Reflectionon Professionalismand Quality Teaching Practice: Case Studiesfaculty ofEducationandInstitute Of Distance Education, University Of Swaziland

Boyie S. Dlamini
Department of Education, University of Swaziland

Abstract:*This study reflects on University's academic professionals' practices during Teaching Practice (TP) in schools. It reflects on the appropriateness of professionals' practices in enabling or constraining the development of quality training andprofessionalism. The objectives: to investigate the academics practices which were incongruent with code of ethics during TP, to explore different strategies which could be used to promoteprofessionalism during TP. The "Block model" Code of ethics was used as a theoretical framework. Full time, Part time Post Graduates Certificate and Bachelor of Education students from the University of Swaziland were purposively sampled. Questionnaires, semi structured interviews and documentary evidence were used to collect data.Data was analysed using content analysis procedures. Findings indicated that supervisors' visits to schools were inadequate, there were inconsistencies regarding kilometres recorded by academics and in claims made for the same destinations, sometimes TP was conducted outside the schools and some supervisors' behaviour failed to meet professional norms. It was concluded that TP supervision was characterised by poor management, unprofessionalism and risks for quality education.It is recommended that management structures should be put in place to enhance the existing ones. Coordinating structures be strengthened by monitoring the manner in which students are supervised.*
Key words:*Code of conduct, code of practice, Professionalism, Teaching practice.*

I.   INTRODUCTION

Academics should reflect, vent, discuss or write about actionsand practices in academic settings. When they do not discuss or write about their academic practices, they do disserviceto their students (Herzog, 2004, p 231)

This study reflects on University's academic professionals' practices during Teaching Practice (TP) in schools. It reflects on the appropriateness of professionals' practices in enabling or constraining the development of quality training and professionalism. Professionalism is expected to be the driving force for enhancing good practice in schools and in societies.

Although the Swazi government on behalf of society demands commitment to professionalism from all professionals and citizens (see Swaziland Corruption act, 2006; Swaziland Procurement act, 2011; Swaziland Education Sector policy, 2011); the past decade has provided us with multiple examples of scandals in which educators and others have violated professionalism standards in favour of their selfish interests (see Sukati, 2017). Academic dishonesty has become an issue in institution of higher learning, though organisation governance and accountability have become an international and national trend or practice in Swaziland and elsewhere (Rezaee et al. 2001).

Educational malpractices(failure to adhere to academic ethics) in Swaziland have emerged as a formidable threat to academic standards, teachers'professionalism and the education system itself (see Dlamini, 2016). These malpractices have caused academic injury to students by denying them the full benefit of proper education. This is a product of organisational cultural transformation (Campell and Marshall, 2000) and the growth of the private sector influences in education which shift the comprehensive values of societies. For example, the culture of marketization in education and the culture of academic dishonesty haveforced some professionals to make professional judgements driven by selfish professional practices (such as misappropriation of millions of Emalangeni of school funds (see Sukati, 2017).

The increase of dishonesty, scandals and unprofessionalism has no boundaries and is not unique to Swaziland; for example, in the US, the Enron, Xerox and Adelphia debacles are examples of some high-profile illustrations of professionals and auditors failures to adhere to professional standards, valuesand ethics (Chua and Rahman, 2011; Peytcheva and Warren, 2011; Campbell and Marshall, 2005; Sherwood, 1997). Academic dishonesty has become an issue in institution of higher learning, though organisation governance and

accountability have become an international and national trend or practice in Swaziland and elsewhere (Rezaee et al. 2001).

The concepts of professionals and professionalism are intertwined (Weckert and Lucas, 2013), and they need to be understood by both non-academic and academic professionals. Professionals have to understand what the terms professionalism entail, particularly its key aspects (code of practice and code of ethics). Code of conduct is more about how a professional conducts himself or herself in an ethical manner and code of professional practices (how a professional carries out his or her specific tasks and responsibilities). This suggests that professionalism is demanding task. Weckert and Lucas, (2013) claimed that professionalism is complex and anchored on accountability and institutional code of ethics as core competencies. This suggests that professionals need to be accountable to the public, clients and their institutions. The complexity of professionalism is also observed in other organisations such as law firms, where lawyers end up choosing to systematically and deliberately inflate clients' bills or systematic cheating or stealing through fraudulent billing practices (Roner, 1992). This corrodes the confidence that traditionally existed between a lawyer and clients. Traditionally, professionals are expected to act in a way that serve the clients, public interests, honour the public trust and demonstrate their professionalism (Peytcheva and Waren, 2011).Bowern and Burmeister, (2013) noted the importance of visibility professionalism in organisations including educational organisations. They claimed that visibility professionalism could be achieved through regularly re-educating professionals on professional standards, monitoring violations of standards and assigning severe sanctions when standards are violated. Violations of professional standards are perpetuated by different factors such as lack of knowledge and selfish interests (Bowern and Burmeister, 2013). Thus, regular re-educating professionals on professional standards severe sanctions could be serve as a deterrent or shield against violations of professional standards. Laufer and Robertson, (1997) noted that professional socialisation or regular re-education (through research) and disciplinary sanctions are social control mechanisms with capability to influence and constrain professional behaviour and promote professionalism. As the agency theory suggests that sanctions for violations of professional codes must be internalised and implemented in order to be effective (Laufer and Robertson, 1997).

In the promotion of professionalism is the promotion of a code of professional behaviour, which aims at dealing with academic dishonesty in academic and business organisations (Turner, 2015). Academic dishonesty (financial and academic fraud) has become an issue in institution of higher education (Rezaee et al. 2001), and there is need to improve university code ofethics that could prevent financial fraud and hold professionals and institutions more accountable.Sha and Wu (2008) also noted that medical student, like all professionals, have a primary moral and professional obligation to those whom they care, regardless of setting.

