towards personal and academic performances. Sherpa, 2018) shows that ethical teachers set positive visions, plan and inspirations on how to achieve their needs as well as of their learners in the teaching profession. It is a fact that ethical teachers use professional ethics to solve issues and problems that may exist in school community. For example, Ng'ima, & Simatwa, (2013) demonstrated that the lack of teachers' personal discipline leads to various unethical conducts like absenteeism, sexual abuse and financial mismanagement. With this standing point, teachers are required to know, practice and implement ethics in their profession. The absence of professional ethics and effective teaching strategies in teachers hampers the development of school and leads to students' poor academic performance (Fareo, 2013). In this way, school organizations need well and effectively trained teachers that are skilful to equip learners with moral skills to guide learners towards success both in behaviour and academic performance (Sherpa, 2018). Therefore, higher education institutions should train teacher-students so that they learn and possess the essential professional ethics, morals and values in them earlier before starting teaching in school organizations so that they will be able to plan, implement and meet the requirements and need of their learners.

2. Professional Ethics help teachers define the role they play and foster responsibility

Professional Ethics play a crucial role in developing ethical people of a particular society (Mauti, Pacho, & Nyatuka, 2022; Joshi, 2019). From the study of professional ethics, teachers can draw and acquire the principles that guide them take their responsibilities effectively by avoiding the actions that may affect their attitude and performance in their profession (Ebert, & Cuyler, 2012). In connection to that, Gunhzenhauser, (2012) states that professional ethics in the teaching profession serve to inform moral, ethical values and standards to guide teachers and learners to exercise and achieve the intended goals of the school organizations. The ethical values and standards involves integrity, honesty and discipline which teachers are required to apply in school (Mbagala, 2016). With this reality, a teacher is required to acknowledge applicable care, values, and attitudes and believes about the true meaning and value of education and engage himself and herself in professing ethical practice in their daily life as they exercise responsibilities in their positions. Furthermore, professional ethics call every teacher to display an equal level of respect and treatment to every individuals including students, community, teaching and non-teaching staff as they fulfil the responsibilities that aligned with their profession (Gluchmanova, 2015). With this point of view, professional ethics guide teachers, policy makers and other education stakeholders to resist unethical conducts and acknowledge actively the ethical conducts and professionalism and the role they play in encouraging accountabilities and professionalism in order to achieve the intended goals of education.

3. Professional ethics help teachers learn from mistakes and make ethical decisions.

Professional ethics is like a powerful weapon that empower teachers in school organizations to act actively and create conditions that can be used by people a key tools for transformation and for the common good. It can as well be used as a tool that inspires individuals to make ethical decision that are accepted to be practices in a particular society. Prasad, (2019) conducted a study on the importance of ethics in higher education, the study demonstrated that in school organizations learners learn what is right and what is wrong through character education or value education. The study noted that teaching professional ethics in school organizations help and inspire both teachers and students in making informed and ethical decisions to enhance personal, professional and academic performance and development. With this reality, school organizations need to teach their learners and guide teachers to actively follow and implement ethical standards base in their profession and eliminate the unethical behaviours and treatments to others. (Mbagala, 2016) demonstrated that although professional ethics in educational organizations influences teachers' active involvement into making ethical actions and professional conduct, there should be effective monitoring of teachers' conduct at the school level, school administrators should regularly conduct seminars to teachers or at staff meetings, whereby such opportunity is used to remind teachers of their roles and responsibility to students. Also they should regularly review the importance of adhering to the codes of ethics and conduct so that to eliminate the unethical issues that may exist. In my point of view, learning, implementing and effectively following the professional code of ethics that are designed to be used to guide individuals in a particular society is universal since it can be applied in other area of life. For instance, teaching professional ethics to students in higher education can help students to plan ethical and informed decision for the better world even after they leave or graduate from school.

