

Journal of Education

ISSN Online: 2616-8383

 **Stratford**
Peer Reviewed Journals & books

Effect of Teacher Professional Conduct on Students' Learning Outcomes in Public Secondary School in Rwanda

Uwamahoro Olive & Dr. Hesbon Opiyo Andala

ISSN: 2616-8383

Effect of Teacher Professional Conduct on Students' Learning Outcomes in Public Secondary School in Rwanda

¹*Uwamahoro Olive & ²Dr. Hesbon Opiyo Andala

¹Post graduate student, Mount Kenya University, Rwanda

²Lecturer and research coordinator, school of education, Mount Kenya University, Rwanda

*Email of the corresponding Author: oliveuwamahoro608@gmail.com

How to cite this article: Olive, U. & Andala, H., O. (2022). Effect of Teacher Professional Conduct on Students' Learning Outcomes in Public Secondary School in Rwanda. *Journal of Education*, 5(3), 69-82. <https://doi.org/10.53819/81018102t50111>

Abstract

The professionalism of teachers plays a significant role in the promotion of students' learning outcomes and quality of education. Thus, the purpose of this paper was to assess the effect of teacher professional conduct on students' learning outcomes in public secondary school in Gakenke district, Rwanda. Correlation research design was adopted. The target population was 324. A simple random sampling and convenient sampling techniques were used to get a sample size of 179 respondents. Questionnaires and interview guide were used as data collection instruments. IBM SPSS version 21 assisted in management of quantitative data and thematic analysis was used to analyze the qualitative findings. The findings revealed that 30.8% of respondents indicated there is an effective communication among teachers. It was also found that punctuality is one of the factors associated with teacher' professional conduct. The study found that 38.6% of the respondents indicated there is an improved discipline among students in selected public secondary schools. The R Square was found to be .401 which means that the variables that make teacher professional conduct are able to affect the learning outcomes of students in public secondary schools at the level of 40.1% and the remaining 59.9% can be affected by other variables. It was reported there is a statistical significance high degree of positive relationship between teacher teachers' professional conduct and students' learning outcomes in public secondary schools in Gakenke district. The P-value = .000 which is less than 0.01 as the level of significance and Pearson coefficient of correlation $r = .634$ which is high. This paper recommends that the Ministry of Education should strength the aspect of teacher professional development for the purpose of promoting their professionalism and the level of students learning outcomes.

Keywords: *Students' leaning outcome, Professional development, Teachers' professional conduct and public secondary school.*

<https://doi.org/10.53819/81018102t50111>

1.0 Introduction

According to Nordenbo *et al.*, (2018), teacher's competence has a greater contribution on schooling performance of students which is also considered to be associated with professional conduct of teachers. This implies that individual professionalism enhances the working delivery and outcomes. Historically, in Germany, the professionalism of teachers is used to be undertaken privately which is also considered to be accepted in nature. Therefore, people who are maintain their code of conduct in their working place are harmonized and guided by the working environment (Bransford *et al.*, 2015). Globally like in Europe, teachers' professional conducts put together the teachers' ability and capacities that help him or her to make effective teaching activities in order to improve the school outcomes (Afe, 2013). According to Evans (2016), the achievement of instructional objectives depends on the extent to teachers are professional in their teaching career. Afe (2013) believes that teacher's professional conduct should be based on the level of intellectual capacity presented by teachers able to deliver the students' school performance. This shows that teachers' professional conduct is considered to be the center of enhancing school productivity. On the other hand, learning outcomes describe skills, knowledge and the use skills and knowledge that a person has gained and is capable to show as outcome of learning (AQF, 2013).

Michael (2011) conducted the study in Sub-Saharan African Countries and indicated that the code of conduct proved by teachers in their professionalism is observed as the aspect that can improve the level of quality of education delivered as well as the level of students' schooling success. Despite that teachers are required to respect and to put into practice curriculum delivery policies, their attentions are to achieve academic performance of learners at high level (Collinson, *et al.*, 2009). In addition, the aims and objectives of educators are to generate well academic achievements and good results from their students. In case teachers work professionally, they should make sure that their characteristics and external factors could not affect the ways of teaching. This shows that teachers should also have self-motivation in order to effectively educate students. Regionally like in Kenya, Betweli (2013) reveals Teachers' professional conduct impacts the learners academically, emotionally and in their holistic progress and may exert the learners in both positive and negative ways, interior and external of the classroom and in their daily lives (Gibson *et al.*, 2013).