Respecting organisational code of ethics is the key ingredient of any well run educational institution as it "lubricates" the social and economic systems of that organisation or society (Noreen, 1988), professionals are expected to uphold certain values and standards of behaviour and be a model to those who aspire to be members of that occupational group (teaching profession). Code of ethics is intertwined with code of conduct and conduct of practice (Bowern and Burmeister, 2013). They claimed that Code of ethics consists of code of professional conduct (how a professional conducts himself or herself in an ethical mannerand code of professional practices (how a professional carries out his or her specific tasks and responsibilities). Professional conduct and professional practice are more concerned about honesty and integrity key management principles. In education as in business, code of ethics exist not in isolation, it is part of the institutions' management integrity system, where the code is supported by policies and disciplinary processes. Code of ethic helps the institutions to hold academic professionals and others accountable (Bowern and Burmeister, 2013).

II. PRESSURE ON EDUCATIONAL INSTITUTIONS

Educational institutions are always under pressure to demonstrate their commitment to improve their ethical conduct and to use their dwindling resources wisely. Professionals within the educational institutions are expected to be sensitive to the use of organisation's resources. Both national and international organisations are interested in code of ethics mainly for promoting practice and culture of accountability and transparency. This suggests that code of ethics serves as a driving force and inspiration for good governance in organisations.

The rekindled interest in ethics is an indication of a radical change in public expectations and standard of behaviour of professionals in their professional work. It is also a reflection that professionals and business persons are becoming more unethical in their professional practices. As Chua and Rahman, (2011) noted that the recent global financial crisis and other major corporate scandals such as worldCom and parmalat have highlightedthe ethical lapses which eventually led to loss of confidence in the integrity of the business community.

In today's Swazi society and elsewhere, most policies make more emphasis on accountability, and this challenges public and educational institutions to have high expectations for professionals, academics and teachers to have code of ethics guiding their behaviours. The code of ethics requires professionals to maintain a high standard of conduct.It consists of moral standards used to guide employees' behaviour, necessary to deter

wrongdoing and to promote honest and ethical conduct.This is important as education standards of integrity slip as professionals' focus on money which pushes the ethics and morality into second place for educational activities (Chua and Rahman, 2011). This is an indication that some institutions are neglecting their obligation, responsibility and moral duty towards students. The degradation of ethics and morality has not only severely shaken the trust that is the basis of education, but also lessened public respect for educational institutions (Chua and Rahman, 2011). Code of ethics has a significant influence not only on public perceptions but also the perceptions of the educational institutions members.This suggests that educational institutions exist in an environment that is filled with exogenous and endogenous threat and complexities. For example, the notion of accountability forms part of educational institutions, because members of the public and students make some demands on institutional accountability. Institutions' sensitivity to accountability enhances its reputation. Institutions' reputation is based on the institutions professionals' actions. Institutions accrue reputation when the members of the public see good effects flow from actions, and when they see professionals or academics acting on good principles and faith (Chua and Rahman, 2011). Educational institutions need to maintain, sustain good reputation and defend against threats that can damage their reputation. Maintaining and sustaining good reputation depend on professional continuously self-reflection on their practices and educational programmes. This has a potential of promoting professional self–reflectionon both the academics and students, and this is one of the key factor for professionalism.

Educational programmes, which includes teaching practice programme has the capability to enhance professional self-reflection among university academics and students. Self -reflection process facilitates the implicit understanding of academics' actions and those of others (students and management officials). Self-reflection process allows professionals to have enough time to observe, react, and reflect on their own actions and professional values. Professionals or academics are expected to reflect, vent, discuss or write about professionals'actions and practices in academic settings (Herzog, 2004). When they do not discuss or write about their academic practices, they may do their profession, institutions, students and society a disservice (Herzog, 2004). Professionals (Academics and teachers) are expected to serve the welfare of students and interests of their institutions and public or society, as a necessary condition for professionalism. Their actions are expected to be guided by these different entities. A key condition for professionalism is the service of the public good, as education is a public good (Reynold, 2000). Educators and academics' main duty is to serve and protect the public interest, and exercise professional judgement in fulfilling their professional duties (Petcheva and Warren, (2011). Academics' actions are expected to be consistent with professional, educational and societal values, such as preserving, sustaining, promoting public trust in education and acting with integrity in the face of conflict of interest.

Academics, through their educational practices in higher institutions are expected to contribute towards societal ethics, for example, giving moral values of trust, demonstrate sound moral behaviour in their professional duties and exhibit integrity and disciplined commitment in institutional mission and standards.Petcheva and Warren, (2011); Sherwood, (1997) claimed that academics and other professionals are not largely defined in terms of technical skills but by values and knowledge (values such as integrity, trust and respect form part of the ingredients of professionalism). Thus, Petcheva and Warren, (2011) argued that professionals have to be individuals with particular attributes and attitudes towards their work, profession, institutions and society, and someone who act in a way which serve the public interests, subordinates his/her self-interests to the interests of clients and society. These are the demands of a sensitive profession such as nursing, teaching, and auditing (Goelzer, 2003). These demands are also relevant to teaching practice, a key aspect of the teaching profession and its processes (teacher supervision during teaching practice, management of teaching practice and development of professional values). This suggests that teaching practice is not only about the supervision or organisation and delivering of the subject content, it also concerns the development of professional values (code of ethics, code of conduct and code of practice which must be nurtured through teaching practice.

III. TEACHING PRACTICE

In Swaziland, teaching practice is in line with international good practice and is designed to ensure students teachers' supervision are delivered in a professional manner and within budget and with no unforeseen expenses or liabilities incurred. This is important as the country is still recovering from the disastrous economic crisis of 2010-2012 ever experienced. Teaching practice processes such payment of students' allowances, claims by supervisors) are expected to be guided by the "value for money approach" or financial management practices. The relevant University office is expected to pay for supervisors' claims that are justifiable in terms of the nature of the expenses. This applies to all teaching practice supervisors, including those who have been contacted.