4. Professional Ethics strengthen professional teacher- student relationship in school organizations

Professional ethics facilitates the making of connection as a means that inspires sincerity, talking and taking active actions to promote personal and professional development of teachers, learners in school organizations and society as a whole. Sultana, (2014) discovers that professional ethics directs teachers to have a positive interaction with their students, they need to be fair, respectful and helpful to their students in their profession. She urges professional teachers not to accept favours from their learners because it may lead the teacher to involve in misconduct by giving favours to the students. Teachers are required to have a professional relationship with their students and set standards that can help students enjoy their studies. Relationships are essential connections between teachers, students and other people in our societies (Paschal & Mkulu, 2020). Relationships play a great role in nurturing a positive social relations and formulate supportive environment and trust in school organizations (Luz, 2015). In order to fulfil the intended goal of education in school organization, teachers' attitude, ability, content knowledge, teaching methods and ethics are highly required. Teaching professional ethics could help teachers to establish an ethical and professional relationship that promote effectiveness among teachers and increase students' academic performance. Professional ethics guides and lead teachers to protect their students and help them fulfil the intended goal of education (Furtado & Saldanha (2023). When there is professional relationship which is ethically guided between students and their teachers both will enjoy a lasting social development as well as academic performance (Mauti, Pacho, & Nyatuka, (2022). Hence, teachers should not abuse their profession, they need to follow the guidance that are set to guide them in the profession since professional ethics guides them to have a good behaviour, respects and positive confidence towards their profession and learners.

5. Eliminating unfair treatment and disrespectful treatment of others

The study conducted by Curko, (2015) noted that professional ethics in education are formed to stimulate ethical awareness, reflection, accountability and compassion in both teachers and learners, provide students with understandings into importance values, standards and ethical principles that are developed to ensure honesty, respect and professional standards for the common good. Mfalme, & Bilinga, (2017) revealed that professional ethics guides educators and students in school compounds to be fair and disrespectful in their role, responsibilities and profession in general. They noted by showing a salient example of the unfair and disrespectful behaviours of some teachers in the school who consistently insulted their students by calling them goats. In one of the schools a female teacher shouted at her students. "Nyie Karume Kenge msinihangaishe mimi sio bibi yenu!" [You crocodile don't disturb me. I am not your grandmother]. In their study some of students commented; in our school females are experts in abuse language. They insult us as if we share husbands. These have shown in the study of Anangisye, & Barrett, (2005). Some teachers are naturally disobedient. Hence this leads to various unethical conducts like absenteeism, sexual abuse and financial mismanagement (Ng'oma & Simatwa, 2013). It is from this standing point, the study of professional ethics is indispensable since it instil integrity, fairness, confidentiality, competence, fairness and justice that can help teachers and students achieve the aim of the school and enhance professional and academic performance. Luz, (2015) in order to fulfil the intended goal of education

in school organization, teachers who participate in injustice and unfair behaviours should be punished so that teachers can learn from their mistake and behave for a common good, yet teaching professional ethics could help teachers to establish an ethical and professional relationship that promote effectiveness among teachers and increase students' academic performance.

5. Common Prevailing Teachers' Professional Misconduct in Schools Organisations.

1. Sexual harassment

Sexual harassment is a fact of life since human being first inhabited the earth (Ariane ,1990). When sexual harassment takes place in school, it disturbs students psychologically to the extent of losing concentration on their studies and interferes with their future dreams. Kuleana, (1999), as cited in Mfaume, & Bilinga, (2017), they summarized that engaging in sexual relations with students may change the relationship between teachers and students. Sometimes, it causes different harmful effects such as students may feel like or even stopping going to school, committing suicide, and poor learning performance due to sexual harassment received from teachers. Sexual abuse is quite widespread between male who abuse young female learners, (Prisloo, 2006). Many cases have been witnessed every day that teachers are sued to the courts due to misconduct of impregnating student and pupils in secondary and primary schools respectively. It may also be in both females and males in some schools that some female teachers seduce their male student, and they participated in love till when the boy completed his studies with division zero. With this reality we can note that sexual harassment does not end with schools only but also with higher learning institutions. In short sexual harassment is a dream and ambition killer to learners.

