

Teacher's Career Performance In Secondary Education; Case Study Of Teacher's Psychology, Ethics, Moral And Values In Dodoma (M), Tanzania.

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Abstract: Every University in Tanzania has its own teachers' training program curriculum, and the way teachers are educated to meet challenges but still upholding the teaching professional is also questionable. The present study assesses teachers' moral, value, ethics, psychology and working morale in secondary education. The study involved structured questionnaire interview, focus group discussion and key informants study design. The study found that student behavior is influenced by both teacher's behavior and student's characteristic, teacher's moral, ethics, values and psychology is influenced by teacher's foundation from the training programs where as working morale is much affected with school climate and prevailing relationship between employers and employees. Problems of teachers' salaries, job promotion, unsatisfactory teaching environment and lack of teachers' in-service training programs affect teacher's performance. The study further found that; teacher's organization and preparedness for class sessions, commitment to employer's goals, teacher-students counseling service or activities as well as teacher and student interactions depend on type of school ownership (government or private school). The study contributes significantly to the understanding of the contemporary state of teaching career and teachers' performance and challenges in secondary education in Tanzania.

Key words; In-service Teacher's Training; Principal component; Teacher's psychology, Moral, Values, Ethics; Teacher's working morale

1 Introduction

The choice of learning activities for realized goals is the responsibility for the teaching profession. In this case, teachers in their teaching profession ought to be able to control the learning and teaching process. This is achieved through planning and systematically carrying out the lessons, assessing and evaluating students achievements, maintaining order for and outside the classroom ensuring that students participate in activities which are beneficial for them in order to attain intended goals [1]. The smooth running and execution of the teaching profession in education however, goes in hand with ethics, values, psychology and moral as important domains in the teaching career. There are however a transitional change in behavior and conduct of prospective teachers after their studies to act in respect of these domains for inspiring the trust in the students and parents as main clients, dress professional, always be on time for work, be prepared, follow procedures and protocol expected at school and take charge of classroom. In this regard, psychology, moral, ethical and value aspects of a teacher are important in the teaching carrier. These are like ingredients in the teaching success in addition to teacher's knowledge of subject matter as well as teaching pedagogy. As for other disciplines dealing with customer care, teacher's psychology is a key to the success of teaching profession. Studies have shown that education is interdependent with psychology because psychology gives education the theory of individual learner's differences that child has different mental ability and learns with different pace [2]. Indeed, psychology enables the teaching process of the level that generates

accurate predictions of the teaching outcome. Possession of good psychology by a teacher results from satisfaction, and satisfaction is thought to result from motivation. In addition, studies have shown that teachers with a high level of job satisfaction give more instructional support to their classes than those with a low level of job satisfaction [3]. Moral, values and ethics on other hand have ultimate importance, merit and attraction in education, for example personal values and moral reasoning is known to influence behavior [4]. In this case, discipline-based values influence behavior of an individual in that discipline, and help in following stipulated guidelines and rules at work. In education, core human values to include are; morality, truth, love, non-violence, tolerance, peace and right conduct. Morality which refers to manner, character, and proper behavior distinguishes intentions, decisions, and actions between those who are good or right, and those who which is bad or wrong. Therefore, moral in teaching context can be used to refer exhibition of good and correct character of the form of virtuous expressed behavior known in a human moral life. Moral serves much in people's decisions and improve interactions, instill respect and enhance relationships of others. Ethics on other hand, serves as moral principles which govern a person's conducts. In education for example, there are ethical elements such as empathy, knowledge, reasoning and moral considerations. In generally, ethic in any setting influences and shapes behaviors. It also helps individual to make the right choices. In education for stance, ethics is an instrument of judgment on teachers' life.