Teaching practice programme, is key element of the teaching profession and Continuing Professional Development (CDP), has to be guided by code of ethics and body of knowledge on the part of the academics

who supervise the student teachers in schools. Teaching practice is not only concern with pedagogical and personnel relationship skills but also with the transformation of the student teacher into an independent professional (Grant, 2003). The transformation is effected through collaborative working relationship between the student teacher and supervisors in a productive professional working relationship. This view sees teaching practice and supervision as ethical practice, guided by code of ethics. Code of ethics helps academic professionals to conduct student supervision in a broader context and view their institution (University of Swaziland), education system and society as related parts.As teaching practice programme has its effects on these related parts (university, education system and the larger society), and it is important to note that a good society is a product of a good quality education and good quality education is a product of a good society.

IV. Teaching Practice Phases

In Swaziland teaching practice is done in different phases for different programmes. For the Post Graduate Certificate students (PGCE), it is done immediately after their final examination at the University. The students are expected to spend ten weeks in schools putting their knowledge and skills into practice. They are expected to be supervised by experienced teachers in schools and academic professionals fromthe University. Academic professionals are expected to observe the students in action in schools for at least two times per subject of specialisation. As academics observe the students in action they also reflect on their own actions and practices. Self-reflection which can be viewed as a professional tool is the key to triggering improved professional knowledge for students and they can eventually engage in their own critical self- reflection (Herzog, 2004), reflecting on their experiences. Critical reflection on experience remains an effective technique for professional development or teaching practice (Clift et al. 1990).

For the Bachelor of Education (BEDs) programme, teaching practice is done in two phases. The first phase is done while they are in their third year of study. They are expected to be in schools for five weeks under serious supervision from experienced teachers in schools and academic professionals from the University. In their final year (fourth year) of their training they also expected to do another five weeks of teaching practice in schools.Academic professionals are also expected to observe the students in action in schools for at least two times per subject of specialisation.Academics have to understand that they are custodian of the values and practices of the teaching profession to which they had dedicated more of their academic life. They had to understand that they have a responsibility and obligation to defend the values, integrity, and principles of the teaching profession, including teaching practice principles.

Observing the students in action is of benefit for both the academic professionals and students, as they are expected to engage in a process of learning and professional development.Teaching practice is often knowledge production and reflection in action, which provide academics with an opportunity to look at implicit understanding of their actions and those of others (Herzog, 2004). Teaching practice is important for producing fundamental knowledge that can be used to improve teaching and learning in the classroom (Herzog, 2004), as knowledge emerged, it may further critiqued, reshaped for further understanding. Thus, teaching practice is a Continuing Professional Development (CDP) programme for both students and academic professionals from the University.More often than not, teaching practice provides the students teachers with opportunity to put their acquired knowledge into practice in a principled and professional way, guided by the key attributes of professionalism (adhering to high ethical and moral standards and values).This suggests that teaching practice is one of the professional development programmes which do not always focus on teaching methods and strategies; but also on academic's attitudes, values and practices that affect practice. This challenges academics to step back and critically reflect not only on the supervision of student teachers but also on their own practices. The primary benefit of reflective practice for academics is a deeper understanding of their own practices and ultimately greater effectiveness as academic supervisors during teaching practice.

Teaching practice should be done in a manner that depict or reflect the binding social contract (placing the interests of others (students and society) ahead of the individual academic's self-interests) with the profession/teaching profession and society.This social contract should be demonstrated by the academic professionals while executing their professional duties in schools. This includes demonstrating their disciplined commitment to professionalism, a process which is more about placing the interests of others (students and society) ahead of the individual academic's self-interests. This requires a professional (someone), who knows that to be a thinking and concerned member of society, one is entitled to raise moral issues even at the heart of the most technical and professionalised activity (Petcheva and Warren, 2011).

V. PURPOSE AND OBJECTIVES

The purpose of the paper was to reflect on the appropriateness of academic professionals' practices in enabling or constraining the development of the culture of professionalism among student teachers during teaching practice in Swaziland or how academic professionals' practices are incongruent with international code of ethics. This was achieved through these following objectives:

(a) to investigate the academicspractices which were incongruent with code of ethics during teaching practice;
(b) toexplore different strategies which could be used to promote code of ethics or professionalism during teaching practice.

Research questions:

(a) What are the key academics' practiceswhich were incongruent with code of ethics during teaching practice?

(b)What strategies that could be used to promote professionalism during the teaching practice.

VI. METHODOLOGY

This is a reflective study which reflects on University's academic professionals'practices during teaching practice in schools. Professionals' practices regarding to teaching practices are reflected in this study. Teaching practice is a social learning process which requires reflection and reflexivity. This is an area which is usually ignored yet it has huge implications for professionalism on academics, students' teachers and the teachers in schools and society. As Herzog, (20014) noted that if academics take time to reflect on their actions and in-actions, they can educate and influence their students on how to reflect on their teachings and behaviours. In addition, academics could expand their abilities to teach what they are expected to practice (Professional values) and be viewed by students as practising what they teach. In this process (academic reflection) critical facts, important professional values, mode of thinking about teaching practice, various alternatives and solutions to problems related to teaching practice may be considered (Herzog, (20014).

The study was designed to be descriptive in nature, using qualitative data collection procedures. Qualitative approach was adopted for the empirical work because it allowed complex research questions to be investigated in depth.

