

**ATTITUDE AND PERFORMANCE OF THE TEACHERS
IN SELECTED PRIMARY SCHOOLS IN
RAKAI DISTRICT: PROPOSED
ENHANCEMENT CODE OF
CONDUCT PROGRAMME**



By

KIMBOWA JOHNBAPTIST IVANS

MED-EX-2005-001

**A research dissertation submitted as partial fulfillment
of the requirement for the Award of the degree of
Master of Educational Management and
Administration of Kampala
International University**

DECLARATION

I Kimbowa John Baptist Ivans do hereby declare that this thesis is my original work and that it has never been submitted to any academic institution for award of a degree or the equivalent.

SIGNED : 

KIMBOWA JOHNBAPTIST IVANS

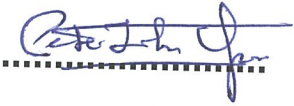
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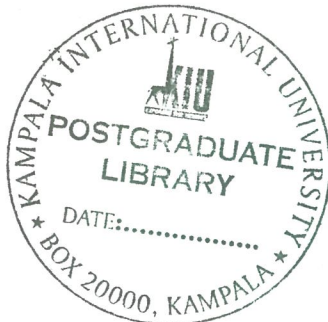
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PROF. PETER JOHN OPIO

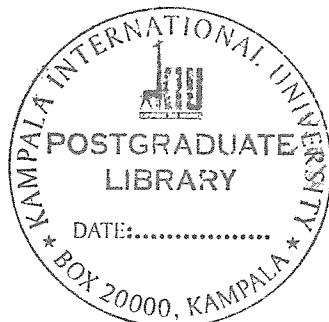
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DEDICATION

Dedicated to my Dear wife Betty Kimbowa, Children, Parents and all friends who have supported me through my struggle to accomplish the degree of Masters in Education Management (MED Mgt.). Thank you very much for your Moral and financial support.



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It would not have been possible to produce this dissertation without the help I got from some other people. Particular acknowledgements go to the following:

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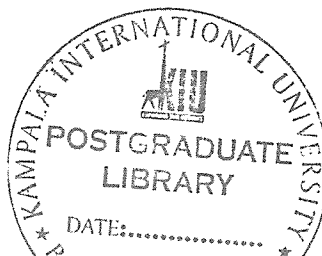
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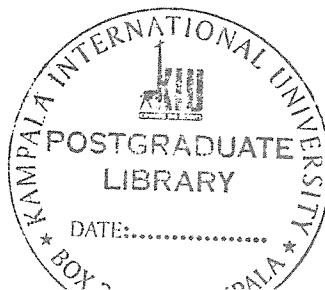
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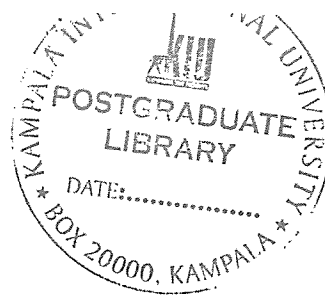
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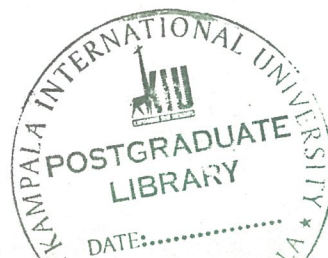
ABSTRACT

This study set out to investigate the attitude and performance of the teachers in selected Primary Schools in Rakai District. In a bid to propose an enhancement code of conduct programme. The study was carried out in selected Primary Schools in Rakai District. The study was carried out along a number of objectives which were; to establish whether the teachers' profession code of conduct has an impact on the attitude and performance of teaches, to find out how the attitude of teachers towards teaching affects their performance and to find out how best can the teachers' code of conduct be understood.

The study was carried out using self-administered questionnaire to the teachers and administrators of the selected schools. Oral interviews and interactions were also made.

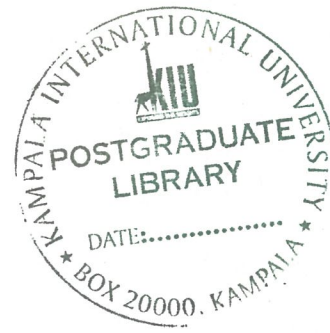
The study came up with a number of conclusions. For example, it was established that the teachers' profession code of conduct has an influence on the attitude and performance of teachers.

From the study, a number of recommendations were made which include the need for education managers and all stakeholders to endeavour to encourage teachers to develop a positive attitude towards their profession, which will lead to good performance.



CHAPTER ONE

Introduction



1.1. Background to the Study

A teacher is an important person in the education system who plays a central role at the school level of facilitating learning to take place. According to J.C Aggarwal, (1995) a teacher plays the role of an independent variable. Students are dependent on him in the learning process. The teacher does the planning, organizing, leading and controlling of learning for bringing about behavioral changes in the students. He is free to perform various activities for providing learning experiences to students.

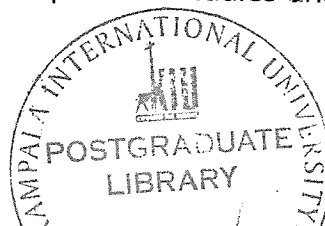
Teachers have always been respected in society because of the noble role they play in civilizing, educating and socializing the young ones. According to Venkate Swaran, (1997), a teacher is a member of the society. He lives and works in the society. In view of his special responsibilities and roles, he is expected to rise above the average member of the society. His general attitude in the society should be enthusiastic and optimistic. He should have a cooperative attitude. He should be sensitive to the needs of the society. He should be guided by the ideals of the democracy, secularism and socialism. He should be sufficiently appreciative of the needs and problems of the society.

During the missionary and colonial days teachers were recruited and employed by the founding bodies. Teachers were highly respected, earned more income, smart, self respected and seen as models. Their good discipline was manifested in their attitude towards work,, excellent performance at school and in society. Teachers never wanted risking their jobs, which they valued highly. Some of their discipline, good attitude and performance towards work was part of their training when still at college. Teachers were highly consulted in society that is why many of them were asked to become chiefs (J.C Sekamwa and SME Lugumba, (2001),

With time, teacher's status has continued declining. The teacher's attitude and performance towards work is increasingly becoming poor.

According to S.P Chaube and A. Chaube, (2000) every body appears to be dissatisfied with the system of education that prevails today. It is generally and rightly felt that if the teachers are persons of ability and good character, having a sense of duty, their students also will have these qualities. On the other hand if the teachers are not able persons or if they do not fully know the art of teaching, or are persons who have taken to this profession because they could not get any other job, their teaching methods will be defective.

The G.III teacher's curriculum in the teacher training colleges exposes students to various aspects of professional training in pedagogy and foundations. The foundation studies include sociology, philosophy, comparative studies and history



of education. The programme in social foundations at any level of teacher training does not only expose the student teachers to the nature of man, aims and development of education, bridge theory and practice but also the ethical code of conduct vital to the teacher.



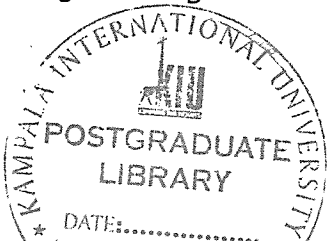
The ethical code, the teacher's professional code of conduct- cited as the district teaching service committee regulations (1996), outlined the professional conduct expected of teachers not only to foster professionalism but also respect the teaching profession. Dishonesty, drug addiction, corruption, sex abuse and anything that would bring disrepute to the teaching profession were outlawed in the teachers' professional code of conduct.

Economically teachers are not better than others, academically super grades are going for other courses; morally teachers are no longer models in society. S.P Chaube and Achaube (2000), have this to say " Today the teachers are not given any social prestige. Nowhere in society is the teacher duly respected. People have come to think that the teachers can neither do them any good nor harm. Hence, people think that it is useless to respect them. Teachers have been reduced to such a state of affairs that they are confined to their particular community and laugh and weep among themselves. There is no one else to sympathize with them".

Rakai district human resource office registered 120 cases in the following categories submitted to the district service commission for disciplinary action in 2005. Cases reported were of absenteeism from school, duty abscondement, drunkardness, defilement, and misappropriation of funds by head teachers. At the school level teacher's disciplinary files are full of letters apologizing for failure to plan for the pupils in time, absenteeism and cases of misappropriation of school property. The question that remains un answered is whether the teachers are aware of the existence of the professional code of conduct. This therefore necessitated the researcher to carry out a study in order to find out how the attitude of teacher affects their performance in sampled primary schools in Rakai district in a bid to enhance the code of conduct.