2. Insubordination and use of abusive language.

It has been observed that teachers involve themselves in using unaccepted language in school. Insubordination is the situation in which teachers fail to obey the authority. For example, a teacher from school X showed disobedience by insulting the head of school in front of the teachers (N'goma & Simatwa, 2013). It is hard for the school authority to achieve the set educational goals and objectives without consistent support of the authority. Anangisye, & Barrett, (2005) provide an example of a teacher who consistently insulted his students by calling them goats. In one of the schools, a female teacher shouted at her students. "Nyie Karume Kenge msinihangaishe mimi sio bibi yenu!" [You crocodile don't disturb me. I am not your grandmother] A student also commented; in our school females are experts in abusive language. They insult us as if we share husbands (Mfalme, & Bilinga, (2017). Therefore, this is a disturbing issue for students. This comes up with negative elements of school academic development, including learners imitating or adapting unwanted behaviour that will lead to a society that is immorally polluted. As currently political and government leaders in Tanzania are debating about unethical impacts of behaviour of homosexual amongst our member of societies. If teachers could play their part in using proper languages the true goal of education will not be achieved.

3. Negligence of duty.

Teachers sometime tend to be disloyal in abiding working official rules and regulation. They disobey their supervisors, inspectors and other senior education officers as a result they fall under poor objective attainment in our schools. Negligence of duty impacts negatively on teachers' curriculum delivery in that set targets are not consistently met (N'goma, & Simatwa, 2013). In other words, the instructional objects are not archived and hence there is poor quality delivery of education. For instance, some teachers do not complete the school record and some are reluctant to fill in different documents for records like class journals, logbooks, results records. Some teachers do not involve in preparation of teaching and learning documents and materials comprising of lesson plan scheme of work lesson notes to teaching and learning resources. Failure to mark exercises, tests, and examination. Students need feedback from what they have been assessed by receiving marks in class exercises and tests and examination for them to improve. But teachers are not marking their student's work. This is unprofessionally and unethical as it does not improve learner's learning since it always affects the development of effective teaching and learning in school.

4. Lateness and Absenteeism to school.

This implies that some teachers do not report on time to their working stations. As a result of persistent teacher misconduct, particularly absenteeism and lateness, the former Bukoba District Commissioner ordered 19 teachers to be caned publicly (BBC News, February 13, 2009). It is true that teachers attend late in their working stations due to various genuine reasons such distance from their homes to the working stations. Some due to carelessness they have developed. This also led to deceleration of school development.

5. Unprofessional dressing.

Some teachers are not dressed in accordance to the standard of the teaching profession. Example, wearing short skirts and clothes during class ours increase immorality of our kids as results they fall under different social problems. Teachers are expected to dress in a manner that is appropriate to their status. In other words, dressing roughly is inappropriate to teacher's role as an example to students and community members (Anangisye, & Barrett, 2005).

6. Misuses of corporal punishment.

Corporal punishment is commonly administered unofficially in Tanzania (Anangisye, & Barrent, 2005). In Tanzania, only the head of school or a teacher selected by the head of the school has a mandate to provide corporal punishment, and not more than four strokes. Corporal punishment has serious potential consequences as it may lead to loss of life or permanent injury or create stress in learners (Ng'oma, & Simatwa, 2013). Some students may even drop their studies if severe corporal punishment persists in schools. Corporal punishment can also be a dream and ambition killer for our learners by either school student drop out or loss of life as it was pinpointed above. The cases of corporal punishment happened in Mbeya regional student was punished until he collapsed. This situation happened in Bukoba district one teacher punished a pupil to the death.

7. Drunkenness.

Most of teachers have forgotten their professional role and fallen into drunkenness. Some of them established their own bars selling local brews! Barrett, (2004) estimates that as many as 1 in 7 male teachers at rural schools have a drunkenness problem. Every college or education institution has established code of ethics and code of conducts to guide teachers in their daily routine duties (Mabagala, 2013). Teachers are oriented into these ethics and how to deal with kids and learners but they fall into problems.