Moreover, the perceptions of learners towards the teachers have significant and valid role. As a result, teachers' professional conduct of how they teach or handle the learners' issues penetrates everywhere in education voyages of the remainder of learners and beyond. In Tanzania, Malambo (2012) opined that a teacher should have a greater participation in maintain learning environment and school productivity. According to Palumbo and Sanacore (2009), a professional teacher has a significance influence on school outcomes which combine both school discipline and performance. Palumbo and Sanacore (2009) viewed that when learners start attending classrooms, they need to develop their backgrounds in all aspects of their lives. The obligations given to teachers, to know what students need to acquire and make effective school achievement. Chetty *et al.* (2014) confirmed that teachers responsible to make the lifelong learning of students and improve their academic performance.

<https://doi.org/10.53819/81018102t50111>

In Rwanda, Mashaba (2015) conducted the study related to the ways through which the professional conduct may have an impact on the school learning outcomes and presented that the school performance could be based on the extent to which school administration conduct the school environment and the nature leadership styles used. Ng'oma and Simatwa (2013) also added that the professional conduct of teachers plays an important part in school performance specifically in English subject. Despite that many studies were undertaken regarding the factors that influence the academic achievements of the students' little interrogated the extent to which teacher professional conduct is associated with learning outcomes of students with an emphasis on Rwanda. This problem and other associated factor stimulated the study to investigate impact of teachers' professional conduct on students' learning outcomes in Geography in Rwanda.

1.1 Problem Statement

The school administrators, teachers and educational stakeholders play a significant role in achievement of educational goals through guidelines given by the policy makers (MINEDUC, 2007). Nevertheless, it is thought that the degree and usefulness value of education is determined by the teaching staff's quality and competency. As a result, the standing of teachers is now a focal point of the Rwandan government has been making goal. Furthermore, as a result of the free basic education policy, primary and secondary school enrollment has increased, allowing more children, especially those from low-income households, to participate in the school system for longer periods of time.

However, schooling outcomes are low due to incompetence of teachers in secondary schools including teachers' punctuality and self-efficacy as well as making effective communication (VSO, 2016). For instance, the analysis of second term, the academic performance for the students of senior six at public secondary school of Gakenke in 2014 shows that out of 100 students who sat for exams failed, only 32% who got passes and 961 students who sat for Mathematics, only 17% got passes and 99 secondary schools in Northern province were announced as underperforming schools (Department of Education, 2014). Moreover, evidence by the USAID (2014)'s assessment of Rwanda national reading and mathematics baseline report showed that majority of children in primary school have not acquired age-appropriate literacy or numeracy skills. USAID (2014) baseline report also showed that the primary school dropout and repetition have risen, while completion and transition rates have stagnated or declined.

Therefore, there are complaints, concerns and comments from various stakeholders concerning learning results of the students in Gakenke District. It appears that there is a gap between parents' expectations of students concerning student achievement and actual performance of the students. It is against this backdrop that the researcher's interest in inquiring whether the teachers' professional conduct has an impact on students' achievements or not generated to undertake this study. The rationalization for this ideology is supported by the observation of teachers' absenteeism, causes of teachers' unprofessional conduct reported in the mass media and the local cases we witnessed from local community. This paper therefore, sought to establish the effect of teachers' professional conduct on students leaning outcomes in public secondary schools in Gakenke district in Rwanda.

<https://doi.org/10.53819/81018102t50111>

1.2 Objective of the Paper

The objective of this paper was to establish effect of teachers' professional conduct on students' learning outcomes in public secondary schools in Gakenke district in Rwanda.

2.0 Literature Review

2.1 Teachers' professional conduct

Teaching profession is known as the ancient and most important in the whole world. Thus, in order to keep the public perception of the professional, it is crucial that what goes on within the walls of the classroom is a real reflection of what teaching is and should be. Therefore, since teachers indicate what should be delivered to students expressed in terms of values and skills as well as societal knowledge which could also stimulated by teachers. According to Nabukenya (2010), teachers, the very nature of their profession are expected to be role models of the learners as they always need their teachers' assistance and guidance from whatever they do in terms of academics. Stronge and Johnson (2007) also added that effective conduct of teachers needs to be associated with the desired outcomes designed from school curriculum. The indicators like punctuality, communication skills and self-efficacy need to be created by teachers in students schooling life.

