

Modern Technology and Teachers' professional ethics in Tanzania: an investigation in the use of mobile phones by Teachers in Secondary Schools.

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This study investigated the state of the use of mobile phones by teachers in public secondary schools in the Kinondoni Municipality in the Dar es salaam, region , Tanzania. it was guided by four research objectives: to determine teachers; awareness of mobile phone as a potential pedagogical tool; to investigate teachers practice in relation to mobile phone use in schools: to examine the role played by the education authorities in the promotion of the proper use of mobile phones in schools, and explore the respondents; views on the strategies that can be employed in promoting proper use of mobile phones in the school settings. The study drew on the qualitative interpretive research that was informed by a multiple case design. The purposive sampling technique was used to obtain a sample of forty four (44) respondents including 03 heads of school. 18 school teachers, 01 District secondary education officer 03 Teachers' Services Commission (TSC) Officer, 01 school quality assurance officer and 18 students. Data were sought through semi-structured interviews. Focus Group Discussion (FGDs) and documentary review. The generated data were subjected to thematic data analysis procedures. The findings of the study indicated that teachers were adequately aware of the educational benefits of mobile phones. However, the majority hardly utilized the services for educational. The under utilization of the devices by teachers was attributed to the lack of knowledge and skills on the pedagogical use of the devices, negative attribute and reluctance to change, lack of awareness of the presence of the ICT policy and the exorbitant cost of the latest devices among others. Also the findings revealed that through teachers demonstrated adequate awareness of what constitutes improper practices regarding the use of mobile phones, they were found to the perpetrators of mobile phone misuse in schools. They used their phones in classrooms, during invigilation of examinations, chatting excessive during the working hours as well as sexting and cyber bullying among other forms of misuse. The misuse of the devices by teachers was attributed to the lack of a national policy and legislation that provide for mobile phone use in school teachers, lack of knowledge of the teachers' codes of professional conduct, lack of effective probation and mentorship and the lack of students' empowerment, among others. Misuse of mobile phones indicated to have several adverse effects on the education system and national development as a whole. The findings disclosed that the heads of school and the TSC officers played a significant role to curb misuse of the mobile phones in schools. They oriented teachers about proper use of the devices through various assemblies, made regular visits and classroom inspections, counselling of teachers and provision of copies of various ethical related guidelines. However, their effort was hampered by several constraints, including the absence of mobile phone use guidelines in schools, lack of supporting ethical related materials, poor cooperation between heads of school and TSC officers, the nature and moral character of some teachers and the absence of counselling specialists in schools. In order to promote professionalism in the use of mobile phones in schools, the study recommended for training of teachers on the pedagogical use of the devices, deployment of ICTs in educating teachers on the proper use of the devices and dissemination of ethical guidelines, the formulation of national policy on the formally acceptable and responsible ICT uses in schools, broadening the curriculum of the teacher education by integrating content on the ICT use etiquette and empowering students so that they become assertive in reporting misbehaving teachers