The "Block model" Code of ethics (code of conduct and code of practice) as nexus of concern in an education context of teaching practice **(see figure 1)** is used as a theoretical framework in this study.
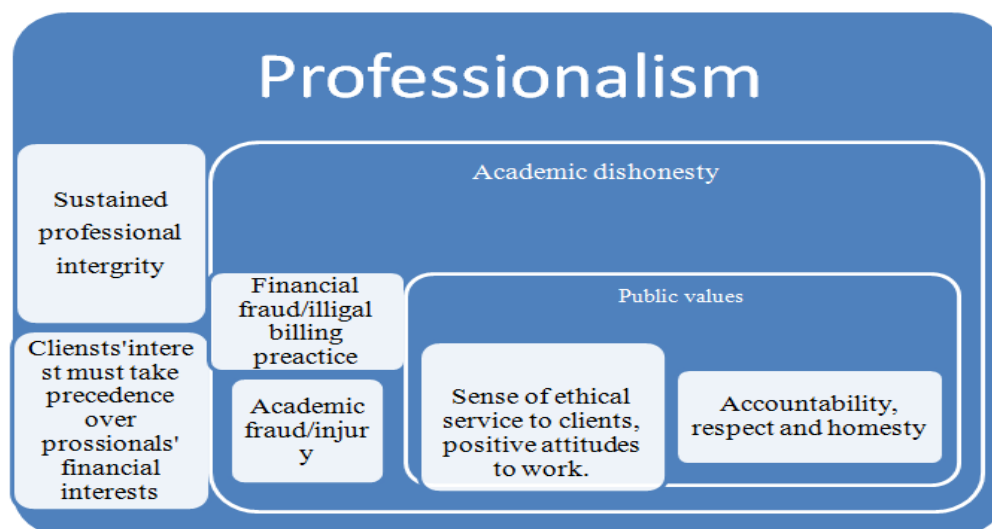

Figure 1: The "Block model" Code of ethics (code of conduct and code of practice) as nexus of concern in an education context of teaching practice.

Code of conduct is more about how a professional conducts himself or herself in an ethical manner and code of professional practices (how a professional carries out his or her specific tasks and responsibilities). Professional conduct and professional practice are more concerned about honesty, accountability, transparency and integrity as key management principles. These principles are also clearly pronounced as the key values and principles of the University of Swaziland. University's academic and non- academic staff are expected to show integrity and honesty in the delivery of service.

The "Block model" in figure 1 is helpful in unpacking professionalism in relation to other key issues such as values, attitudes and ethical practices in educational organisations' professional business (teaching practice).Professionalism is a key aspect for quality teaching practice, teacher professional development and training. As noted earlier, teaching practice is not only about organising teaching aids, and deliver content, it is also concerned with the development of professional attitudes, values such as respect of work andtime. These values are key aspects of professionalism and acquired through teaching practice and the schooling system. Values inform the behaviour of individual professionals and students as they influence their professional lives in their place of work and society.Peoples' willingness to be responsible professionals, citizens or to be negligent, to be sympathetic or selfish is usual driven by values. More often, than not individuals or professionals develop

their values through socialisation and interactions with their educational environment and societies.It is thus, important for this study to focus on code of ethics, which also touches on organisational valuesduring teaching practice (see figure 1: the "Block Model" of code of ethics).

The "Block model" helps the researcher to reflect on professional norms and values that underlie academics' actions and in actions during teaching practice. The ability to reflect on professional values is a key aspect of professionalism and one of the competencies which characterised a 21stCentury academics and teachers. Each and every 21st Century academics and teachers should have the ability to reflect on his/her own role and actions and in-actions regarding the promotion of professional values and professionalism in the education system and society.

The targeted population of the study included Full time and Part time Post Graduates Certificate in teaching (PGCE) and Bachelor of Education (BED) from the University of Swaziland. These students were specialising in different subjects (Siswati, History, Geography and others). These were targeted because they were involved in the processes of teaching practice in schools as part of their professional training in 2016/17 academic year. The rationale for selecting these participants (BEDs and PGCEs) was to attain as much diversity views as possible on the processes in which teaching practice is conducted in schools.

33, BED part time and (163) part time PGCEs students were purposively sampled according to their areas of specialisations and responded to the questionnaires regarding number of visits by their supervisors. In addition, 49 BED full time were also sampled (see Table 1 BED P/T; Table 2 PGCE P/T; Table 3 BED F/T; Table 4 PGCE F/T).

Table 1 BED P/T –Final Teaching Practise

Subjects:	Number of students per subject
History	4
R/E	12
Social	13
English	17
Siswati	21

Table 2 PGCE P/T - Final Teaching Practise

Subjects:	Number of students per subject
History	53
R/E	26
Business studies	22
English	35
Siswati	42
Geography	6
Bookkeeping	9
Accounting	11

Table 3 BED F/T –First Teaching Practice

Subjects:	Number of students per subject
History	8
R/E	22
Social	17
English	14
Siswati	19
Business studies	8
Accounting	8

Table 4 BED F/T –Final Teaching Practice

Subjects:	Number of students per subject
History	4
Accounting	1
Economics	1
Chemistry	1
Siswati	4
Bio-chem	1
maths	1
Physics	1
geography	2
Integrated Science	1
Biology	1

Different data gathering tools were used. Triangulation (using three different data sources) was adopted to enhance the validity of the study (Yin, 2004, pp   97-101). Questionnaires and semi structured interviews were conducted with the participants: Post Graduates Certificate in teaching (PGCE) and Bachelor of Education (BED) from the University of Swaziland who were doing teaching practice in 2016/17 academic year (see Table: 4, 5, 6,12 and 13). Different participants were interviewed to verify interpretations and give their perspectives. For example, 35 BED P/T students out of 49 were interviewed and 59 out of 165 PGCE P/T students were also interviewed (see Table 12 and 13 for their voices). The second data source included reports related to teaching practice (documentary evidence-recorded number of visits (classroom supervisor observations, claim books, scheme books, and university policies).   These were key documents because professionalism in organisations is shaped by policies, vision, mission statements and how resources such as financial resources are utilised.