2.2 Factors Associated with Teacher Professional Conduct

According to Diong (2016), teacher professionalism is a significant factor in the pursuit of educational excellence that focuses on curriculum and its delivery. The factors associated with teacher professional conduct like punctuality, being honest and integrity, having self-efficacy and competency as well as having pedagogical skills plays a significant role in improvement of students' learning outcomes (Diong, 2016). The show the aspects by which teacher professionalism can be operationalized.

Punctuality

Performing the planned activities on time is considered to be one of the measured of punctuality as also show the image of the previous assigned time usage. According to McKay and McKay (2012), teachers' punctuality and other school staffs make conducive working environment. However, teachers are supposed to be at the focal point of having punctuality as most of activities performed in schools, are supposed to be done by teachers. McKay and McKay (2012) also added that the school programs need to be introduced by teachers which may also differ to their level of professionalism. This also help them in case of respecting responsibilities assigned to them. Rubio (2019) indicated the act of having punctual especially in teachers qualifies their working capacity and enhances the quality of education. Rubio (2019) specifically indicated that teachers need to reach at school before the announced time where clearly mentioned that 20 minutes the time is considered to be acknowledged as the punctuality or respecting time scheduled by school administration. According to McKay and McKay (2012), the punctuality of teachers helps them to be the role model to students and effective delivery of teaching activities. Rubio (2009) concluded that building effective working discipline to teachers, open doors and attract students to learn and get the schooling opportunities.

Self-efficacy

The confidentiality indicated by teachers while teaching, determine his or her efficacy of working which raises up the students' ability to learn (Hoy, 2000). This implies that students' capacity of learning depends of their teachers' confidentiality of teaching. According to Shaffer (2012) teacher' efficacy create the intrinsic motivation while teaching and performance of outside of school environment. Shaffer (2012) also indicated that, teachers with high efficacy create positive relationship with learners and achieve the challenges related to learning and other school activities. This implies that teachers should have well determined knowledge delivery and positive way of instructional practices. On the other hand, teachers are responsible to mention ways that students should follow while learning in order to gain knowledge (Shaffer, 2012). The self-efficacy experienced in school environment depends on the level through which the school administrators consider what they do and what students get as their schooling outcomes (Uysal, 2012). This shows that when teachers create positive collaboration with school administrators, teaching staffs and students enhance the quality of learning determined by the level of school performance (Moye *et al.*, 2015). Learning instructions provided by teachers who are confident, help students to be skillful adequately and having effective discipline (Adu *et al.*, 2012). The authors also added that students need to be guided in classroom environment by applying relevance method of teaching (Adu *et al.*, 2012).

Honesty and integrity

According to Johnson (2017), teachers' integrity facilitates the students' learning environment as they get aware of attracting their students and promote active learning. This implies that, being honest among teachers, make easy ways of teaching and learning and also improve the school productivity. Johnson (2017) also added that teachers, who create trustfulness among students, enhance the way learning methodology and effectiveness. This shows that the willingness indicated by teachers in classroom transform the learning opportunities. Education received by students from honest teachers, shows a positive image in society and in school. Rubio (2019) established the five basic skills that should be indicated by teachers in school activities to be trusted by students like having effective communication, being perfect in decision making and competent in school activities.

According to Johnson (2017), teachers whose characteristics of an educator at working place, should have the ability of understanding the students' needs, issues and challenges. The students understanding determine the level of their teachers' integrity and classroom collaboration. Effective students' behavior in school, may also depends on the openness and fairness of their teachers. Rubio (2019), enhancing the working place, also could be considered to be one of the ways of improving the integrity of teachers and working professionalism. According to Adu *et al.*, (2012), the relevant leadership style and effective management as well as supervision, promote the working condition of employees including teachers that promote the school productivity determined by the students' examination results. In order to build up positive teaching environment, the teachers and other school staffs should be honest in their activities so as to make the teaching professionalism at a standard level.