1.2. Problem statement

Despite the long period of training in the teachers colleges, the presence of the professional code of conduct, numerous sensitizations on new policies including the recent one of January 2005 by the Ministry of Education and Sports, emphasizing guidelines for customized performance targets for the head teachers and deputy head teachers of Government Primary Schools, a paper prepared in May 2004 by the technical working group of the Ministry of Education and Sports addressing teacher effectiveness as a strategy to quality universal Primary education. The teachers' attitude and performance remains a big challenge. Teachers get engrossed in their personal chores such as running



retail shops, farming, managing their own private schools. Absenteeism, abscondment, inadequate preparation, dodging classes is the order of the day. The consequence to this is inadequate teaching and learning taking place. This observation is an account of the researcher's experience as an inspector of schools. This study therefore will endeavor to investigate three fundamental questions.

- (i) Does the attitude of teachers towards teaching affect performance?
- (ii) What impact does the teachers profession code of conduct has on the attitude and performance of teachers?
- (iii) How best can the teachers' code of conduct be understood by the teachers?

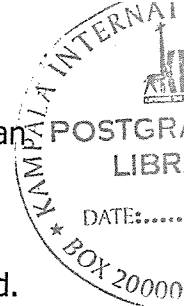
1.3. General Objective

The General Objective of the study was to find out the attitude and performance of teachers in selected Primary schools in Rakai District in a bid to enhance the teacher's code of conduct.

1.4 Specific Objectives

- (i) To find out how the attitude of teachers towards teaching affects their performance.



- 
- (ii) To establish whether the teacher's profession code of conduct has an impact on the attitude and performance of teachers.
 - (iii) To find out how best can the teachers' code of conduct be understood.

1.5 Research Hypothesis

- (i) There is a relationship between the attitude of teachers and performance.
- (ii) There is a relationship between the teacher's profession code of conduct and performance of teachers.

1.6 Scope Of The Study

This research is about attitude and performance of teachers in selected primary schools in Rakai District. A proposed enhancement code of conduct program.

The study was conducted in sixteen selected primary schools in Rakai District. Four schools were sampled from each county. The counties are Kooki, Kakuuto, Kabula and Kyotera. Schools are categorized by grades; Grade I, II, III and IV. In each county all grades were represented. The respondents were classroom teachers per school and one administrator preferably a head teacher.

The classroom teacher's comprised of one infant teacher, one middle and one upper classroom teacher.

1.7. Significance Of The Study

The study will enable the researcher to provide more information on those who would wish to conduct more research on the teacher's attitude and performance; in a bid to enhance the teachers' code of conduct.

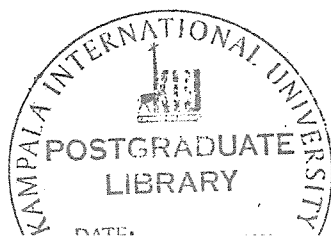
The researcher also hopes that the following groups or individuals would find this research a source of valuable information.

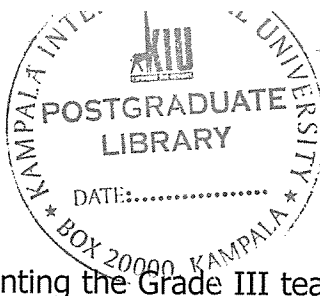
(i) School Administrators

Various bodies administer schools. Head teachers and their deputies, school management committees, Parent Teachers Associations and foundation bodies. The information in this research will avail them with a basis for effective school administration and management.

(ii) The District Service Commission

It is concerned with the recruitment of teachers in the district. The findings in this research will guide the District Service Commission on recruitment and disciplining of teachers as its fundamental mandate.





(iii) Teacher Educators

These are concerned with implementing the Grade III teacher's curriculum. The findings will greatly enrich the curriculum. This will greatly enable the colleges to pass out competent teachers.

(iv) Education Inspectorate

The inspectorate in the district will find the information not only interesting but also a source of valuable information. It could be used to improve the quality of education.

(v) The Teacher

The classroom teacher will use the research findings to improve on his day-to-day execution of his duties.

(vi) Policy Makers

The research findings will guide policy makers in education to make appropriate rules and regulations that may guide teachers in execution of their day-to-day duties.

CHAPTER TWO

LITERATURE REVIEW

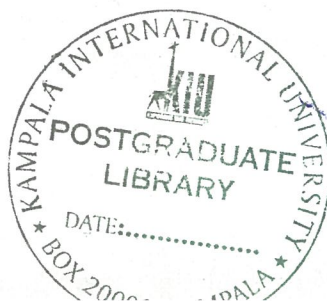
2.1 Introduction

The research topic is about the attitude and performance of teachers in selected primary schools in Rakai District. A proposed enhancement code of conduct programme. Related literature to this research topic was based on the four major aspects.

- (i) Teaching.
- (ii) Teacher effectiveness and performance.
- (iii) Teachers' code of conduct and performance.
- (iv) Teachers' attitude and performance.

The above aspects were able to explore in detail what other researchers and writers have found out as far as the teachers' attitude and performance is concerned. Details of the teacher's professional code of conduct will also be dealt within this review of related literature.

2.2. Theoretical Framework





The study is on the attitude and performance of teachers in selected primary schools in Rakai District. A proposed enhancement code of conduct programme.

The study was based on the Theory X and Theory Y. This theory was advanced by Douglas Mc Gregor (1960), based on the assumption that underlie managements' attitudes and beliefs towards workers' behaviour.

Theory X

It is a concept of employee motivation that assumes that employees have a natural dislike towards work and will function only in a highly controlled work environment.

It works under the following assumptions;

- a) Employees inherently dislike work and whenever possible will try to avoid it.
- b) Since they dislike work, they must be controlled and threatened with punishments to achieve desired goals.
- c) Employees avoid responsibilities and whenever possible will seek formal directives.
- d) Most employees place security above all other factors associated with work and will pay little attention.

Theory Y

On the other hand this theory assumes that employees will accept responsibility and work towards organizational goals only if they will also achieve their personal rewards. It is based on the following assumptions;

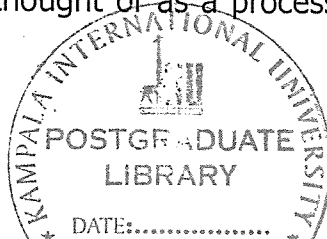
- a) Employees can view work as natural as rest or play.
- b) Human beings will exercise self directions and self control if they are committed to organizational objectives
- c) The average person can learn to accept and even seek responsibility.
- d) The ability to make good decisions is highly dispensed throughout the population and it's not necessarily the sole responsibility of the managers.

The above theory of x and y bases its assumptions on the attitude/behavior of workers towards work. Therefore the researcher endeavoured to test the assumptions of the theory viz aviz the findings of the study.

2.3 Related Literature

2.3.1 Teaching

According to J.S Farrant, (1993), people's concepts of teaching vary; some think of it as easy; others as difficult. The truth is that it is not easier or more difficult than other activities that require professional skills; but what many people fail to appreciate is what teaching really is and the skills that are actually required. Teaching therefore, can be thought of as a process that facilitates learning. In





this process the teacher has an important role to play because he acts like a catalyst, activity-stimulating learning. J.S Farrant goes on to enumerate the professional skills of the good teacher. " He establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching activities, he can create specific kinds of climate settings for different lessons, he uses friendly humour and creates excellent teacher-pupil relations, he uses pupils ideas as much as possible, he gives praise generously to pupils, he teaches in a relaxed manner with no sign of nervous strain, he exercises good class control and discipline, he explains things to pupils very clearly, he includes a variety of children's activities in his lessons, he deals with problems promptly before they escalate or get out of hand, he uses efficient systems for dealing with routine administrative matters such as registration, giving out books and lastly he does not over-react to children's misbehavior but uses appropriate punishment.