2 Statement of problem

Several studies in the teacher's education [1,5-14] address teacher's knowledge of subject matter and other related attributes of the teacher's subject preparation. In comparison, few studies [2,8, 15-24] as example, have focused on matters related to the teacher's psychology, value, moral and ethical practices in and outside the classroom in the teaching career. In view of the teaching professionalism, teacher's preparation for teaching career in terms of education values, moral, ethics and psychology are very important. This is because helping students to learn requires not only delivery of facts and information [6] referred as knowledge of subject matter but also having education psychology, moral, ethics and value. In this regard, teacher's psychology, moral, ethics and value aspects are important on daily basis in the teaching career in school and outside the school. While there are no sufficient studies on psychology, moral, ethics and value aspects of a teacher in Tanzania, studies has shown that pre-service teachers often do not receive sufficient preparation of psychology [2]. In addition, the way teachers are educated to meet their career's challenges and still uphold the teaching professionalism to great extent has been always difficulty to attain [25]. This might have been a resulted from the contextual variables inside and outside the school, and the inefficiency in the teacher's training programs in Colleges and Universities. Well-off trained teacher is expected to bear the teaching professionalism inside and outside the class. For stance, teacher's general conduct outside the class should go in hand with education value, ethics and moral. However, this is a questionable issue in the society because of re-occurring undesirable conduct of most teachers in the public domain. According to model of teaching-learning process; the classroom processes category, teacher behavior comprises of all the actions a teacher would make in the classroom. These actions include Planning, Management and Instruction (PMI) known as teacher's behavior. In teaching career, PMI are also important as means of executing the teaching responsibilities. This is because planning includes all activities a teacher does to get ready to interact with students in the classroom. Management on other hand is ability to control student behavior whereas instruction is the state of leading student learning. In this case, PIM in schooling context is automatically practiced by teachers on daily basis. In broad sense, PIM may be affected by moral, value, ethics and psychological factors of a teacher as well as the contextual variables around the schools. The contextual variables around the schools which affect teacher's PMI include; teachers characteristics (knowledge, efficacy and skills), school policies (climate, supervision or leadership) and state polices. These context variables influence students' behavior and ultimately students' achievement. In general, the prevailing factors around a teacher as well as those within the school has been argued to encourage, facilitate or obstruct the learning process in many different ways [6]. Since, teaching career is associated with teacher's moral, value, ethic and psychology, and the fact that pre-service teachers don't receive sufficient preparation to interact with students in multidimensional ways [3] and with existing challenges on how teachers are educated to meet challenges but still upholding teaching, the present study aims at assessing the contemporary teachers' moral, value, ethics and psychology in secondary education in Tanzania.

3. Methodology

Open-ended and closed-ended questionnaire was used to collect responses from students and secondary school teachers and school inspectors selected in Dodoma (M), Tanzania. The district has an area of 2,769 kilometer squares, a population of 410,956 people and annual growth rate of 2.7% (URT census 2012). The study involved 13 secondary schools with all available A-level (senior) secondary schools offering science subjects and O-level (junior) secondary schools. The latest statistics reveals that Dodoma municipality has a total of fifty seven secondary schools in the year 2016. The study has involved both secondary and primary data; primary data collected through various tools which enabled the obtaining of reliable data for analysis. Such tools involved were: individual questionnaires, key informant questionnaires, and focus group discussions. For secondary data, various references were made to supplement the results obtained from field and aided in discussion and conclusion made in this study. The Chemistry teachers were used as representative teachers because the subject is a joining block of various science combinations, and mainly an experimental science subject. Dodoma municipality was purposely sampled as a study site because the area has many secondary schools which enroll students from different parts of the country, bears both urban and rural characteristics, and the area could easily be reachable by researchers.

3.1 Sampling Technique Involved

Simple random sample was used to select secondary schools involved in study so as to reduce biasness which could have resulted otherwise. A secondary school was chosen to comprise a sample of study if it has science subjects either in A-level (senior classes), O-level (junior classes) or both, and if it is only located in Dodoma municipality. A list of secondary schools used as a sampling frame of the study was obtained from the office of District Education Officer, Dodoma municipality.