Competency

Koster *et al.*, (2015) established the competency of teachers as the way of being able to make teaching lessons more successful. The skills, ability and knowledge indicated by teachers are in one of the factors determining what a teacher is able to perform or not. Celik (2011) revealed that teachers' competency should also have a reflection on teaching styles which could inform the styles used in learning established as guidance given to students. Colnerud and Mashaba (2015) indicated that teachers should present a high of expertise in teaching environment as they are responsible to make education for quality and take clear decision that could sustain the students' conditions as well as school performance. According to Celik (2011), teachers who are competent get aware of treating learners in fair manner which could lead to students' performance. Celik (2011) also added that teachers' competency should also include some flexibility based looking at the opportunity of every individual and the learning for quality. This implies that teachers, who are competent, attract the students' mindsets and they are also considered to the goods leaders of students. According to Koster *et al.*, (2015), teachers who have the capacity of identifying the students' values.

According to Johnson (2017), competency can also be considered as the coordination of skills, behavior and relevant knowledge then can support in the performance of the assigned tasks effectively. Similarly, competencies of teacher are used very proficient and enhance teaching capabilities. Stronge (2017) added that a teacher who is also competent should be aware of his strength and weakness in order to identify any limitation that may hinder the performance of students in various school activities. This could also have a high level of contribution to teaching as a profession as teachers get new added knowledge. Nordenbo *et al.* (2018) revealed that making effective competency in teachers, requires proper ways of professional trainings given to teachers regularly. However, they should also be motivated in order to have positive attitudes and emotion that lead to positive results. According to Vacca (2011), the personality and social relationship of teachers may be considered to be the factors that can increase or decrease competency in their teaching career as well as the school outcomes. Vacca (2011) also added that the physical features of teachers could be considered while measuring their ability and teaching capacity towards to teaching competency.

Communication skills

Rubio (2019) indicated that teachers' professionalism need to be based on having effective communication that guides students in a positive direction towards to schooling performance and outside. This implies that school administration should create effective channel of communication between students and their teachers and also teachers and administration as well as school administration and students in order to improve the school productivity. According to Casey (2016), the school should provide the common concept related to each information disseminated in school as the result of enhancing learning instruction and channel of communication. Casey (2016) also added that, in the absence of effective communication in school environment, teaching professionalism get collapses and reduces students' schooling outcomes. This is because students do not well what is being taught or instruction given by teachers. Rubio (2019) revealed that

<https://doi.org/10.53819/81018102t50111>

teaching staffs might share inform on time and in effective way in order to improve their teaching experiences and students' knowledge. This means that the communication skills should be adopted through making a clear way of communicating by emphasizing the listening aspect. Rubio (2019) also added that the effective communication should also put focus on being aware of filtrating the information which is transmitted to the receiver of the information.

2.3 Students' Learning Outcomes

Students' learning outcomes were established as the statements of knowledge, skills and abilities of students that might acquire to attain the learning experience (Provost, 2017). The students' earning experience is considered to be the learning process that significantly emphasize of students' retention and discipline (Downer, Rimm-kaufman & Pianta, 2017). This implies that the students' learning experience depends on the level of retention and discipline in classroom environment. According to Adu, Tadu and Eze (2012), learning outcomes should be specific and well defined. This means that professional teachers develop the specific learning objectives that are well indicated and which can stimulate the stimulate students' class participation (Stemberg, 2019). According to Sheffer (2012), the learning outcomes should effectively lead to the improve school grades as the main target of teachers while teaching.

Provost (2017) indicated that the learning outcomes should be realistic in order to make sure that the outcomes have been attained. This shows that teachers' professionalism plays significance participation in order to light the students' abilities. Provost (2017) also added that the student' gains should be in a line with what is being taught. Therefore, this could be shaped towards to students' school discipline and their retention rate in classroom. According to Izabela (2018), learning outcomes establish what a student could be able to achieve in his or her studies. According to Sheffer (2012), the comprehensiveness of students' learning outcomes should comprise of the three domains of Bloom' taxonomy such as cognitive and psychomotor and affective domain. Despite, some teachers do not put focus on socio affective domain which drives towards students' attitudes and values that can strengthen the school discipline of a student (Koballa, 2014). Consequently, it is hard to maintain the students' retention and make an assessment of students' school grades (Pukelis, 2009). This shows that it is more important the student' discipline should be emphasized to improve the student' learning outcomes.