According to Wilson Muyinda Manda, (2001), quoting Mbiti (1981:68) defines teaching as something that " begins when one person deliberately assumes the responsibility of making another person learn something new". Mbiti continues explaining teaching as an activity in which one deliberately accepts the responsibility of making another person learn something desired and new. This activity takes place on the basis of an established system of goals. It is a student-centered activity, which flourishes through demonstration and guidance procedures. Teaching can also be defined as a process of " planning, securing

materials, presenting content, asking and answering questions, guiding or leading discussions, giving assignments, checking work and evaluating achievement". Teaching is also viewed as a social action, because the teacher in the classroom interacts with his pupils in such a way as to attain specific predetermined goals. The performance of this action by the teacher is affected by the quality of the teacher's role socialization. The role socialization of the teacher involves the training, which the teacher has received before engaging in the act of teaching. Some people take to teaching as a career. Others take teaching because they have no alternative jobs; some expect some material gains, yet others take to teaching to pursue some intrinsic values. Those who pursue intrinsic values in teaching are more likely to be successful as teachers Edward Ezewu, (2000).

Teaching as an important part of the process of education. Its special function is to impart knowledge, develop understanding and skills. Teaching is usually associated with 3R's reading, writing, and arithmetic imparting knowledge of school subjects. Teaching is the process by which the teacher brings the student and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning. Teaching is not telling and testing. Teaching is the complex of guiding students through a variety of selected experiences towards the attainment of appropriate teaching learning goals.



Who is to teach? A teacher is to teach. He should therefore, present a good model of teaching.

Whom to teach? A child is to be taught. Therefore, while teaching, his abilities and interests must be taken care of. He should be kept active.

Why to teach? Teaching is not for storing information but to enabling the child to develop his various faculties.

What to teach? Those experiences and activities are to be provided which enables the learner acquire desirable knowledge, skills and attitudes.

How to teach? This implies that the teacher must be well versed in the use of teaching technology.

When to teach? Teaching situation should be such as they develop motivation in students to learn.

Where to teach? Classroom, library, laboratory, workshops and playgrounds are the various places to carry on teaching.

The relative importance of each depends on the type of activity or experience to be provided to the learner. (J.C Aggrawal, 1995).





He goes on quoting the following educationists all expressing their views about teaching.

Silverman (1996) has expressed the nature of teaching in these words " To be sure teaching-like the practice of medicine-is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the basic repertoire".

John Dwey (1959-1952) states, "The more a teacher is aware of the past experience of students, of their hopes, desire, chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits". He further writes," The teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning.

Albert Ebnistein (1879-1955) has observed, " it is the supreme art of the teacher to a waken joy in creative expression and knowledge.

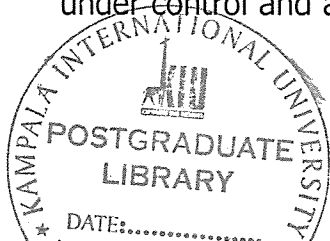
Joseph Polywe (English Educator, 1808-1876) writes, The teacher's part in the process of instruction is that of guide, director or superintendent of the operation by which the pupil teaches himself.

Swami Vive Kananda (1863-1902) describes the role of the teacher in teaching as " The true teacher is he who can immediately come down to the level of the students".

Out of those educators, he suggests the marks of good teaching as follows:

Good teaching is enabling the child to learn through his own efforts, good teaching is providing appropriate activities and experiences for learning, good teaching is motivating students to learn, good teaching involves skill in guiding learning, good teaching is cooperative, good teaching is child-centered, good teaching is kindly and sympathetic, good teaching is democratic.

Henry Clay Lindgren, (1976) states that the teacher is an essential ingredient in the Educational process. He passes on knowledge and values of Civilization to the younger generation. He is the representative of society who has been charged with the transmittal of this knowledge and the values. He serves as a model for the learning of a wide range of behaviors and attitudes. He further writes that teaching is a highly exposed affair; every teacher operates under the direct scrutiny of the students in his classroom, as well as the indirect observation of administrators, community, and parents. Few professional workers are on "stage" as much as teachers are. One inevitable consequence of this exposure is anxiety. The most effective teachers keep this anxiety well under control and actually use it as a stimulus to promote their best efforts. The



least effective are those who are either untouched by anxiety or are completely disorganized by it.



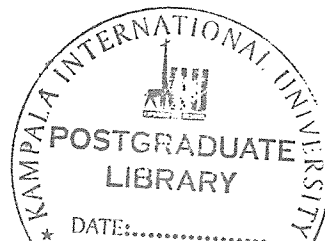
The best that can be said for anxiety is that it makes teaching stimulating and interesting; the worst that can be said is that it induces teacher fatigue and leads teachers to behave in ways that are defensive or even somewhat neurotic.

2.3.2 Teacher Effectiveness and Performance

There are some individuals who take teaching quite naturally. With little or no preparation, they come to school with a talent to teach and touch the lives of students. Others bring fewer "natural" talents to the classroom yet, with preparation and practice, become master teachers, models others try to emulate. Myora and David in their book continue to outline qualities of an effective teacher as follows; that effective teachers; Know their subject matter, are enthusiastic about teaching and their subject areas, develop deep rather than shallow knowledge, connect new learning to prior knowledge, spend the major part of class time on academic activities, teach content at a level that ensures a high rate of success, are organized, structure learning experiences carefully, ensure that students have sufficient time to practice skills, clearly present both directions and content information, maintain high student interest and engagement, actively monitor student progress, involve all students (not just volunteers) in discussions, ask both higher and lower order questions as

appropriate to the objectives of the lesson, use adequate wait time, provide clear academic feed back, vary student activities and procedures, holding high expectations for students, have high regard for students and treat them with respect, build classroom-learning communities(Myora Pollack, 2000).

Teacher effectiveness is an initiative to introduce the use of participatory approaches in the classroom. It emphasizes participatory learning and action (PLA) as a methodology of school and classroom- based assessment. Its main purpose is to train teachers to identify and analyze challenges in the classroom and develop solutions and strategies to close the gap between the teacher and the learner. The main objective of PLA is to develop useful practices of teaching/ learning techniques based on participatory methods for improving classroom dynamics. The initiative aims at looking the weaknesses of current teaching practices at classroom level and improve the whole school approach through interventions that ensure quality learning, effective teachers and effective schools. In order for effective learning to take place, the learner needs to be provided with a conducive learning environment. This includes a well-constructed classroom, provision of textbooks and exercise books, writing tools and relevant teaching/learning aids. There should also be well-trained, effective and competent teachers who can provide guidance and counseling in addition to classroom work. (Ministry of education and sports 2004).

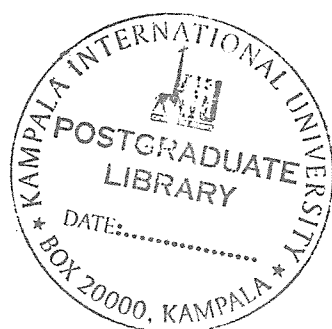




In order to reinforce performance and also increase desirable levels of competency in literacy, English and numeracy. The Ministry of education and sports introduced the customized performance targets, effective from 1st January 2005. The purpose was to hold teachers accountable for the learning achievements/outcomes of the pupils. The Ministry noted with great concern in the document- the rampant absenteeism of head teachers, deputies and teachers and how the laissez-faire attitude has greatly compromised the learning interests of the pupils and how the quality of education has been eroded under the UPE programme. The objectives of the customized performance targets were to; define key measurable performance outcomes, link performance to learning outcomes, revitalize and motivate teachers and head teachers to perform or produce result, reduce or minimize lethargy amongst head teachers and teachers in the performance of their duties, enhance productivity of head teachers and promote quality in primary education, roll out results oriented management (ROM) to the school. (Ministry of education and sports 2004).