3.1.1 Sample Size

From the population of fifty seven secondary schools in Dodoma municipality, a sample size of schools was chosen using Yamane (1967) formula. The formula used to compute the sample size (Yamane (1967)) is:

$$n = \frac{N}{1+N(\epsilon^2)} \text{ and } \epsilon^2 = \frac{Z_{\alpha/2}}{2\sqrt{N}}$$

$$n = \frac{57}{1+57(0.245)} \approx 4 \text{ schools}$$

Where: N is the number of secondary schools in Dodoma Municipal; n is sample size drawn from the population size; ϵ^2 is Margin of error. Margin of error is a statistic expressing the amount of random error in a survey result. The margin of error expresses the maximum expected difference between the true population parameter and a sample estimate of that parameter.

$$\epsilon^2 = \frac{1.96}{2\sqrt{16}} = 0.245, \text{ Given } \alpha = 0.05 \text{ and } Z_{\alpha/2} = 1.96$$

Due to the nature of study, a team of researchers decided to exceed the minimum suggested sample size (4 schools) and took a sample size of 13 secondary schools for consideration

in this study to increase precision as well as validity of data obtained.

3.1.2 Sample Taken

This study had divided respondents into three major categories according to their role they play in the field in regard to the study. The first category comprised of students of Ordinary level secondary education (form 3 & 4 only) and advanced secondary education level (form 5 & 6) from secondary schools in Dodoma municipality. The study involved 116 students in a one to one interview through structured questionnaire. In addition, a total of 13 focus groups discussions, each of the 5 to 8 students were held to supplement the quantitative data collected through questioners. The second category sample comprised of 31 teachers that were found in place in those visited secondary schools. They were involved in interview for structured questionnaire interview as well as focus group discussion to extract as much supplementary information as possible. The third category of sample were that of Tanzania Central Zone School Quality Assurance Officers (school inspectors) comprised of seven available officers, two (2) were science subject specific. These officers were consulted to get insight of what was already checked through Chemistry teachers and students as well as knowing what are their inspection domains and role in schools.

3.2 Pilot Study

Before the actual data collection exercise, a pilot study was conducted to ensure reliability and validity of the data collection instruments. Pilot studies were conducted in a near school; Sechelela secondary school in Makulu, Dodoma. The problems realized during a pilot study helped in re-arrangement of questions to suit available time frame and research context. An interview for structured questionnaire interview was administered to sampled students, and focus groups discussion conducted with minority of students from form three and four classes to get insight of what was asked in the structured questionnaire using different group of students.

4. Analysis and results

For data processing and analysis, the team used SPSS and Excel data packages. Factor analysis, one of data reduction method was used to reduce several variables into distinct principal components which are few and meaningful data in explaining teachers' psychology, moral, value and ethics in the teaching career. Here, the idea is that variables whose communalities scores had a value equal or greater than 0.5 were considered significant and were considered in factor analysis to form principal component. Thus, the first principal component was named Class enrichment and teacher's career development. This was formed by the variables; teachers' availability for consultation with Communality score of 0.67 and Science teachers' regular training with communality score of 0.67. The second formed principal component was named teacher's career characteristics. This was consisted of the variable; teacher's appearance, relation and self-organization with communality score of 0.83. The third principal component is teacher's sympathetic behavior in teaching with communality of 0.88. For the category of students, only nine variables had a communality score greater or equal to 0.5. Through factor analysis, these variables formed principal components. The