8. Corruption and bribery.

Teachers have been said to involve themselves in petty corruption and bribery when parents need their child to be in a certain school or pass examinations. Teachers are engaging themselves in taking money from parents so they can help them to get their children in schools they teach or other schools (Du Plessis, 2014). Examination malpractice always take place at any point, including before, during, and after examination (Joseph & Akinrotimi, 2022). This is a kind of conduct that violates the acceptable laid down rules and regulation of a country's education system need to be discouraged

9. Financial mismanagement.

According to (Mabagala, 2016) (Ng'oma & Simatwa, 2013) financial mismanagement is prevalent among public school teachers as they do not properly manage school finances by misusing money allocated to different departments etc. this practice leads to teachers being charged and jailed. It is said to be co although that financial management is crucial in school, some school leaders and teachers do not handle and use the finance given properly, and they use to satisfy their own life. With this reality, the government and education stakeholders need to enact strong laws that will help school leaders and teachers to manage the finance for the development of school and not otherwise.

10. Forgery, theft, and cheating.

Is common in urban areas than rural areas. Teachers tend to forge their academic certificate so they can be employed. Not only that but also forge different documents like receipt and health document for different reasons like being paid for activity not done or used money for other issues, staying at home and do their business. Furthermore, teaching and learning materials, building materials etc. have been stolen by teachers (Mfaume, 2012; Mfaume & Bilinga, 2017). This is a kind of conduct that violates the acceptable laid down rules and regulation of a country's education system and should be discouraged

6. Causes of Teachers' Unethical Behaviour

There are several factors that, lead to this situation. The following are some of them:

1. Failure to fulfil teachers' needs.

This situation influences teachers' involvement into professional misconduct. The failure of official's responsible and timely response negatively impacts teachers' morale and job commitment.

This is true in connection to such teacher requests like adequate pay, promotion, transfer allowance, salary arrears, and other benefits (Betweli, 2013). It is obvious that teachers cannot work effectively if all their needs are not taken into consideration by responsible officials. It has been estimated that, teachers have been long or silent boycott since 1995 of which currently calling misconduct due to different problems. For example, the promotion time to teachers range from three to four years but the government takes until six years to promote them

2. Lack of motivation.

Lack of motivation in school organizations influences teachers to involve in professional misconducts. Case like poor living and working conditions are among the key factors for prevalence of teachers' malpractices. Also heavy workloads, large class sizes, limited career development opportunities, absence of nice blocks, furniture and favourable housing in most of schools are problems as well which frustrate teachers to the extent that they indulged into excessive alcoholism, lateness and / or absenteeism (Kueckeny, & Valfortx 2012). In addition to this, family problems due low payments contribute to teachers' misconducts. It has been witnessed to some of teachers' wives are forcing their husband to afford more or high expensive life quite different to their income or salaries. This frustrate them to extent they fail to adhere on the job rules. In connection to the above point, higher expectations of achieving their goals quick as they believe if they will be employed it will be a way to solve their problem, so as enter in the ground and meet things are contrary to what they expected they fall into misconduct behaviours.

3. Long distances between home and school.

Most teachers teaching in rural areas reside in town so that they can get good social services (Betweli, (2013). Teaching far from where they live lead them to delay or come late to their working places Therefore, lateness among teachers is attributed to long distances to and from school, a situation which result in the morning lesson not effectively taught. Not only morning periods to be absconded but also two last periods cannot be taught since teachers escape from their working station walking to their homes.

4. Lack of teachers' personal discipline.

Some teachers are naturally in disciplined. Hence this leads to various unethical conducts like absenteeism, sexual abuse and financial mismanagement (Ng'ima, & Simatwa, 2013). This might be due to poor nurtured environment he/she experienced from parents or community came from.