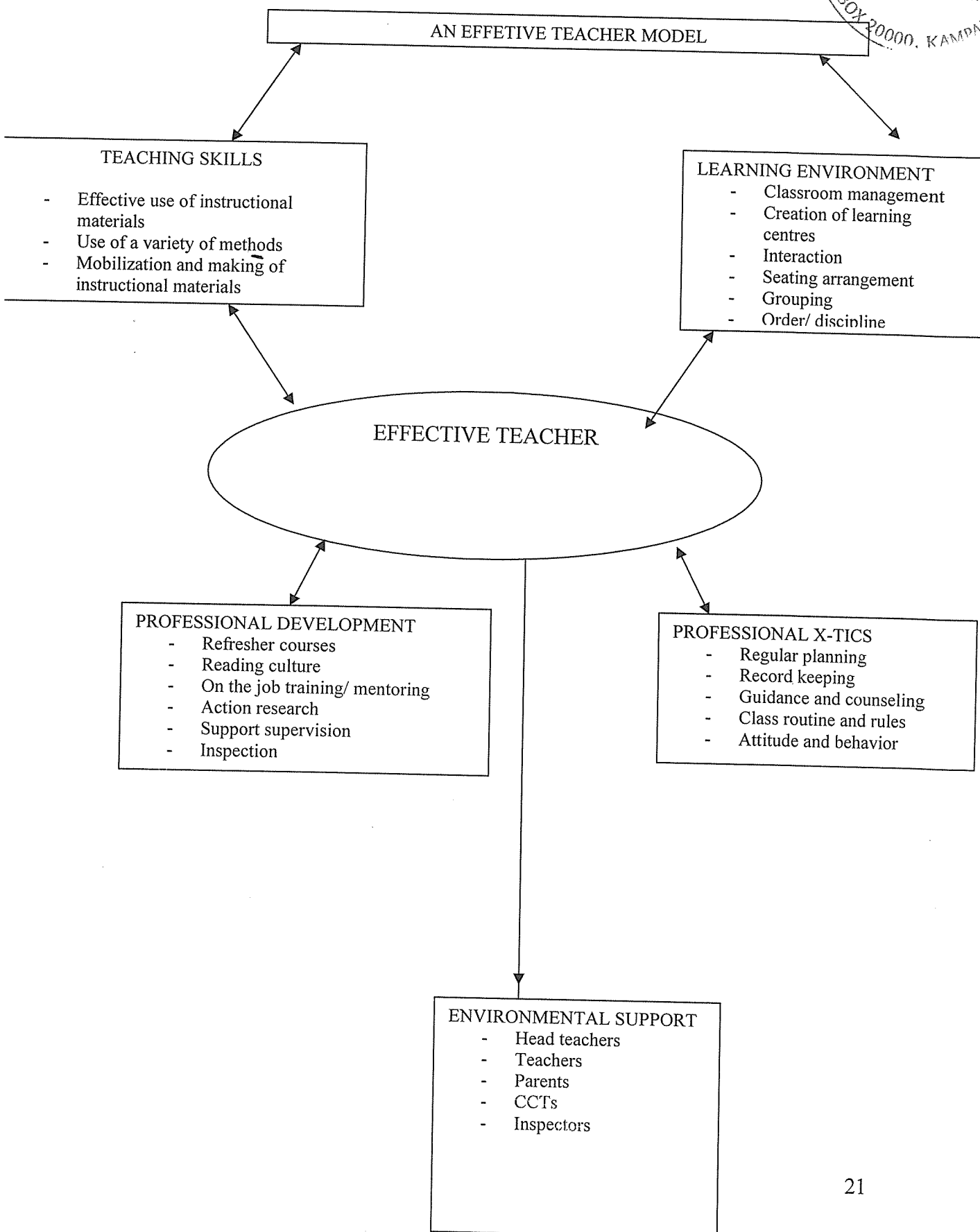
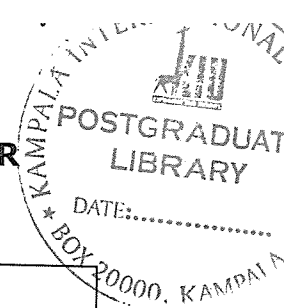
The measurable annual performance objectives were set to cover the following broad areas namely; enhanced pupil learning achievements, effective teaching process, general school management and leadership, financial management and control, sanitation, effective utilization of and innovativeness in instructional materials, human resource management, school records management, school's assets management and mitigation of HIV/AIDS in schools. In January/February of every calendar year, the CAO shall ensure that Head teachers of UPE schools

sign the performance assessment. Failure to perform according to the expected performance objectives and outputs would lead to any of the following; severe reprimand, demotion in rank and reduction in pay, retirement in public interest, dismissal. (Ministry of education and sports 2004).



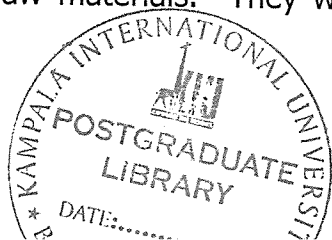
MINISTRY OF EDUCATION AND SPORTS-AN EFFECTIVE TEACHER

MODEL



In the world of education nothing can be said about effective teaching without an effective teacher. Teacher effectiveness is contrasted with teacher performance and teacher competence. Teacher performance refers to the behavior of a teacher while teaching in the classroom environment, teacher effectiveness refers to the attainment of school goals and instructional objectives through the resulting behavior of the learner; teacher competence refers to the set of knowledge, ability and beliefs a teacher possesses as a result of his training and brings to the teaching situation. Therefore, an effective teacher is able to use the existing competencies to achieve the desired results.

Evaluating teaching effectiveness is as broad as the world of teaching. This comprises areas like evaluating teacher competency, evaluating institutional teaching effectiveness and evaluation of teaching outcome, which is also known as class testing and evaluation still some call it testing and measurement. All the above are ways of evaluating teaching effectiveness. When evaluating teacher competency four areas, which are basically referred to as teacher competency, namely knowledge, skills, attitudes and technology are also looked at. Competencies are acquired during the process of teacher training. Therefore deficiency in performance is a result of deficiency in skills, knowledge and attitudes trained for as a result of methods, equipment and ability inculcated in the trainee by the institution of high learning. As regards to attitude, the teacher's positive attitude towards teaching is very imperative for those who are trained to be teachers, because teachers do not work on stones, on canvasses, on marbles or other raw materials. They work with young hearts and minds.





They hold the direction of the current and future society. It is common sense that the most critical change in an educational institution can offer to its graduates is the aspect of attitudes, habits, character and work ethics, because change in attitude serves as the contact point between the learner, skills and values he/she acquires and utilizes in transforming society. (Wilson Muyinda Manda, 2001).

An observation of the teacher's pupils is also a method of perceiving quality of teaching; observable indicators of effective teaching are indicated by pupils' behaviors; pupils show knowledge and understanding, skills and attitudes, pupils exhibit independent behavior in learning curriculum content, pupils exhibit behavior which indicates positive attitude towards teacher and peers, pupil's exhibit independent behavior which indicates positive attitudes towards themselves as learners, pupils exhibits behavior which indicates a positive attitude towards the curriculum and the school, pupils do not exhibit behavior problems in class, pupils seem actively engaged in learning academically relevant material while the class is in session. (Elizabeth Perrot, 2001).

David Potter and Graham Powell, (1992) suggest the following criteria for evaluating the effectiveness of teaching and learning.

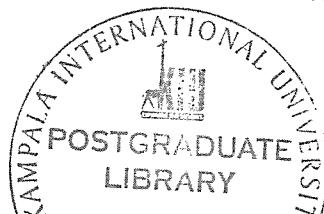
The timetable arrangements: This allows easy distribution of lessons through the Week. The length of the lessons allows for a variety of teaching and learning and to rym with the curriculum areas.

The provision of resources for teaching. The teacher has access to teaching resources, which support rudimentary schemes of work. Some of which he produces himself and stores them in his teaching base. The Library is used by the teacher from time to time.

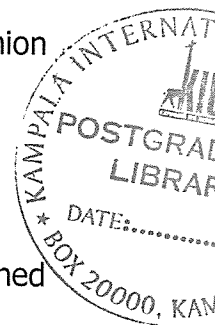
The classroom environment: The classroom is tidy and well-organised resources have to be brought to the classroom by the teacher. Resources are well stored in the tidy and attractive learning environment. Good use is made of display material, which includes some student's work. Flexible furnishing suitably arranged to allow for a variety of approaches to teaching and learning.

Provision of resources for students use: Students be taught to make autonomous and responsible use of resources which are readily accessible to them within the classroom, students can be relied upon to manage their own learning, at times, and have wide access to resources within and beyond the classroom. They are supported by sensitive curriculum tutoring, which monitors and profiles this flexible approach to learning.

The relationship between teacher and students: The teacher has tentative control over the students, students are well behaved and follow instructions fully.



Students have a clear sense of what the teacher expects from them; they are attentive to others, take pride in their work and behave in a responsible fashion when managing their own learning.



The Planning and preparation of the lesson: The lesson has clearly defined learning objectives, which are shared with students at the lesson's start. The careful planning of the lesson allows a flexibility, which enables the teacher to manage the class as a whole and yet cater for individual needs.