first principal component was named teachers' expression, class management and assessment. It was changed into the variable: Teachers' behaviour and appearance in classes and school with communality score of 0.52, teacher maintenance of classroom discipline with communality score of 0.62 and Teacher's grading is fair, reasonable and consistently with communality score of 0.50. The second principal component was named as teachers' assessment feedback and student-teacher non-classroom activities, which comprises variable: I receive feedbacks in time to help improve exams or tests assignments with communality score of 0.53 and teachers and students extra curriculum activities with communality score of 0.50. The third principal component which is students' emphasize and orientation by teachers and teacher's pre-classroom orientation comprised the variable; teachers' encouragements on students to be self-reliant with communality score of 0.66 and teacher's organisation and preparedness for class sessions with communality score of 0.51. According to the teachers' opinion (Figure 1), the teachers' career characteristics seems inevitable in the teaching career as there are no respondents who thought it was not important. Few of the interviewed teachers viewed teachers' career characteristics as average (something essential but not central) regardless type of ownership (private or government school). On other hand, majority of teachers consider teacher's characteristics as central in teaching career revealed by 74% and 56% of government and private teachers' opinion respectively. Specifically, all private interviewed teachers in private schools perceive teachers' career characteristics as useful because the percent of teachers who considered it as average as well as important sum up to 100%. This is also revealed from government school teachers' opinion where the sum of average and important opinion is about 101% (74% + 27%). The 1% exceeding is probably due to statistical analysis error.

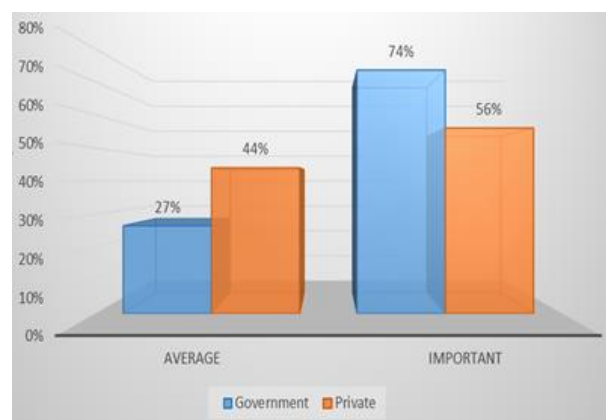


Figure 1: Teachers' opinion on teachers' career Characteristic (First principal component)

For teacher's class enrichment and teachers' career development" (Figure 2), majority of respondents thought it is imperative aspect for students and teachers achievement. This is revealed by 80% and 68% of teachers from private and government schools respectively. Neither of the interviewed teachers consider teacher's career development and class enrichment as not important. This is shown by zero percent of respondents' opinion (not shown in figure 2). Minority of teachers also thought teacher's class enrichment and teachers' career development essential but not central.

This is indicated by 32% & 20% of government and private schools teachers' opinion respectively.

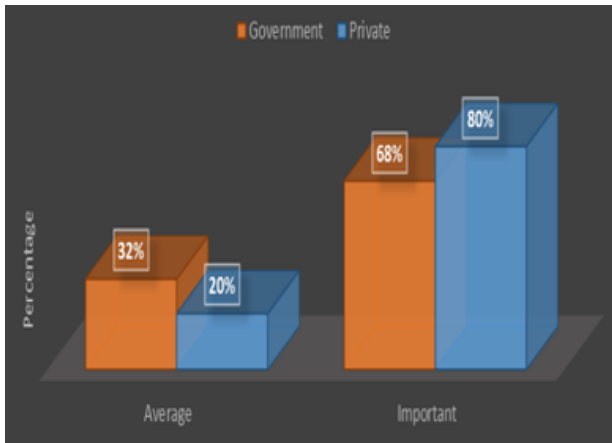


Figure 2: Teachers' opinion on teacher career development and class enrichment (second principal component).

For third principal component (Figure 3), teachers' sympathetic behavior in teaching found important aspect in the teaching career. This is indicated by 69% of government schools teachers compared with private schools teachers opinion of about 46%. For average case, the number of private schools teachers who thought that teachers' sympathetic behavior in teaching is important in the teaching career is equal to the number of teachers from government schools. Thus, teachers' sympathetic behavior in teaching is essential teacher's aspect although might seem not a central aspects in general teaching profession perspective. About 8% for not important case observed from private school teachers probably indicate that respondents were unfamiliar with the asked case.