2.4 Strategies to promote teachers' professional conduct

Methods to inspire teacher's wishes in order to adopt their ways of teaching and the quality of education as well as school outcomes. The professional teachers should adopt their methodologies easy for them to teach and get the school productivity (Kosgei *et al.*, 2013). This means that, teachers need more professional training in order to enhance the in-service teaching. According to Kosgei *et al.* (2013) at the yearly meeting of the association of supervision and curriculum development which took place at San Antonio, Texas, on March 9th 2012, Hoffman and Sherritt (2012) mentioned 16 methodologies to inspire teachers like making consultancy and coaching students' activities in classroom environment. This indicates that school staffs should adopt their consulting aspect in effective way for the purpose of achieving the problems with internal school environment as well as outside. Hoffman and Sherritt (2012) concluded that as far as teaching school staffs become professional in whatever they do, students' will show positive results in their daily school activities either inside or outside of the school environment.

<https://doi.org/10.53819/81018102t50111>

3.0 Methodology

This paper employed correlation research design in order to find out the relationship between teachers' professional conduct and students' learning outcomes in selected public secondary schools in Gakenke district in Rwanda. The sample size was 179 respondents got by using Yamane formula and also sampled by using stratified sampling technique, simple random sampling technique and purposive sampling technique. The findings were collected by using questionnaire and interview guide. To maintain the validity of the research instrument was maintained by distributing the research instruments to the expert respondents in the area of the study while reliability was maintained by making pilot study that provided reliability of the research instrument and got 75.6% using Cronbach's Alpha and considered to be reliable as it was greater than 70% as recommended. The data management of this study was maintained by using SPSS software version 21.

4.0 Findings

This paper established the effect of teachers' professional conduct on students' learning outcomes in public secondary schools in Gakenke district in Rwanda. The data findings were computed using Statistical Package for Social Science (SPSS) software version 21 and presented in form of tables.

4.1 Factors associated with teachers' professional conduct in public secondary schools in Gakenke district

The study findings on students' respondent on factors associated with teachers' professional conduct is presented in Table 1

Table 1: Students' respondent on factors associated with teachers' professional conduct

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Punctuality is respected in school	11	7.9	46	32.9	17	12.1	38	27.1	28	20	2.41	1.90
Use pedagogical skills	28	20	37	26.4	22	15.7	34	24.3	19	13.6	2.61	1.82
Honest and integrity among teachers	27	19.3	45	32.1	19	13.6	31	22.1	18	12.9	3.23	1.34
Communication among teachers	32	22.8	43	30.7	22	15.7	24	17.1	19	13.6	3.31	1.36
Self-efficacy is deeply in teachers	36	25.7	37	26.4	20	14.3	30	21.4	17	12.1	3.12	1.45
Having wisdom among teachers	29	20.7	21	15.0	11	7.9	43	30.7	36	25.7	3.06	1.43
Competency among teachers	39	27.9	41	29.3	14	10.0	25	17.9	21	15.0	2.73	1.56

The results presented in Table 1 revealed that majority, with mean score of 3.31 of mean and 1.36 of standard deviation corresponding with 30.8% of students agreed that their teacher make

<https://doi.org/10.53819/81018102t50111>

effective communication. Casey (2016) revealed that in the absence of effective communication in school environment, teaching professionalism get collapses and reduces students' schooling outcomes. This was followed by the 3.23 of mean and 1.34 of standard deviation corresponding with 40.0% of students confirmed that there is an honest and integrity among their teachers. The effective communication with their students as they don't effectively show a honesty to their students. Rubio (2019) indicated that teachers' professionalism need to be based on having effective communication that guides students in a positive direction towards to schooling performance and outside. The results presented also show that 3.12 of mean and 1.45 of standard deviation corresponding with 33.5% of students indicated that self-efficacy among teachers is always embedded in school environment. This shows that there is still a need to strengthen self-efficacy among teachers of Gakenke district.

Shaffer (2012) reports that efficacy creates intrinsic motivation while teaching and performance of outside of school environment. On the other hand, the study also found that the mean of 3.06 with std of 1.43 corresponding with 56.4% of students confirmed that there is a standardized wisdom among their teachers. This was followed by the mean of 2.73 and 1.56 of standard deviation corresponding with 32.9% of students confirmed that there is a high level of competency among their teachers. In Gakenke district, majority of teachers couldn't present a competency level to their students while teaching and this could significantly reduce the level of the learning outcomes. Koster *et al.*, (2015) established the competency of teachers as the way of being able to make teaching lessons more successful. The results also revealed the mean of 2.61 and 1.82 of standard deviation corresponding with 37.9% of students indicated that there is an effective use of pedagogical skills as one the factors associated with teachers 'professional conduct while the mean of 2.41 and 1.90 of standard deviation corresponding with 47.1% of students agreed that punctuality is respected in their respective schools. This implies that the punctuality is not respected among teachers is not respected which reduce the effectiveness teaching condition and teacher professionalism thus leads low level of students' learning outcomes.