The data was analysed using content analysis procedures and summarised in descriptive form in relation to research objectives. In this study content analysis is considered as an empirically grounded method of examining text and images in order to identify messages and meanings of academic behaviours in relation to code of ethics or professionalism during teaching practice in schools (Krippendorff, 1989). The data was developed into lists and presented in tables (see table 4-13). Trends and patterns from the analysis were observed and used to identify the academic practices which affected positively and negatively the principles of professionalism in education. According to Krippendorff (1989), content analysis is a research method that uses a set of procedures to make inferences from text. Content analysis was considered as an ideal data collection and analysis procedure in this study. The purpose of content analysis is to provide knowledge, insights, facts and a practical guide to action. This relates to this study because one of the key functions of teaching practice programme is to provide feedback to academics and guide to the practising teachers in schools by making emphasis on key professional development matters. Content analysis allows the unobtrusiveness assessment of academic behaviours or practices and invisible messages communicated regarding professionalism. This analysis facilitates the identification of the implicit and explicit academic practices during teaching practice in schools. Unobtrusiveness is valuable in sensitive matters or situations in which direct method of inquiry may yield biased responses (Kolbe and Burnett, 1991).

The following steps were used as recommended by Guba and Lincoln (1981): the acquisition of these documents (students check lists (how many times each student was supervised, interview scripts). Content

analysis was employed to describe how the professionalism or professional ethics were enhanced or violated. Documents were helpful because they highlighted how academic practices or behaviours were against the University mission and values (accountability, integrity, trust). University mission and values are expected to be a guide for professionals during teaching practice.

In this context, content analysis focuses on identifying the professional values, code of ethics expected to be respected by academics during teaching practice (integrity, transparency). Code of ethics content was one of the key focuses of the analysis because it is expected to highlight the core set of values and illustrate practice behaviours expected from academics. Academics are expected by the university and society to demonstrate practice behaviours as expected. Code of ethics is expected to help student teachers in their future fundamental ways of learning and acting with integrity in their future professional work places.

The data was analysed and developed into lists and presented in tables. Trends and patterns from the analysis were observed in order to respond to each research questions. Categories were used because each consultant document, education policies, interviews scripts emphasized the categories in different ways. Some documents for example, emphasized others over others.

The data was presented in tables 4 -6 show students' visits by supervisors.

Table 4 BED P/T, Students' visits by Supervisors (questionnaire-related data)

ID	Subject 1	No: Visits	Subject 2	No: Visits
151168	Siswati	2	History	2
150647	Siswati	1	English	1
125787	Siswati	1	History	1
150881	social	2	RE	1
150358	Social	2	RE	1
132701	Social	2	RE	3
148070	Siswati	2	History	1
137064	Social	2	RE	2
148119	Siswati	2	History	1
148347	Social	1	RE	2
123861	Social	1	RE	1
111480	Social	1	RE	1
123260	Siswati	2	English	1
148191	Siswati	2	English	2
150871	Siswati	2	English	2
132157	Siswati	1	English	2
148501	Social	1	RE	1

Table 5 BED F/T, Students' visits by supervisors

ID	Subject 1	No: Visits	Subject 2	No: Visits
148191	English	2	Siswati	2
148648	History	2	Siswati	3
148272	English	2	Siswati	2
147326	English	1	Siswati	1
126734	English	1	Siswati	1
148651	English	1	Siswati	1
147517	Social	3	RE	2
148070	History	1	Siswati	2
148119	History	2	Siswati	2
131059	Siswati	1	English	0
147229	History	2	RE	1
151026	History	3	RE	1
148188	Social	2	RE	2
148169	History	1	RE	1
148347	Social	2	RE	1
150930	English	1	Siswati	1
140240	English	1	Siswati	1

Table 6PGCE P/T Students' visits by supervisors

ID	Subject 1	No: Visits	Subject 2	No: Visits
129319	English	2	History	1
129283	English	1	History	1
136948	English	1	History	1
137022	English	2	History	1
136931	English	2	History	1
130984	English	0	Siswati	1
132121	English	2	Siswati	1
136764	Siswati	2	History	2
136935	Siswati	2	English	1
138613	Siswati	2	History	2
132938	Siswati	1	English	1
131327	Siswati	2	English	1
123980	Business Studies	1	Accounting	0
129242	Siswati	2	History	1
145775	Siswati	2	History	1
133249	History	1	English	1
156590	English	2	RE	2
146395	Geo	2	History	2
117895	History	3	English	0
128022	History	1	Siswati	1
138954	History	1	RE	1
1142	History	2	English	0

The data was presented in tables 7 -11 destinations,Kilometers covered by academics, wastagekm and money wastage.

Table 7: Same destination with different Kilometers

Schools	professionals	Kilometers-University-schools back	Wastage KM	Money wastage (Calculated at E 3.73Per KM claim
School Mak 1	1	90	16	E 59.68×2=119.36
	2	90		
	3	106		
School LZ 2	1	13	5	E 18.65×2=37.30
	2	16		
	3	18		
School OD 3	1	282	8	E 29.84×2=59.68
	2	289		
	3	290		
School DOKD 4	1	126	2	E 7.46×2=14.92
	2	128		
	3			
School MTJ 5	1	364	8	E 29.84×2=59.68
	2	372		
	3			**Total: E290.94**

Table 8: Same destination with different kilometers

Schools	professionals	Kilometers-University-schools back	Wastage KM	Money wastage Calculated at E 3.73 Per KM claim
School MKZ 6	1	70	0	E 0. ×2=0
	2	70		
	3			
School DIN 7	1	184	4	E 14.92×2=29.84
	2	188		
	3			
School KWN 8	1	122	12	E 44.76×2=89.52
	2	122		
	3	110		
School MHL 9	1	118	107	E 399.11×2=798.22
	2	225		
	3			
School HFD 10	1	186	40	E 149.20×2=298.40
	2	220		
	3	226		**Total: E1215.98**