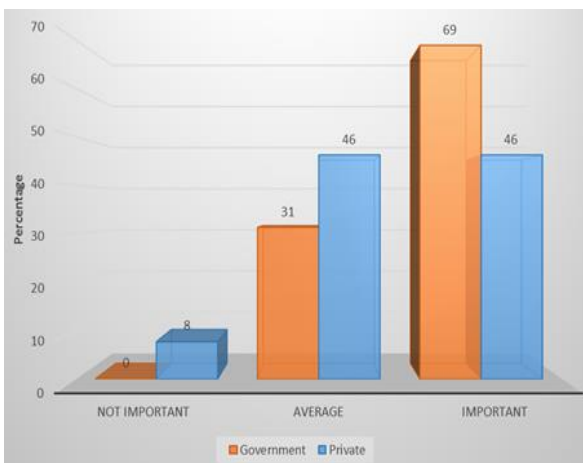


Figure 1: Teacher's opinion on teacher's sympathetic behavior in teaching (third principal component)

For the category of students; their opinion on teachers' expression, classroom management and students' assessment (Figure 4 & 5), few of the government schools students about 44% thought their teachers are "very good" on this aspect while majority of students, about 50% consider teachers' expression, classroom management and students' assessment practices by teachers as "satisfactory".

About 50% of students view on teachers' expression, classroom management and assessment in their career as satisfactory mean that an improvement is needed. The evidence for improvement on teachers' expression, classroom management and assessment is also revealed by 6% of minority respondents who perceive teachers' expression, classroom management and students' assessment as currently very bad.

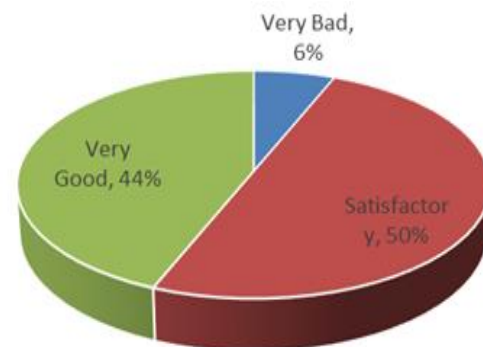


Figure 4: Government schools students' opinion on teachers' expression, classroom management and assessment (First principal component)

Contrary to government students' opinion (Figure 4), most of private school students, about 58% view teachers' expression, classroom management and students' assessment as "very good" while few of them, about 38% consider it as satisfactory. The above students' opinion results in percent reveal different meaning. This means that either teachers in private schools are committed to their career or employers and/or have job satisfaction compared with government school teachers. However, minority students, about 5% view teachers' expression, classroom management as well as students' assessment in schools as "very bad" relatively similar to the government school students opinion of about 6% (Figure 5)

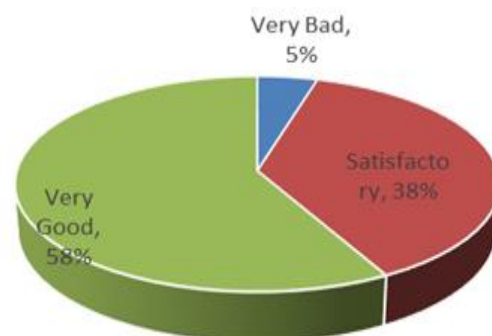


Figure 5: Private schools students' opinion on teachers' expression, classroom management and assessment (First principal component)

For the case of teacher's- students' assessment and teacher-student outside the classroom activities (Figure 6), majority of government school students, about 51% consider it as "satisfactory" while few of them, about 32% perceive it as "very good". However, the current practices of teacher's students' assessment and teacher-students outside classroom activities supervised by teacher needs an improvement because about 17% of students consider it as "very bad". For

private schools, majority of students (44%) view teacher's students' assessment and teacher-students outside classroom activities as very good compared with 42% who consider it as satisfactory. However, the state on teacher's students' assessment and teacher-students outside classroom activities in schools need improvement as some of students from both private (14%) and government (17%) schools view it as "very bad."