The range of teaching and learning experiences: The teacher states the nature of the learning and focuses upon each student's needs. The lesson is planned as a series of cumulative experiences making use of individual work, group work and class discussion. The teacher manages the learning of students through targeted one to one contact, which ensures the setting of short, and medium term goals.

The relationship to learning in other lessons. The lesson is not only well integrated within a departmental scheme of work but also with cross-curricular approaches. This ensures that work in other curriculum areas is appropriately complemented.

Teacher-led learning: Teacher focused activity is an important part of the lesson. A clear statement of the lesson's objectives by the teacher at the outset is underpinned by focused discussion at critical points in the lesson. Whilst closed

questions are used, the teacher makes conscious use of open questions to encourage an inquiry-based hypothesis generating and problem solving approach.

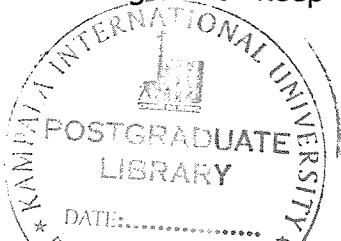
Student-centred Learning: Students work from a variety of resources, some of which seek to differentiate the learning experience according to individual needs. The teacher works systematically around the class.

Study skills: All students be accessed to basic study skills programme, which covers access to information, selective reading and note taking.

Group work: Group work is used as an integral part of all learning experiences and ranges, from focused paired talk to large group simulation or problem-solving activities. Students manage themselves well in groups and are able to evaluate their functional effectiveness. The teacher is a department in managing and assessing groups.

Reading: Students frequently use higher order reading skills to aid their studies. The exercise and monitoring of these skills by the teacher encourages students to value reading and to make use of the written word in an autonomous way.

Writing: Writing is an essential part of the process of learning. Students are encouraged to keep a journal of their learning experiences and to draft



responses for their own use which are often shared with the teacher. The teacher encourages mode into well-constructed and developed transactional and poetic writing. Students are often required to write for audiences other than the teacher.



Practical work: The teacher is highly skilled at setting practical skills, which enable students to engage with problems in an experimental way. Support is provided and the students understand the structure within which they are operating. The teachers' use of verbal and written questioning is skillful as a way of allowing the students to discover answers for themselves, which ensure that learning arises from the practical activities.

The use of information technology: The teacher uses computers regularly and confidently as a part of the teaching of all students. Consequently, students are sure of an experience across the curriculum, which guarantees competence with word processing, databases, spreadsheets and desktop publishing. Opportunities are found for the use of satellite communication, teletext and other technological information sources.

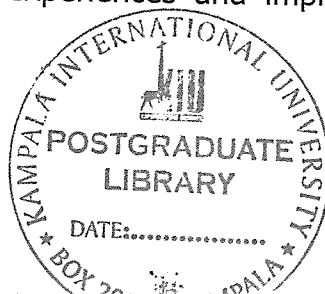
Additional Classroom support: Targeted in-class support is overseen by the consultant coordinator for special educational needs. Individual curriculum areas have named teachers responsible for the management of learning differences. These teachers liaise with the school coordinator and provide

guidance in the development of resources and appropriate teaching approaches. Support and team-teaching take place often and effectively as a result of careful planning and preparation.

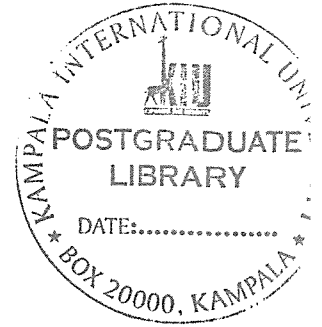
Use of homework: Tasks are often set for homework which involve students with an investigate approach to their studies. Thus, autonomous research work and the drafting of ideas are encouraged as ways of supplementing the individualized tasks, which are commonly set for homework and lastly, monitoring and assessment: The teacher has coordinated the National Curriculum Levels of Attainment with the system of formative profiling. Consequently, assessment procedures are student-centred and diagnostic. Regular feedback to students and their parents ensures short-medium-and long-term motivation.

In a bid to improve classroom instruction, the Ministry of Education and Sports with funding from USAID through the Uganda Programme for Human and Holistic Development (UPHOLD) (2005), came up with the following modules; Cooperative Learning Module one and two (2005), Education Management Strengthening Initiative: Managing for quality (2005).

The modules serve as guides for Education Managers and classroom teachers involved in teacher effectiveness. The modules equip teachers with additional knowledge and skills required to use Cooperative Learning as a teaching approach that can maximize children's learning experiences and improve the



quality of teaching in Uganda Primary School Classrooms. All the modules have been taught to all Education Managers and classroom teachers in a bid to improve the quality of teaching and teacher effectiveness.

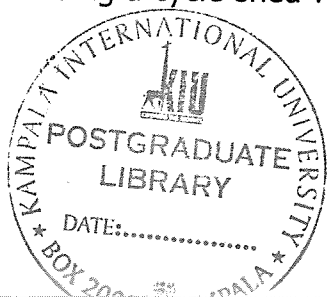


2.3.3 Teachers' Code of Conduct and Performance

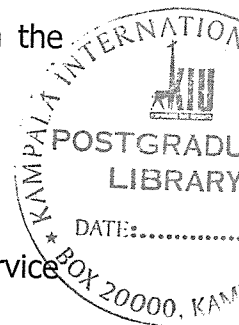
The production of highly motivated teachers means that teachers' colleges must produce people who will be proud to be teachers, those who like children and like their jobs as teachers. Those who take up teaching as a stepping-stone to other jobs are not motivated to be teachers to teach, cannot motivate children to learn. Teachers' colleges should educate their students to become conscientious teachers. Those who work conscientiously do not need to be supervised. They do things they should do because they feel it is right to do so, not because someone is watching them. Teachers should be efficient in classroom organization and disciplines. They should be in full control of the situation in the classroom, and it is important that records, such as the class register, records of work and children's assessment are properly kept. (Jonathan O Ndagi et al, 1990).

According to (E.B Castle, 1988), a teacher should be a person of good character, a man or woman who respects truth, who is sincere in word and act, who likes people especially children, exemplary, should make sense of humour. Parents will feel that their children are safe in the care of such a person; a good teacher

will remain a student all his life. Teaching fails when we cease to learn, no matter how old we are. The mind of the man or woman who goes on learning stays alive; the mind of the person who thinks he knows all he needs to know is already dead. Our mind remains alive only if we use them. The teacher must always know far more than it is necessary for his pupils to know. He will strive to enrich his mind with new knowledge and ideas so that his teaching becomes more exciting and more attractive. The education of the pupil is always the self-education of the teacher. The good teacher will know his world. By keeping in touch with what is happening in the world, with new ideas, interventions, and with strange events that occur every day, he is able to simplify and explain them to his pupils. He helps them to understand what is new and puzzling to them. But he will never do this if his mind is confined between the covers of a textbook. The good teacher will have a special interest. Most teachers have to teach several subjects; but we cannot know all of them equally well. Nothing gives us more confidence than knowing one subject really well. We should try to become expert in something that really interests us. Some teachers will strive to excel in some part of physical education. Others may make themselves experts in some special form of teaching method. When pupils discover an enthusiast in the school some of them will soon catch his enthusiasm. The good teacher will know his pupils as well as his teaching subjects. The good teacher will be adoptable. A teacher must be willing to face and to solve new problems, practical problems like teaching a subject we did not learn at college, our building a cycle shed with the pupils' help, or cooking dinner because the cook is



ill, or cleaning up the classroom after a flood, or managing the school in the heads absence.



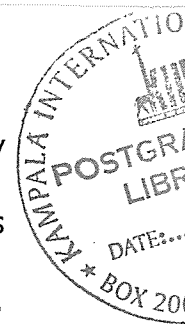
The teachers professional code of conduct cited as the District Teaching service committee regulations (1996), clearly stipulates in its preamble the purpose of the code as to improve the quality of education in Uganda. It goes on to state that breach of the code could lead to revocation of this right to teach in Uganda and to disciplinary proceedings under the appropriate teaching service. Membership of the teaching profession is open to a person who has passed through an approved course of training and a person who meets the requirements eligibility and licence to teach. Part II of the code clearly outlines the teachers responsibility towards the child, part III enumerates the professional conduct of the teacher from section one which states that a teacher shall at all times live up to the highest standards of the profession and avoid any conduct which may bring the profession and the service into disrepute to section twenty which states that a teacher shall maintain and keep in a safe manner records of learners' performance in examinations, course work and co-curricular activities to enable him or her report factually and objectively on each learners' progress. Part IV outlines the professional responsibility of a teacher. One of such a professional responsibility out of the eight outlined is that a teacher shall devote such time to his or her duties as is necessary by the nature of his or her post.