5. Poor school leadership and Lack of frequent visits by educational officials in schools.

Poor school leadership and supervision leads to misconduct among teachers. For example, there was an incidence where the head of school X refused to sign a release letter from a teacher who asked for chance to go for further studies. Hence the teacher neglected duties and reported late to school (Ng'oma, & Simatwa, 2013). This also happens when teachers want to go for seminar, workshop and even academic conferences and other professional developments events. At all a teacher has managed to attend professional development they don't give him a chance to cascade with otter

teachers. This situation provides opportunities for teachers to misbehave knowing that educational officials or inspectors are not watching them (Betweli, (2013). Hence frequent visits are really important. Even if they visit teachers they give more of intimidation kind of advice instead of comforting them by good words. They tend to confuse teachers by giving those orders contradictory, each officer comes with different direction over one thing.

6. Ignorance of the code of ethics and conduct.

This implies that most teachers indulge in professional misconduct perhaps due to a lack of clear information on what the code of ethics and conduct for the teaching profession entails. Heads of schools do not take time to remind teachers about the code of ethics and conduct (Ng'oma & Simwata, 2013). Education officers do not take time even to create awareness on the ethics or code of conduct, offer seminars on the standing order, they even go further to hide it in order to make teachers not being aware with rights.

7. Technological Related Factors.

Technological devices – television, mobile phones and internets expose teachers to various immoral and unethical conduct. Some of teachers mostly the young, imitate and practice the same without consideration of cultural differences and their professional principles (Mfaume, & Bilinga, 2017; Towse, 2002). They also tend to use much time dealing with phones using them inappropriately and lead to misbehaving by abandoning class periods and copying immoral life style.

7. Solutions and Recommendations

Administrative support. There should be effective administrative support to enhance teacher's motivation and proper management of schools both psychologically and materially. Offering different awareness on their carrier ethics.

Monitoring of teachers' conduct. There should be effective monitoring of teachers' conduct. At the school level, school administrators should regularly conduct seminars to teachers or at staff meetings, whereby such opportunity is used to remind teachers of their roles and responsibility to students. Also they should regularly review the importance of adhering to the codes of ethics and conduct

Fulfillment of teachers' needs. Employers should provide teachers with needs like hardship allowances, adequate salaries, and salary arrears as much as possible. Long complaints about the teachers their needs should be adhered by the government in order to make them relax and concentrate with their job instead of losing time thinking and dealing with solving their needs.

Financial support the government should provide this department with adequate fund so that the department will be able to meet its necessities such as preparing seminars and workshops on teacher ethics, visiting schools, regularly, purchasing of modern facilities like computers and others stationeries as well as employing enough man power.

Codes of conduct to be reviewed and written in simple language. The current code of conduct should be regularly reviewed so as to accommodate important aspect central to professional accomplishment. The

code should be written in Swahili so that even other people such as parents and guardians will understand about what they address. This makes teachers fail to understand it which leads to not reading it at all.

Presence of clearly laid out procedures for lodging in complaints. Procedures for lodging in complaints related to teachers' malpractices should be known to the wider community. A large number of students, parents and teachers are ignorant of the procedures through which they could send their complaints related to teachers' malpractices and as a result a number of unethical incidents including those committed by heads of schools remain unreported and hence unknown.

Revision of some disciplinary actions Dismissal without a post being abolished is one to be revised because it allows a dismissed teacher to re-apply for the post after a year has elapsed, instead any dismissed teacher should not be involved in teaching for his or her life time.

The ministry of education and its delegated stakeholders should be mandate to oversee all teachers. They should be given mandate to oversee all teachers regardless of whether they are in private or public schools. Having the mandate to deal with all teachers, the department will have closed the opportunity which is recently used by most of the teachers to misbehave in public schools and get employed by the private owned schools.

8. Conclusions

Therefore, it's essential for an educational institution to effectively manage all of their operations to sustain quality education and ethical practices which will bring a positive performance of both teachers' professional growth as well as short and long term goals of educational organizations in the country. This means that the managers or head of schools need to work hand in hands with the ministry of education as well as all teachers and community giving clear guidance to make sure that the teachers are behaving in a good manner relating to their profession that aims to bring positive changes to students as well as to the nation at large.

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