According to McKay and McKay (2012), teachers' punctuality and other school staffs make conducive working environment. The guided interview which was done face to face to teachers and school head teachers of public secondary schools which were selected on how they perceive teacher professional conduct revealed that "*the effective teacher professional conduct is expressed by teacher' competency, a teacher which express personal efficacy in whatever is done and also a teacher who is punctual in whatever is doing.*" However, the respondents also added that "*the teachers of Gakenke district do not get effective professional trainings to strength their teaching professionalism which discourages the quality of education provided by them*". According to Adu *et al.*, (2012), the relevant leadership style and effective management as well as supervision, promote the working condition of employees including teachers that promote the school productivity determined by the students' examination results.

4.2 The level of students' learning outcomes in public secondary schools in Gakenke district

Table 2 presents the study results on students' learning outcomes in public secondary schools.

<https://doi.org/10.53819/81018102t50111>

Table 2: Students’ learning outcomes in public secondary schools

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Having improved grade	30	21.4	41	29.3	27	19.3	23	16.4	19	13.6	2.24	1.45
Improved class participation	37	26.4	40	28.6	15	10.7	28	20.0	20	14.3	2.78	1.39
Improved retention rate in classroom	31	22.1	35	25.0	12	8.6	33	23.6	29	20.7	2.96	1.49
Improved discipline	36	25.7	38	31.1	12	8.6	29	20.7	25	17.9	3.32	1.62

Table 2 indicates the level students’ learning outcomes in public secondary schools in Gakenke district. It was found that the majority at 3.32 of mean and 1.62 of standard deviation corresponding with 38.6% of students revealed to be having an improved discipline in school environment and outside. This implies that the students with in selected secondary schools present discipline which could determine an improved level learning outcome. However, it could be affected by other variables. The students’ discipline is considered to be the learning process that significantly emphasize of students’ retention and discipline (Downer, Rimm-kaufman & Pianta, 2017).

The result presented in the Table2 also indicates that the Mean of 2.96 and 1.49 of standard deviation corresponding with 44.3% of students mentioned that an improved retention rate while learning outcome. This means that students ‘retention in class session could lead to effective learning outcomes though the students of Gakenke district experience a lower level of retention due to various factors including teachers’ professionalism.

Provost (2017) indicated that the learning outcomes should be realistic in order to make sure that the outcomes have been attained. The results also indicated that 2.78 of mean and 1.39 of std corresponding with 34.3% of students mentioned that there is an improved class participation. This shows that the indicated lower level of class participation by students could negatively affect the level of learning outcomes expected from their respective school. Despite, the study also stated that 2.24 of mean and 1.45 of std. corresponding with 30% of students indicated that have an improved grade. This also indicates that students of selected public secondary schools meet various challenges including teacher professional conduct which affect to get an improved grade. The guided interview which was done face to face to teachers and school head teachers of public secondary schools which were selected on how they perceive the level of students’ learning outcomes revealed that “*the level of learning outcome of students is expressed by an improved grade, standardized class retention and participation and improved discipline*”. The respondents also added that “*the students’ grade and discipline do not get improving due various factors including teacher’ professionalism which is considered to be the root of school productivity.*” According to Sheffer (2012), the learning outcomes should effectively lead to the improve school grades as the main target of teachers while teaching.

Table 3 depicts the O’ level national examination results in the sampled schools.