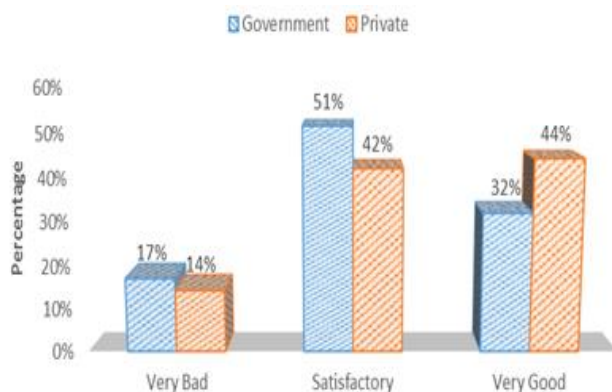


Figure 6: Students opinion on teacher's assessment and outside classroom activities (second principal component)

The third principal component (Figure 7); Students' emphasizes and orientation by teachers as satisfactory, most of government schools students, about 65% thought that it satisfactory compared with 42% of private schools students who view it as very good. On other hand, relatively equal number of private schools students considered students' emphasizes and orientation by teachers both as satisfactory (42%) and very good (46%). Generally, the conduct of students' emphasizes and orientation by teachers in schools indeed needs an improvement. This is because there are 6% and 12% of government and private schools students respectively who thought it is poorly practiced which means very bad.

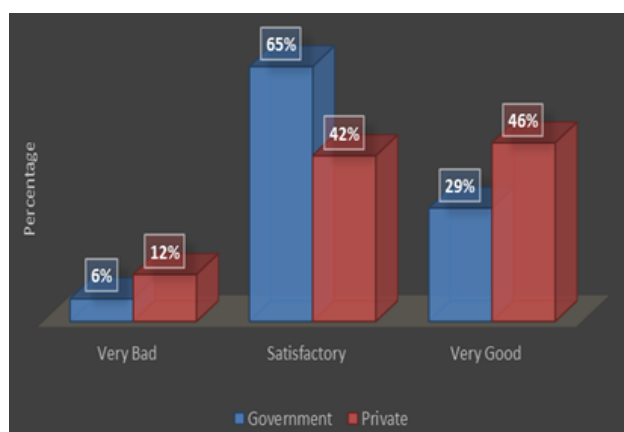


Figure 2: Students' opinion on teacher's pre-classroom and students counseling (third principal component)

5. Discussion

This study assessed science teacher's psychology, moral, ethics and values in the context of classroom teaching and interaction with others and with students in the teaching career in secondary education. Both quantitative and qualitative information obtained through open ended questioners and focus group discussion and key informants