Table 9: Same destination with different kilometres

Schools	professionals	Kilometers-University-schools back	Wastage KM	Money wastage Calculated at E 3.73 Per KM claim
School St PH 11	1	172	6	E 22.38×2=44.76
	2	178		
	3			
School CHR 12	1	162	128	E 477.44×2=954.88
	2	290		
	3			
School LYG 13	1	42	8	E 11.73×2=23.46
	2	42		
	3	50		
School BNY 14	1	72	24	E 89.52×2=179.04
	2	90		
	3	96		
School MBK 15	1	13	5	E 18.65×2=37.30
	2	18		
	3			**Total: E1239.44**

Table 10: Same destination with different kilometers

Schools	professionals	Kilometers-University-schools back	Wastage KM	Money wastage Calculated at E 3.73 Per KM claim
School BER 16	1	202	6	E 22.38×2= 44.76
	2	204		
	3	208		
School StM 17	1	33	1	E 3.73×2=7. 46
	2	33		
	3	34		
School VBK 18	1	58	18	E 67.14×2=134.28
	2	62		
	3	76		
School SWZN 19	1	3	3	E 11.19×2=22.38
	2	4		
	3	6		
School NTSO 20	1	162	30	E 119.90×2=239.80
	2	192		
	3			**Total: E 448.68**

Table 11: Same destination with different kilometres

Schools	professionals	Kilometers-University-schools back	Wastage KM	Money wastage Calculated at E 3.73 Per KM claim
School 21 STN	1	152	3	E11.19×2= 22.38
	2	155		
	3			
School 22 MZ	1	22	4	E14.92×2= 29.84
	2	24		
	3	18		
School 23 HLTS	1	236	86	E320.78×2= 641.56
	2	316		
	3	322		
School 24 MTP	1	50	0	E 0×2=0
	2	50		
	3			
School 25 VUSN	1	128	0	E 0×2=0
	2	128		
	3			**Total: 693.78**

*"Total of totals": E3888.82 wastage

Table 12 PGCEs' P/T, Students 'voices on Supervisors academic practices

- Checking only prep books;
- Asking to bring prep books in their offices, one of my **supervisors asked that I bring my official books to her office (REO Manzini).** It did not feel right as she made me wait outside her office for two hours before attending me. She made me leave her office at 1815 hrs, which was late for me, as I was from very far;
- I did see professionalism in our supervisors, even though some do come to assess as if they are inspectors of schools with no room for mistakes;
- In my English language class I was checked by three different supervisors;
- Some supervisors are just full of hatred from the moment you call them, they are hash and rude. By the time they access you, you are shaking on your knees due to their hostile attitudes towards you;
- My supervisors were helpful. They understood that I was still training and were able to help me to improve as they highlighted my strengths and weakness, so I was able to improve;
- Sometimes two supervisors supervised one teacher, which end up confusing the teacher. This one said that and the other said the opposite;
- Other supervisors came at the end of the lesson and lesson had to be repeated causing inconvenience to other teachers in the school;
- I was given **good supervisors who instilled a lot of teaching skills to me**, like the ability to handle a large class and how to impact knowledge to learners;
- English supervisor from Shiselweni had a terrible manner. I was scolded before going to class and had to teach uncomfortable;
- The**supervisors came on the last week for the first time.** I felt like I was deprived the privilege of making changes; supervisor neglect those in remote schools, they visit once in 10 weeks. End-up not sure whether he she has done well or not. This make administration doubt the TP exercise. Students might be teaching something that is out of context and no one to help;
- **Supervisors assessed me on the 6th week was very stressful because I had to go an extra mile not knowing if I was still on the right track or not**; Some supervisors will make promises but never show up or notify for breath of the promise. I would suggests that supervision should be done in a professional manner where time management and communication would be seriously a matter of concern for every parties involved;
- My other **supervisor visited me once, and ask me to meet her in town an give her my scheme and prep book for the second mark**, and she never returned my scheme book;
- Some supervisors did not exhibit professionalism when they talk to you-rudeness. Some rude even to the school authorities-when they are introduced saying they don't have time;
- Some **supervisors do not come to school and they ask leaners to meet in town,** especial those who are not employed at university. The university needs to look at that because learners/students do not gain anything;
- No balanced on the manner students are supervised;
- Supervisors visited students last week of teaching practice;
- Supervisors took long to come to our practising schools. Thy cause disorganisation on our part when they ask –rearrangements of periods that will suit them. Some mark/assess the preparation books, scheme and hurry to leave or arrive when the lesson is towards the end and never give good observations.

Continuation of Table 12 PGCEs' P/T students 'voices on Supervisors academic practices

- Sending inspectors to supervise us, we were not impressed at all. They cause, havoc in the school, the whole school gets into trouble.

They expect us to listen without

engaging into a two way interaction;

- Head of departments, lecturers and the Inspectors have different expectations. Some say that –there was no consistency. Eg in the way we scheme or prepare lesson plans;

Table 13 BEDs'P/T students 'voices on Supervisors academic practices

- The **supervisors came to assess me two times and they were always on time**. They were friendly and that gave me confidence while I was teaching. However, one may recommend that the TP should be done once when doing the BED programme for IDE programme because we are already teachers. We have done TP at college level, so now the TP has little impact. It should be done in year 3 because in year 4 we are piled with a lot of work and expected to finish the project on time.
- One supervise came late then the lesson has to be re-arrange in order to suit the teaching class. It was then difficult to schedule the class since it was not a compulsory class. One supervisor came on the last day of TP;
- My supervisor once force me to come to her with official books so that she can grade them rather than coming in person because the roads was too much for her car;
- Their manner of approach is horrible because they arrive late with an angry attitude as if I'm the one who made him to be lost along the way;
- Some supervisors come very late and this caused inconvenience for me as a teacher be because I have to arrange with other teacher to make time for the supervisor (Time factor);
- Arrival of **supervision in the last week because he/she may not have time to come back for the second supervision.** The last week is for the assessment or assessment week in the school;
- Some supervisors were not doing justice to the exercise –for instance, Inspectors they failed to separate between inspectorate and the teaching practice guidelines, they turn dwell much in inspectorate;
- Poor time management by supervisors, some came during the last two weeks for RE and very last for history for example;
- Some supervisors' visits' were very minimal. For example, I was only checked once in in one of my majors, if the visits could increase to a minimum of three visits per major, it would do justice on both university and practising students;
- Supervisors come late –find the lesson already started;
- Poor coordination; unsigned books, no comments on them as to improve my teaching;