<https://doi.org/10.53819/81018102t50111>

Table 3: O' level National Examination Results in the Sampled Schools (2018- 2020)

Years	2018		2019		2020	
	Gils	Boys	Gils	Boys	Gils	Boys
Division I	82	95	64	88	75	156
Division II	214	323	231	253	156	307
Division III	316	432	314	278	389	335
Division IV	367	314	398	268	390	379
Division VI	158	171	112	152	124	162
Division U	34	31	20	28	42	34
Total	1171	1366	1139	1067	1176	1373

Source: MINEDUC results from 2018-2020

Table 3 indicates divisions of students in 16 sampled schools since 2018; according to these results above, students were still performing poorly in terms of their academic progress. In education, the learning outcome of students was considered as a key criterion to judge one's total potentiality and capability. As reflected in the table it was clear that there is still a big gap to be bridged in order to boost the school productivity which should go proportionally with teacher's preparedness. Taylor, Hinton and Wilson (2015) stated that the pressure of educational stakeholders should be upon directive to teachers and school management as responsible to improve the academic performance of students and the quality of education by coming with advanced strategies.

4.3 Effects of teachers' professional conduct on students' learning outcomes in public secondary schools

Table 4: R Square results of teacher professional conduct and students' learning outcomes

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.634 ^a	.401	.397	1.08325	.401	92.555	1	138	.000

a. Predictors: (Constant), Teacher professional conduct

The results in Table 4 indicate the R Square results of teacher professional conduct and learning outcomes of students where equation of the line $y = \beta + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \varepsilon$ thus y: dependent variable as student' learning outcomes, x: independent variable as Teacher professional conduct

<https://doi.org/10.53819/81018102t50111>

and the findings present the R Square of .401. This means that the variables that make teacher professional conduct are able to affect the students' learning outcomes at the level of 40.1% and the remaining 59.9% can be affected by other variables. Gibbons *et al.*, (2017) indicated that students taught by a professional teacher, achieve a high level of school outcomes due to acknowledging subject matter to be delivered and methodology to be used.

Table 5: Relationship between teacher teachers' professional conduct and students' learning outcomes

		Teacher professional conduct	Students' learning outcomes
Teacher professional conduct	Pearson Correlation	1.000	.634**
	Sig. (2-tailed)		.000
	N	140	140
	Pearson Correlation	.634**	1.000
Students' learning outcomes	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 indicates there is a statistical significance positive correlation between teachers' professional conduct and students' learning outcomes in public secondary schools in Gakenke district thus ($P=.000<0.05$, $r= .634$). It means that there is a connection between teachers' professional conduct and students' learning outcomes in public secondary school in Gakenke district. Laniyonu (2018) revealed that scores from students were mentioned to be significance in term of future lives of students depending on teacher' professionalism.

5.0 Summary of findings

The study established the effect of teachers' professional conduct on students' learning outcomes in public secondary schools in Gakenke district in Rwanda. The findings present the R Square of .401 which means that the variables that make teacher professional conduct are able to affect the learning outcomes of students at the level of 40.1% and the remaining 59.9% can be affected by other variables. The study results showed there is a statistical significance high degree of positive relationship between teachers' professional conduct and students' learning outcomes in Gakenke district. Thus $P =.000<0.05$ and $r = .634$.

6.0 Conclusion

The study concludes that teacher of public boarding secondary schools expresses a low level of profession professional conduct which impacts negatively the level of school productivity. The students of public secondary schools in Gakenke district express a low level of learning outcomes due to various reasons including level of professional conduct. The study also concludes that increase on teacher professional conduct could directly increase the level of learning outcomes and vice versa.

7.0 Recommendations

- i. The Ministry of Education should strength the aspect of teacher professional development for the purpose of promoting their professionalism and the level of students learning outcomes.
- ii. School administration should enhance the school supervision effectively in order to promoting the working condition of teaching staff and school performance.
- iii. Teachers should have effective cooperation in their teaching activities in order to improve their competency level and student learning outcomes.

Acknowledgments

I would like to acknowledge the Almighty God for giving me health, strength and courage to accomplish this research project. I express my sincere thanks to the Administration of Mount Kenya University for providing me with Knowledge and Skills. My great thanks and appreciation go to Dr. Hesbon Opiyo Andala, PhD as my supervisor for his great effort and encouragement and this study. Thanks go to my friends, colleagues and classmates whom we shared all academic struggles. My husband for his great support is also appreciated, facilitating me in typing, financial support, arrangement of ideas and encouragement throughout my studies. For all those who contributed to my success during the whole journey of study. May God bless you!!