Part V is about the teacher's personal conduct. Five sections clearly talk about this, one of such a section is that a teacher shall attend to his or her personal appearance, ensuring a neat and pleasant outlook while on duty and in public places, and shall avoid un kept hair and beard. Part VI talks about the Head teacher and it clearly states that the Head teacher as a teacher is bound by this code of professional conduct and shall set a good example in the strict observance of all provisions of the code. In addition a head teacher shall enforce the observation of the code of professional conduct on all teachers under him or her in accordance with the Laws, regulations and other provisions of the teaching service. Part VII deals with how a teacher projects himself to the community, Part VIII is about the enforcement of the code and the last section of this code deals with the interpretation of important words and terms as used in the teachers profession code of conduct.

2.3.4 Teacher's Attitude and Performance

The teacher's attitude refers to the unconscious feelings they have when they meet or think of each other. These feelings are important for good classrooms and school relationship, which inspires the children's confidence. There is a way of speech; the friendly voice, the calm deliberate speech, which makes instructions clear; the word of warning that demands good behavior without bad tempered threats. The teacher who shouts will find the children shouting too: The teacher who talks too much will be holding up class activity. Such teachers

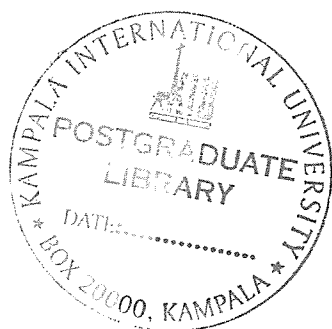




will irritate. The loud voice should be used rarely if it is to have effects. Pay attention to individuals, the bond between children and their teacher is strengthened when children feel he is interested in their success and failure. When children are at work individually or in groups, give a helping hand where it is needed. Encourage rather than condemn. Encouragement has been proved to bring better results than punishment. Treat misbehavior or difficulties in learning as problems to be solved by you as an expert. A doctor will always look for the symptoms and then decide on the treatment. That is what the good teacher will do. This treatment may be kind or it may have to be severe and painful. But the culprit is more likely to accept it if he knows that the teacher is on my side. And lastly a teacher should not be afraid of not knowing the answer to a child's question. This is no disgrace' it is an opportunity for good teaching. We cannot know all the answers. Just say I don't know; but let's find out. And there you have another good lesson provided for you. The morale is that children will forgive occasional ignorance, but will not forgive the teacher who tries to hide ignorance in many words. A great teacher tells his pupils that do not look at me; look where I am looking. He does not say I have the knowledge you want. Just look at me and listen. His object is to turn their gaze in the right direction so that together they might make discoveries. This is the attitude of the good teacher towards his pupils and their learning.

Successful teachers have what are often referred to as desirable professional attitudes. This means that they have positive attitudes towards responsibility and hard work, that they conceive of their role as extending beyond the business

of simply teaching children subject and beyond the narrow hours of teaching and that they have a positive attitudes towards the subjects in which they specialize and towards the place of the teacher in society. (David Fontana, 1993).



CHAPTER THREE

METHODOLOGY



3.1. Introductions

This Chapter presents the major methodological aspects of the study. The description focuses on the methods that were used in collecting data and presenting the findings on which interpretations, conclusions and on which the recommendations were based.

3.2 Research Design

The study was mainly quantitative and adopted a cross-section sample survey design so as to collect sizeable amount of information about the attitude and performance of teachers in a bid to enhance their code of conduct.

A cross section survey sample research design was preferred for the following reasons:

- It would provide clear information on subjects being studied without subjecting them to manipulation.
- Sample survey results could be generalized to a larger population.
- It would be cheaper to administer in terms of cost and money.

3.3. Area and Population of Study

The study was carried out in selected Primary Schools in Rakai District the population of the study comprised of a total 265 Primary Schools. That is 3,249 teachers and administrators.

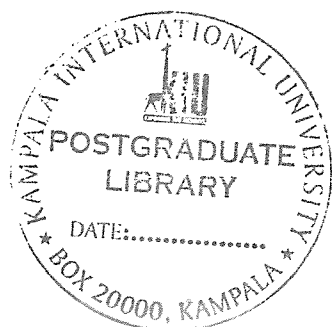
3.4 Sample Size and Sampling Techniques

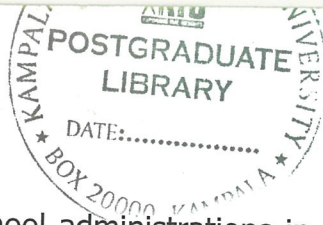
Questionnaires were administered to 64 respondents in order to establish the attitude and performance of teachers in a bid to enhance the code of conducts. The researcher used purposive sampling to select the schools from which the respondents were picked i.e. four schools were purposively sampled from each county. That is schools of Grade I, II, III and IV. The researcher went further and selected three classroom teachers per school and one administrator. The teacher comprised one infant class, middle and upper class respectively.

3.5 Data Collection Source, Methods and Research Instruments

3.5.1 Sources

The study used both Primary and Secondary sources. This was because the latter; was considered insufficient for this study, if used alone.





3.5. 2. Primary Source

The Primary teachers and School administrations in Primary Schools formed the Primary Source of data.

3.5.3 Secondary Source

Secondary Sources i.e. Rakai Education Department Library, files reports and the district resources centre formed the basis of Secondary data. While school monthly reports formed supplementary readings.

3.6 Data Collection Method Instruments

A structured questionnaire was used to collect both quantitative and qualitative data from respondents. It is important that self-administered questionnaire was ideal for exclusion use because all the respondents were literate and are within the proximity of the researcher. It is also flexible and time saving as it can be executed within a short time.

The questionnaire comprised both the closed-ended and open-ended questions. A sample of the questionnaire that was used is presented in (Appendix II).

3.7 Validity and Reliability of the Materials

To establish the reliability of the questionnaire, the researcher used expert judgment, which is recommended by Gay (1997) as the best method for reliability. To effect this, after constructing the questionnaire the researcher

contacted the supervisor and two other experts. After these consultations; the researcher made the necessary adjustment to ensure that the questionnaire was made to the advice of the experts. That is, questions were made more clear, relevant, specific and logically arranged.

3.71 Reliability of the Questionnaire

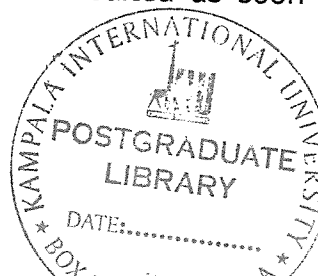
The instruments were pre-tested in order to test and improve on the reliability.

3.8 Research Procedure

The researcher first secured a letter of introduction from the office of the Administrator School of Post Graduate Studies Kampala International University that was presented to the District Head Office. The letter is presented in Appendix I. This helped in seeking permission to carry out the study in the district. Thereafter, the selection exercise followed. The researcher ensured that the filled questionnaire were collected as soon as they got filled to avoid loss and misplacement.

3.9 Data Processing and Analysis

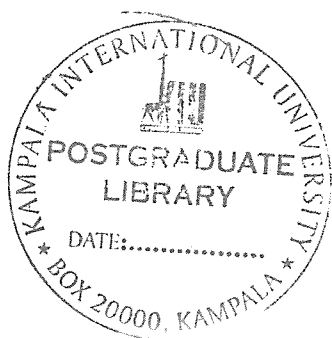
The data that was collected was edited with the view of checking for completeness and accuracy. The questionnaires were edited as soon as they



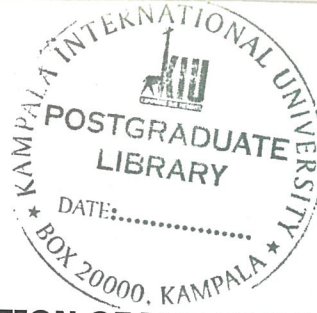
were collected so as to facilitate following up respondents for clarifications/corrections, before analysis was done.