Continuation, Table 13 BEDs' students 'voices on Supervisors academic practices

- Some **supervisors would just go straight to the classroom without visiting the head teachers'** office. Similarly on their departure they would just leave without saying a word to the administration;
- Last week visits;
- One supervisor stood up and taught the pupils a concept the supervisor felt the teacher did not teach well. This embarrassed the teacher. We need supervisors to advise us not to be fault finders;
- Some **supervisors just pooped up in the school, looked for the student being assessed and went straight to their class, without even greeting the head teacher of the schools a way of showing respect/recognising the authorities; even after assessing, they just go straight to their cars and drove off;**
- The BED students did teaching practice at their Diploma programmes. The teaching practice **should be conducted once, at 3rd year level-not at both 3rd and 4th year level**. It may allow the students to focus on their projects. It will save the resources

of the university.

VII.   THE FINDINGS

The discussions of the research findings were guided by the research objectives/ questions.

(a) Objective/question 1 of the study was to investigate the academics practices in relation to international code of ethics/professionalism during teaching practice. PGCE and BED students were given questionnaires fill in and interviewed or given an opportunity to narrate their experiences on:supervisors' visits in their schools, students and supervisors' professional working relationship. In addition, documentary evidence-recorded number of visits-classroom supervisor observations per subject, claim books regarding kilometres covered and university policies) (see Table 4-13).

Supervisors' Inadequate visits

The findings of the study based on questionnaires indicated that supervisors' visits to schools were minimal or inadequate. It was revealed that 23 (41%) of students were observed once in their first subject of specialisation and 33 (59%) of students were observed twice. In their second subject of specialisation 38 (67%) of the students were observed once, while 18 (32%) were observed twice (see Table 4-6).The findings of the study revealed that more students were observed once on both subjects of specialisation (see Table 4-6), yet supervisors are expected to observe students twice at least. This situation challenges the integrity of the supervisors or their professionalism and undermines the quality of teaching practice and eventually the quality of education. Academic professionals are expected to have and display standard of excellence when executing their professional duties.This finding is consistent with Goelzer, (2003) study'sfindings where it was revealed that professional have to be sensitive about teaching practice because it is not only about the supervision or organisation and delivering of the subject content, it also concerns the development of professional values (code of ethics, code of conduct and code of practice which must be nurtured through teaching practice. This also concurs with Sullivan, (2004) study findings which revealed that professionals have to operate within an explicit code of ethics and contract with their institutions and society.

Inconsistencies kilometres recorded and inconsistencies in claims

The findings of the study also revealed that there were some inconsistencies regarding kilometres recorded by academics and some inconsistencies in claims made for the same destinations (see Table 7-11).This undermines the spirit of professional conduct and professional practice which put more emphasis on honesty, accountability, transparency and integrity on the part of professionals (see **Figure 1:** The "Block model" Code of ethics). This finding concur with (Petcheva and Warren, 2011) study which noted that academic and non-academic staff are expected to show integrity and honesty in the delivery of service. The findings of study further revealed that the inconsistencies in claims corrode the confidence that traditionally existed between teacher or academics and society. This is also consistent withPeytcheva and Warren, (2011) study findings which indicated that professionals are expected to act in a way that serve the public interest, honour the public trust and demonstrate professionalism; otherwise the teaching profession may be construed as unprofessional.

Teaching Practice in government offices

The findings of the study indicated that sometimes teaching practice was conducted in government offices or outside the classroom. What the researcher refers to as teaching practice outside the classroom (see Table 12 and 13). This undermines the code of practice which put more emphasis on public values, sense of ethical service to clients, positive attitudes to work. Teaching practice procedures states that professionals should observe the student teachers in action inside the classroom, not in office as claimed by differentparticipants (see Table 12 and 13). One participant stated:some supervisors do not come to school and they ask students to meet them in town, in their offices especial those

who are notemployed at university. The university needs to look at that because learners/students do not gain anything.

This suggests that some supervisors overlooked the fact that teaching practice is not only concerned with the production of marks at the end of the teaching practice, but also with the transformation of students into professionals with respect the code of ethics and code of practice or professionalism. This is consistent with Grant, (2003) study's findings which indicated that supervision is an ethical practice through which student and supervisor's professional working relationship   is characterised by ethical dimension or code of ethics.

Last visits Supervision

The findings of the study revealed that supervisors' last visits depict a culture of academic dishonesty among supervisors and this undermines the quality of teaching practice and denied the students their right to learn because some students were either checked once or not checked in their second subject of specialisation

because of time factor (see Table 4,5,6, 12 and 13). This findings concurs Rzaee et al. (2001) argument that academic dishonesty has become an important issue in institution of higher education and suggested that monitored code of conduct can provide a basis for ethical conduct in universities.Verkerk and Mourits, (2007) in their study also indicated that teaching practice is considered as sensitive educational process, which needs to be viewed and managed with sensitivity, because of its current and future societal implications.This also concurs with Essesx, (1992) study findings that indicated that supervisors have a legal and educational duty to provide competent supervision. Thus, professionals from the school of education or academics are expected to have a very high sense of ethical service to student teachers as clients of the institutions and society. This also consistent with Rogers and Ballantye, (2010) study findings where they stated that medical schools as schools of education have a social responsibility to the community to ensure that their graduates have high standards of professional behaviour because unprofessional behaviour causes harm to the public and the career of the student's teacher.