reveal that psychology, moral, ethics and values aspects of teacher do change from time to time. Mostly, a change in the teacher's psychology, moral, ethics and values is subject to time and prevailing situation; depending on the situation a teacher may be subjected to after training in colleges and Universities. In view of this, respondents thought that the current teachers training programs are not fully equipping pre-service teachers ready for the teaching professionalism. This coincides with the view that pre-service teachers often don't receive sufficient preparation of psychology [2], and the way teachers are educated to meet the challenges have become a contended issue [21]. The study further noted that mentorship and teaching practices in schools have inputs on teachers in a multidimensional ways in their career. On other hand, respondents point out that the current teacher's psychology, moral, ethics and values is relatively poor compared with the past because most of the pre-service teachers get trained for the teaching careers as final career choice option. They also claim that the present slight deterioration of teaching professionalism observed among teachers is caused by the teaching challenges facing teachers. Indeed, teaching is not perceived as a professional calling due to observed unprofessional trends for some teachers. The other sources changes and differences among teachers is thought to originate from the differences in curriculum content of the teachers training programs. Consequently, this has resulted into teacher's academic and professional inefficiency especially for degree holders compared with diploma teachers. In view of this, the study noted that teachers holding diploma are better in their teaching responsibilities, and in terms of psychology, moral, ethics and values compared with those who obtained degree right after their A-level (senior) secondary education. Indeed, key informants, students and experienced teachers thought that teachers generally behave in different ways; the professional and semi-professional for minority and majority of teachers respectively. In this regard, the teaching profession is more observed for teachers with college training foundation (those who have and/or initially obtained certificate and diploma in education). The claimed teachers' professional trends is mostly seen in the way teachers dress, fulfilling their duties and responsibilities, obey directives from the authorities, are eager to learn from others, the way they prepare teaching documents; the teaching portfolio, readiness to work, and high commitment. The study further noted that teacher's responsibilities after class activities, such as teacher's availability for consultation and interaction with students is common in boarding schools as well as private schools. For boarding schools, it was mentioned that "teachers spend time in students' affairs including counseling, academic consultation, classroom enrichment and/or extra teaching and fulfillment of assigned task. On other hand, private schools teachers were thought to have high commitment to employer's goals, well paid and motivated to work although they work under strict regulations compared with government schools teachers. In general, teachers thought that they need to be paid well by their employers because teaching is responsibility-based work, and not a calling job opportunity as it have been claimed over decades in public domain especially when they demand, debate or call for their rights. The question on in-service training for teachers was noted as important aspect in the teaching career. This is revealed by high number of private and government schools teachers' opinion of about 80% and 68% respectively,

suggesting a need for regular training of teachers who are already in the teaching career. The need for in-service training was also raised through focus group discussion as overwhelming teachers' need. In-service teachers training was mentioned as a means of updating teachers' knowledge, motivating teachers through mixing with others, as on job leave opportunity after serving for long time, as a means of fostering cooperation among teachers as well as networking among schools. Viewing on this, the school inspectors' point out that in-service teachers' training is a way of enhancing teachers' psychology for better teaching including availability of teacher for student's consultation. Students-teacher interaction in school on other was cited as crucial aspects in the teaching career. This is because through enhanced students-teacher interaction, students are advised on choices of subjects' combination for further studies, solve tutorial questions, students become accommodated as parents home or any other counseling service as it may arise. In this regard, studies show that teachers can be involved in as many as 1,000 to 1,500 interactions with students each a day, and in these interactions, teachers make appropriate and immediate decisions to manage the flow of events and keep the time productive [19]. The question on teacher's appearance, relation with others and self-organization was also raised as inevitable in the teaching career. There was no significant opinion for "not important" from all respondents. This was noted as necessary attributes for students to admire, adopt and practices as they spend time with teachers in schools. Ahuja, S (2015) with the study "Educational Psychology: A tool for effective teaching" points out that teachers interact with students in multidimensional ways to get to know them as individuals and students on other hand recognize teachers as role model for their behavior. Furthermore, the study found that teachers' sympathetic behavior in the teaching career is a central aspect because not every student's misconduct needs school's law reinforcement. However, it was found that teachers' sympathy is a common practice by teachers in private and boarding schools. In this regard, teachers are considered as substitute guardian, parents as well as counselor, and ought to be sympathetic to their students especially school beginners and those who are disadvantaged with the school's environment. This coincides with the view that effective teachers spend time to help students, act fairly to their students, relate well to students, are considerate of students feelings, and don't show favoritism towards students [19]. In addition, it was argued that being sympathy depends on a person himself/herself and involves some human kind attributes of which a teacher and any other human being must possess. Specifically, respondents pointed out that;

"Teacher's sympathetic behavior depends on many factors such as education values which govern all practices in education, codes of conduct responsible for binding teachers in their responsibilities and entire teaching career, as well as enhancing teachers' commitment to the teaching career. And that all these are on other hand influenced by existing person's psychology".

