

Influence of school leadership practices on teachers' adherence to the professional code of conduct in Magu district, Tanzania.

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The study investigated the influence of school leadership practices on teachers' adherence to the professional code of conduct in Magu primary schools, Tanzania. Three research objectives guided the study: (i) to find out the types of leadership practices primary school leaderships employ to make teachers adhere to their professional code of conduct; (ii) to establish the effects of school leadership practices on teachers' adherence to the professional code of conduct in primary school; and (iii) to explore the constraints head teachers face in enforcing teachers' professional conduct through leadership practices in primary school. The study used mixed approach. Purposive, stratified, convenient and simple random samplings were used to obtain a sample of 220 respondents. Data were collected through interviews, questionnaires, observation and documentary review. Qualitative data were subjected to content analysis whereas quantitative data were analysed using the Statistical Package for Social Sciences (SPSS) version 20.0. The study found that different types of leadership practices were deployed to make teachers adhere to the professional code of conduct. These include providing directions and supervision, in-service training, provision of teaching and learning facilities, motivation, holding school discipline committee meetings and issuance of warnings and reprimands. It was also established that the teachers' adherence to the professional code of conduct was significantly influenced by school leadership practices in both public and private schools. Moreover, a significant relationship was found in giving directives and supervising teachers. in-service training, and motivating teachers. These leadership practices increased the likely hood of teachers adhering to the professional code of conduct. On the other hand, head teachers faced constraints such as lack of effective leadership skills, poor co-operation from some of the teachers, heavy workload, lack of motivation and financial constraints. Strategies employed by head teachers to deal with the constraints include the use of teachers' attendance register, conducting staff meetings, issuance of warnings and reprimands, and delegation of responsibilities. It was established that the strategies employed were to a certain extent effective in helping head teachers to deal with professional conduct. Based on

the findings, it is concluded that effective school leadership practices influence teachers to adhere to the professional code of conduct. Thus, it is recommended that school leadership practices be strengthened, especially by providing directions and supervision, in-service training and motivation to teachers. Head teachers should also be empowered by being provided with concrete support including enhancing their professional skills.