Supervisors' Head teacher unprofessional relationship

The findings of the study revealed that some supervisors' behaviour fails to meet professional normssuch as setting the desired standards of behaviour within the school premises and compliance with code of practice and code of conduct (see Table 12 and 13). As one participant stated:
Some supervisors just poped up in the school, looked forthe student being assessed and went straight to their class, without even greeting the head teacher of the school as wayof showing respect/recognising the authorities; even afterassessing, they just go straight to their cars and drove off.

The study also revealed that some supervisors failed to behave in a manner consistent with the code of ethics and be sensitive to the demands of the code of ethics when dealing with leaders of organisations, the school situation and to understand the implications of their behaviours on student teachers and on their future career. This also concurs with Rogers and Ballantyne, (2010) medical research findings which also indicated that unprofessional behaviour causes harm to the public, individual patient, clinic or hospital and the careers of doctors.

The study findings also indicated that some supervisors overlooked the fact that their behaviour in schools is not viewed in isolation, but part of the university integrity system, governed by policies. This is consistent with Weckert and Lucas, (2013) study findings that indicated that professional behaviour should be viewed in the broader context of the institution and society because of its current and future implications.

Unaddressed Complex matter of pedagogical power relations in supervision

The study also revealed that some supervisors failed to manage the social power relations which have effects on supervision and in transforming the student teacher into an independent professional. Unmanaged power relations pose obstacles and derailments for effective communication and could provide grounds for allegations during teaching practice (see Table 12 and 13). As participants stated:
Some supervisors were not doing justice to the exercise –forinstance, Inspectors they failed to separate betweeninspectorate and the teaching practice guidelines, theyturn dwell much in inspectorate.

This finding is consistent with Grant (2003, P 175) study findings which revealed that supervision is a complex and unstable process, one filed with pleasures and risk.
   (b) Objective /question 2: to explore different strategies which could be used to promote code of ethics or professionalism during teaching practice?

Restructuring of the BED teaching practice

The study findings of the study indicated that restructuring of the P/T Bachelor of Education (BED) could be the best option of improving professionalism mong some supervisors (see Table 12 and 13). As one participant stated:
The P/T BED students did teaching practice at their Diplomaprogrammes. The teaching practice should be conductedonce, at 3rd year level-not at both 3rd and 4th year level.It may allow the students to focus on their projects andassignments. It willsave the resources of the university.The available resources could be used on the 3rd yearstudents, and resources will not overstretched.

The findings of the study also indicated that restructuring of the management structure and culture of teaching practice (by producing code of practice for supervision, bringing committed and capable professionals on board) could help some supervisors to adhere to code of ethicsand avoid those complexities noted in Table 4-13). For example, the inconsistencies in terms of kilometres covered and claims for similar destinations, and the culture of asking students to be supervised in government offices.   This finding of the study is consistent with Grant (2003) study findings which indicated that while teaching supervision is regulated formally and informally but it can be made fairly transparent to the student and supervisor by producing code of practice which outline the responsibilities of the pair (student and supervisor).

VIII. CONCLUSION AND RECOMMENDATIONS

The study concluded that teaching practice supervision is a complex and unstable educational process characterised by poor management, risks for quality education and professionalism in schools and society. The complexities were fuelled by the manner in which teaching practice was conducted by some supervisors and mismanagement practices at different levels of the faculty of education. Teaching practice is currently problematic in practice, as it does not appear blending the pedagogical and personal skills in an effective way, yet these are the key factors for promoting professionalism and the quality of training and education.

The study concluded that professionalism is negatively affected during teaching practice because of unaddressed existing complex matter of pedagogical power relations which exists between student teachers and supervisors. This poses obstacles and derailments for effective communication between students and supervisors. Yet, communication is the key in supervision.

The study concluded that teaching practice also suffers from the culture of academic dishonesty and this undermines the quality of teaching practice and denied the students their right to learn because some students were either checked once or not checked in their second subject of specialisation. This further undermines the spirit of professional conduct and professional practice which put more emphasis on honesty, accountability, transparency and integrity on the part of professionals or supervisors.

The study also concluded that some supervisors failed to understand the wider implications of their unprofessional behaviours, as their unprofessional behaviour causes harm to the public, individual student's teacher, students in the classroom, university image and the careers of students' teachers. These supervisors did not depict a very high sense of ethical service to student teachers as key clients of the institutions and society.

RECOMMENDATIONS

It is recommended that effective management structures should be put in place to enhance the existing ones. The existing structures which deal with the process of coordinating teaching practice need to be strengthened by monitoring the manner in which students are supervised. This could avoid the situation where some students are not supervised or over-supervised. The revamped management structures should be part of the institutions' management integrity system, where the code of ethics is supported by policies and disciplinary processes. This could avoid the existing inconsistencies regarding kilometres recorded or travelled by academics and some inconsistencies in claims made for the same destinations. Thus avoid wastage in terms of financial resources.

The relationship between supervisors and students during teacher practice or supervision should be understood mainly by supervisors as triadic (students, knowledge/transformation and supervisor form part of the teaching practice process) not dyadic (students and supervisors). Triadic or triangle form, which takes into account the role of supervisor, students and knowledge or transformative aspects in making supervision possible or meaningful. Each aspect is transformed through the process of supervision or teaching practice. Both supervisor and students teachers have the power to reflect on their actions and inactions. All powers are not accorded to the supervisor. Both supervisor and students should engaged in what Yip, (2006) refers to as critical reflection transformation by challenging existing teaching practice related conditions. This critical reflection transformation should be guided by ethical and moral judgements.

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