Since the data was mainly quantitative in nature, the researcher manually analyzed the data using a number of statistical techniques.

That is, the questions were analyzed using descriptive statistics, pie charts, frequencies and percentages that were presented in tables to enhance understanding for the discussion



CHAPTER FOUR



PRESENTATION, ANALYSIS AND INTERPRETATION OF THE RESULTS

4.0 Introduction

This Chapter presents, shows analyses an interpretation of the results of the study. The presentation is divided into two parts. This first part presents information on the respondent's background while the second part presents the results in line with the research questions and research objectives. The descriptive statistics of the study are also presented, analyzed and interpreted.

4.1 Respondents Background Information

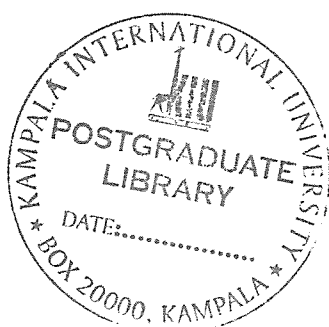
The researcher explored the respondents background because it has got implications to the results of the study will portray the respondents that participated in the study were of the different background. Characteristics ranging from their social economic and political situations.

The researcher was interested in establishing the distribution of respondents (portfolio of respondents). The results are presented in table (1).

Table 1. Distribution of Respondents by Portfolio

Category	Frequency	Percent
Classroom teacher	40	62
Subject teacher	10	16
Head teacher	14	22
Total	64	100

From table 1, it is indicated that the study involved different categories of respondents in the area of study. The majority of the respondents (62%) 40 were classroom teachers, these included 33 female 31 male. Respondents from subject teachers were 10 (16%). Other categories of respondents were from Head teacher 14 (22%). The results indicate that the respondents were taken from all corners of the school administration and this made it possible to gather adequately the attitude and performance of the teachers in selected primary schools in relation to proposed enhancement code of conduct programme.



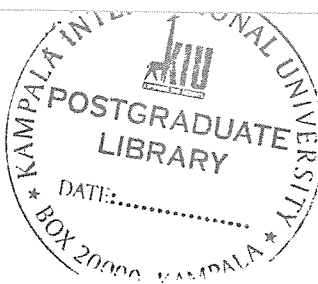


Table 2 Age of Respondents

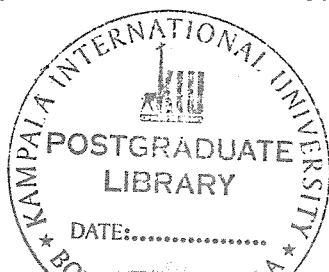
Category	Frequency	Percent
15-24	5	8%
25-34	36	56%
35-44	17	27%
45-55	06	9%
55+ above	-	-
Total	64	100

The researcher further explored the age of the respondents in the area of study. Table 2 shows the descriptive distributions of the age of respondents. Most of the respondents 36 (56%) were of age category 25-34 age bracket. Being the fact that majority who finish Grade III course are in the above age bracket. 17 (27%) of the respondents were in the age blackest of 35-44. The major reason established is that after recruitment in teaching profession that has always been dulled down by little pay, they look for other opportunities outside their teaching profession hence a decline. This further gives a precedence of 6 (9%) of respondents who are in the age bracket of 45 and above, reason being the same mentioned. And 5, (8%) of the respondents were in the age bracket (15-24). The above question was important to the study since different age groups have different attitude in their performance.

Table 3: Class Taught by Respondents

Category	Frequency	Percent
P1	9	14
P2	7	11
P3	7	11
P4	10	16
P5	4	06
P6	10	16
P7	17	26
Total	64	100

From table 3 majority of the respondents 17 (26%) were teaching in P.7. This was attributed to the fact that all Head teachers put emphasis to candidate class thus at least taking in some lessons. It was also established that examinable subjects are taught by more than one teacher. Other respondents 10 (16%) were teaching in P4 and P6 when the researcher discussed with the respondents, they argued that P4 is the beginning of middle Primary, that calls for enough attention in preparation for upper primary, while P.6 being sub candidates, there is a need to put in much effort in a bid to adequately prepare them for Primary Seven. Those teaching in P1 (14%) follow subsequently. When discussed why, they argued that P1 class is the foundation of Primary Education, and that it is where numeracy and literacy skills are introduced thus more emphasis is put in place. Respondents 7 (11%) are in P2 and P3 show a little bit of laxity assuming



that the pupils have got "enough" foundation and it was also found out that they tend to concentrate on the four examinable subjects thus few teachers and like wise as in primary five.

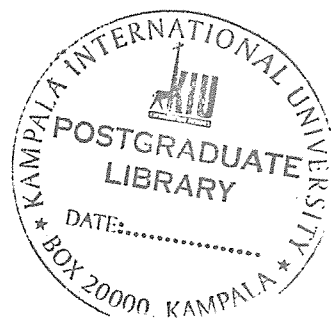


Table 4. Academic Qualification of Respondent

Category	Frequency	Percent
P7	11	17
'O" level	44	69
'A" level	9	14
Total	64	100

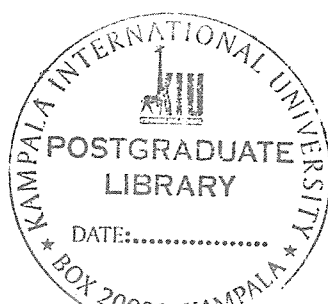
From table 4. Most of the respondents had "O" level as their academic qualification (44) (69%). This was attributed to the fact that the entry requirement to Grade Three is Ordinary level certificate. 11 (17%) of the respondents who had their academic qualification as P7 had joined teaching after P7 to be trained as Grade two teachers and later trained as Grade Three and Grade five 9 (14%) had their academic qualification as "A" level, and later trained in different teaching professional cadres.

Table 5: Professional Qualification of Respondents

Category	Frequency	Percent
G.II Teacher	-	-
G.III	40	63
G.V	18	28
Graduate	06	9
Total	64	100

From table (5), it is indicated that all the respondents are qualified. Grade three teachers 40 (63%). This was established that the entry requirement for one to teach in Primary School is Grade Three 18 (28%) of the respondents were Grade five teachers. In the sense that almost all teachers had upgraded from Grade Three to Grade Five. While 6 (9%) of the respondents were graduates of which the majority were Head teachers. This is due to the fact that most had upgraded in the anticipation of becoming head teachers, since one to become a Grade One and Grade Two Head Teacher needs to be a graduate. It was also imperative to find out their professional qualification since it would give a clear picture of their different attitude towards their professional code of conduct.

The researcher was also interested in exploring the gender of the respondents. This was necessary because in the real work situation it affects their



performance. This is because people's needs are different depending on whether they are female or male.

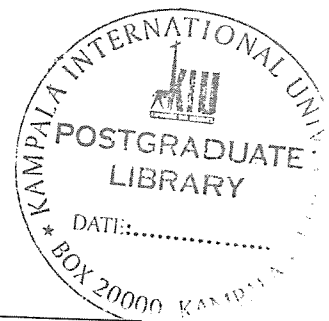


Table (6): Gender status of the respondents

Category	Frequency	Percent
Male	31	48%
Female	33	52%
Total	64	100%

From table (6) Most of the respondents were female 33 (52%). Those who were male (31) (48%). The above picture indicates that in the selected schools they were more female than male.

The researcher was also interested in exploring their responsibilities held other than their normal teaching.

This was important in the sense that their additional responsibilities would have an impact on performance and the promotion of the teacher's code of conduct. Table 7 shows the descriptions distributions of the responsibilities held other than teaching.

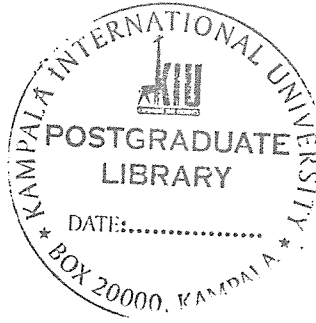
Table 7: Responsibilities held other than teaching

Category	Frequency	Percent
Games and Sports Teacher	16	25
Staff Secretary and Librarian	12	18
Director of Studies	12	18
Sanitation Teacher	10	15
Class teacher	10	15
Guidance and counseling	4	8
Total	64	100

From the above table it is shown that most of the respondents were games and sports teachers 16 (25%). Those who were staff secretaries and librarians were 12 (18%) and director of studies. Sanitation teachers were 10 (15%). While guidance and counseling were 4,(8%). The above picture indicates that all the teachers are having other responsibilities other than teaching. This basically has an effect on the performance of teachers in the classroom.