REFERENCES

- Adu, E.O., Tadu, R. & Eze, I. (2012). Teachers' efficacy as correlates of secondary school learners' academic achievement in south-western Nigeria. *Discovery*, 2(4), 8-16.
- Betweli, O. (2013). The nature of teacher professional misconduct in Tanzanian public primary schools. *International Journal of Education*, 5(1), 81-93.
<https://doi.org/10.5296/ije.v5i1.3291>
- Casey, J. (2016). *The top ten causes of unprofessional conduct*. [Online] Available: http://www.fieldlaw.com/articles/jtc_top10causes.pdf Accessed: 12 April 2020
- Celik, S. (2011). Characteristics and competencies for teacher educators: Addressing the need for improved professional standards in Turkey. *Australian Journal of Teacher Education*, 36(4), 73-87. <https://doi.org/10.14221/ajte.2011v36n4.3>
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers I: Evaluating Bias in Teacher Value-Added Estimates. *American Economic Review*, 104(9), 2593-2632. <https://doi.org/10.1257/aer.104.9.2593>
- Downer, J. T., Rimm-Kaufman, S., & Pianta, R. C. (2017). How do classroom conditions and children's risk for school problems contribute to children's behavioral engagement in learning? *School Psychology Review*, 36(3), 413-432.
<https://doi.org/10.1080/02796015.2007.12087938>
- Gibson, A.M., Wang, J. & Slate, J.R. (2013). *Teachers behaving unprofessionally: Stories from students*. [Online] Available: <http://cnx.org/content/m19618/latest/> Accessed: 11 June 2020
<https://doi.org/10.53819/81018102t50111>

- Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74-77
- Hoy, A. (2000). *Changes in teacher efficacy during the early years of teaching*. [Online] Available: Available: <http://wps.ablongman.com> Accessed at 14 June 2020.
- Johnson, L. (2017). *Aspects of professionalism*. [Online] Available: <https://www.ncctinc.com> Accessed 25 July 2020
- Khalid, A., Jazmín, S. & Azeem, M. (2011). Impact of teacher's background and behaviour on students learning. *International Journal of Human Resource Studies*, 1(2), 60-88. <https://doi.org/10.5296/ijhrs.v1i2.1101>
- Mashaba, M.J. (2015). The effect of educators' professional conduct on learners' academic performance in vuwani cluster of Vhembe district. *Journal of Agricultural Education*, 55(1), 186-199.
- Mashau, T.S. & Mutshaeni, H.N. (2013). Implementation of legislation and policies: Case study Michael, D.C. (2011). *The power of teacher-student relationships in determining student success*. Kansas City: University of Missouri.
- Moye, M., Henkin, A. & Egley, R. (2015). Teacher-principal relationships: Exploring linkages between empowerment and interpersonal trust. *Journal of Educational Administration*, 43(2), 260-277. <https://doi.org/10.1108/09578230510594796>
- Nabukenya, M. (2010). *Influence of teachers' professionalism on teacher performance in Busiro County Secondary Schools, Wakiso District*. Kampala: Makerere University.
- Ng'oma, P.O. & Simatwa, E.M.W. (2013). Forms, factors and preferred strategies in management of professional misconduct among public primary school teachers in Kenya: A case study of Nyando District. *Journal of Educational Research*, 4(1), 44-63.
- Nordenbo, S.E., Larsen, M.S., Tiftikqi, N., Wendt, R.E. & Ostergaard, S. (2018). *Teacher competences and pupil achievement in pre-school and school*. Copenhagen: University of Aarhus.
- Olaniyonu, P. (2018). Effect of teachers' professionalism on students' academic performance in English. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Palumbo, A. & Sanacore, J. (2009). Helping struggling middle school literacy learners achieve success. *Clearing House*, 82(6), 275-280. <https://doi.org/10.3200/TCHS.82.6.275-280>
- Rubio, C.M. (2019). *Effective teachers: Professional and personal skills*. [Online] Available: <http://dialnet.unirioja.es/descarga/articulo/3282843.pdf> Accessed: 30 July 2020
- Shaffer, C.A. (2012). *How do reflective conversations between a principal and a teacher promote teachers' perceptions of self-efficacy?* Philadelphia: Drexel University.
- Stronge, J.H. (2017). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Uysal, H.H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education*, 37(7), 14-29. <https://doi.org/10.14221/ajte.2012v37n7.4>
- Vacca, R.S. (2011). *Commonwealth Educational Policy Institute Education Law Newsletter*. Richmond, VA: Virginia Commonwealth University.

<https://doi.org/10.53819/81018102t50111>