The issue of teacher's maintenance of classroom discipline as well as whether teacher's grading is fairly, reasonable and consistently was ranked as low to moderate by key informants and most of teachers. This result or response

could have resulted from the present state of having massive students in classes, few available teachers especially for science subjects in government schools. In this case, teachers thought that grading that is fair, reasonable and consistently is difficult to attain for all given assignments, exercises and examination unless there is a proportional teacher- students ratio. Teachers further argued that disciplines issues are difficult to hand in schools because of the some bureaucracies from school owners, government authorities and/or parents as well, and that the only thing is to have minimal reaction when an indiscipline case is uncouncted during teaching. The study further noted that maintenance of classroom discipline, carrying out fair assessment (marking) which is reasonable as well as serving consistently by their teachers is observed especially in private school. However, private schools students showed to be satisfied with discipline treatment, fair grading which is reasonable and consistently service from teachers. Students further maintain that;

"Some teachers are harsh in classes, irresponsible with students' academic achievement and busy with unnecessary matters including making small scale business in schools and around the schools'. And that teachers' income is very low to sustain their lives and motivate teachers to fully engage in the school matters responsibly"

The variable; teachers' encouragements of students to be self-reliant and teacher's organisation was perceived important by respondents. They perceive it as one of the drivers for the student's academic achievement. The study found that encouragement of students by their teachers to be self-reliant is common practice in private and boarding schools. This is however associated with commitment of teachers to their employers' goals and available time set for working in schools. In view of this, study found that teacher's agenda as teaching academics, promoting socialization and personal development, helping students learn how to be self-reliant, monitor their own work, and work cooperatively and productively with others [19]. Responding to the question "what could be an unethical and/or undesirable practical issue in the teaching career" through focus group discussion, respondents (teachers) mentioned that the most frustrating and discouraging practices in their career is persistent bias and unfulfilled rights of teachers. Specifically, teachers cited that bias is committed in various areas such as assigning big teaching loads for some teachers compared with other available teachers of the same teaching subjects, and selection of teachers for incentive working opportunities among teachers especially candidate teachers to invigilate payable tasks in schools or marking national examination. In this regard, respondents do not see the role of the Chama cha Walimu Tanzania (CWT) as they do not take regular measures on various frustrating and most of burning challenges facing teachers. Teachers further point out that there are actually two streams of teachers in schools who actually did similar teachers' training programs in Colleges and Universities; those who are fully involved in teaching and rely on their salaries as main source of income as well as those who are regularly involved in invigilating and marking either regional or final national examination and sometimes engage with obvious official activities in schools. In order to avoid unnecessary training cost prior final national examination, teachers thought that guidelines and rules for

invigilating national examination must be disseminated in schools and always known by all teachers. Teachers further thought that selection of supervisors, invigilators and marking team for the national examination to could be on rotation basis among teachers at school level.

6. Conclusion and Recommendations

This study has examined the dimensions of teachers' psychology, moral, ethics and values in the context of classroom teaching and interaction with other and with students in secondary education. Attainment and state of these dimensions were found to vary between schools. Specifically, the present teacher's psychology, moral, ethics, values and working morale depend on type of school ownership. In this case, boarding schools excel well compared with day schools in terms of teacher's psychology, moral, values, ethics and working altitude. For day schools; there are low teacher-students interaction, counseling and students' after classroom enrichment. The owners of schools, stakeholders and parents need to improve responsibly on the teaching state in schools including providing teachers with reasonable salaries and incentives, teaching and learning environment, and motivating teachers through rewards and recognizing their teaching efforts implicated into students' examination results. The school authorities should strategize in time for students and teachers well-being especially in the boarding schools, working to eliminate stress. There must be equal treatment of teachers to avoid bias and among teachers which would lead into frustrations. Respondents thought of need for a public workers' council authority designed purposely for dealing with misconducts in schools such intentional theft and misuse of school properties, teacher-students sexual relationship, conflicts and decision crisis in schools, teachers' rights against their employers and supervisors. There is a need to reform and transform the Tanzania teachers' association (Chama Cha Walimu Tanzania, CWT) since way of handling teachers disputes by CWT takes time and always affected by political influence and/or affiliation.

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