4.2 Research Question one



From the first objective of the study research question one was derived. The research question stated that "Does the attitude of teachers towards teaching affect performance?"

To provide answers to this question, respondents were subjected to a number of items in relation to the above research question. The items administered to respondents aimed at establishing whether the attitude of teachers towards teaching affect performance. The items included: Reasons for choosing the teaching profession, number of years spent I the teaching service, was teaching your first priority when selecting vocations with your career master, have you ever broken your teaching service, do you cover the syllabus content.

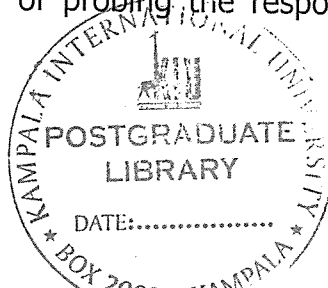
In order to capture respondent's views on their attitude toward teaching and how it affects performance, a question was set thus. Reasons for choosing the teaching profession. From the study a number of issues were found out and the results are presented in the following discussion including table 8.

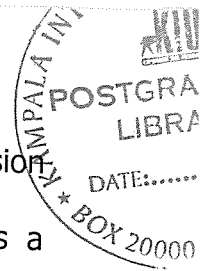
Table (8) Reasons for choosing the teaching profession

Category	Frequency	Percent
Used to admire teachers	9	14
Eradicate illiteracy among people and educate the nation	11	17
Easy employment than other profession	12	19
Teaching profession was a free course	18	28
My parents were teachers	4	6
Career Development	10	16
Total	64	100

Table (8) indicates that most of the respondents chose the teaching profession due to the fact that the teaching was a free course 18(28%). Others chose the profession 12 (19%) because of easy employment than other profession 11 (17%) took up the profession in order to eradicate illiteracy among people and educate the Nation, while 10 (16%) chose the profession for career advancement. The situation also shows 9 (14%) of the respondents who took up the profession due to the role models of the teachers by them while 4 (6%) preferred teaching because their parents were once teachers.

The situation shows that most of the respondents chose the teaching profession the last resort because it was a free course. When the researcher asked the respondents in away of probing the respondents deteriorated that due to the





economic background of the teachers they opted to the teaching profession because they could not afford the costs of Secondary Education this has a negative implication/attitude towards the teaching profession since they joined for the sake rather than willingly accepting to join the profession. Most of the respondents said that it had affected their performance because they joined the profession for the sake.

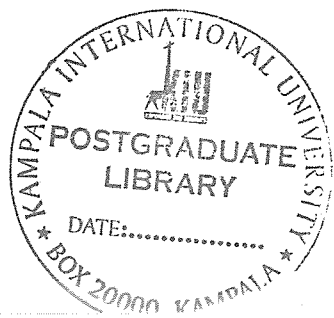
It should also be indicated from table 8, that some chose the teaching profession because the struggle to get employment in the teaching profession was easier compared to other profession as reflected with 19%. With the rampant the employment, they argued that a teacher would get a job easily than other professions hence joining the teaching profession.

On the number of years spent in the teaching profession, the respondents expressed the following as can be observed from table 9

Table 9: Number of years spent in the teaching service

Year (category)	Frequency	Percentage
1-5	20	31.2
6-10	18	28
11-15	10	16
16-20	6	9.3
21-25	6	9.3
26-30	2	3.1
31+	2	3.1
Total	64	100

From table 9, it is indicated that a total of 20 (31.2%) of the respondents had just joined the teaching profession. While 28% indicated that they had spent 6-10 years. The 16% had spent 11-15 years and the trend continues dropping to 3.1% of teachers who have served 31years and above. The above results indicate that the attitude of teachers really affects performance in the sense that the attitude of teachers which affects performance decline with the number of years. Even when the secondary contacted the respondents in the face to face interview most of the respondents seemed not satisfied with their teaching profession and opt to join other profession a scenario that even those who are still in the teaching profession are there for the sake and not committed to their





work hence there is no sub satisfaction, motivation thus poor performance in schools.

To fully understand the attitude of teachers towards teaching which affects their performance; the researcher asked the respondents whether teaching was their first priority when selecting vocations with their career masters. It is important to not however, that there were mixed feelings from the respondents and the results are shown in table (10)

Table 10: Whether teaching profession was their first priority in selecting vocations

Category	Frequency	Percent
Yes	22	34
No	42	66
Total	64	100

From table (10), it is well indicated that, most of the respondents were in the view that (34%) teaching profession was their first priority. While (66%) disagreed that teaching profession was not a priority when selecting vocations, which their career masters. Discussions with the respondents at an individual level indicated that teacher's payments are very low compared to other profession hence poorly motivated. Further discussions with the teachers showed that if salary can be increased they would develop a positive attitude to

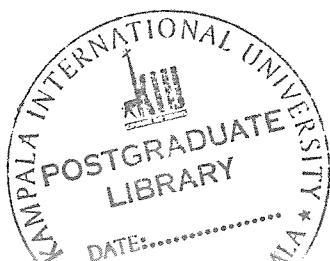
work harder than they are doing now hence positive performance. This was voice by one of the teachers who said " I would be glad if my salary was increased to be able to cater for my family needs so that I can stop moving here and there to top-up my salary income so that I concentrate on my profession.

The researcher was also interested in establishing if the respondents had ever broken the teaching service. At first the respondents took this question as a joke because they felt the researcher should have known this was obvious "no one could work without breaking the service" said one respondent. However, the researcher explained that if the teacher's code of conduct is followed breaking service should cease to exist. Nevertheless the results are shown as in table II

Table 11: Whether one has ever broken the teaching service

Category	Frequency	Percent
Yes	33	52
No	30	47
Missing system	1	1
Total	64	100

The researcher was interested in establishing if teachers breaking the service and thereafter come back to their profession. It was established that 33 (52%) had ever left the teaching profession and come back. On the contrary 30 (47%) had





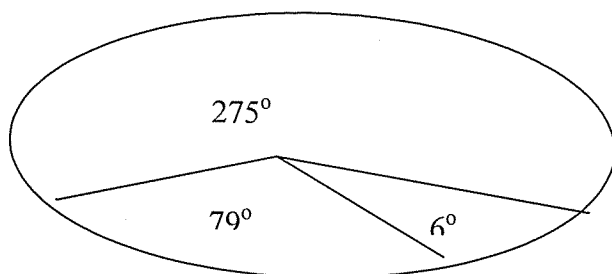
not broken the services. However, in the discussion with the respondents they argued that they brake the service to go for "greener" pastures and later come back. It was established that due to delay in payments coupled with the amount paid, the teachers develop a negative attitude towards their profession thus opt for other work. However it was also found out that after some time, they come back to their profession reason being that it is more permanent and above all it is not more "demanding" like other private works. A situation that envisaged the attitude of teachers towards their work, which results in affecting their performance. However, it should also be noted that some teachers to have been consistent with their profession as reflected by 46%.

4.3 Research question two

From the second objective of the study research question two was derived which stated, "What impact does the teacher's profession code of conduct has on the attitude and performance of teachers? To get answers to this question a number of items were subjected to the respondents and later analyzed using descriptive statistics. The items, which were presented to the respondents, include; do you prepare your scheme of work in time? Do you prepare your lesson and learning aids before teaching? What is your attitude towards evaluation of content taught in your lesson? Are you satisfied with the levels of your performance as a professional teacher in relation to achievement of your learners? And what is your general comment about the teaching profession?

From the respondents, a number of issues were identified on the impact of the teacher's profession code of conduct on the attitude and performance of teachers.

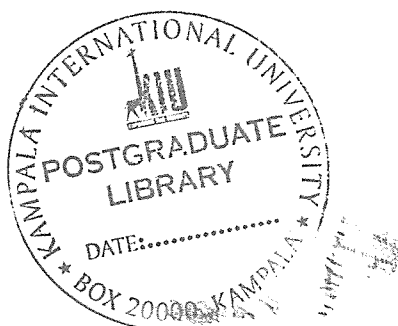
The pie chart below shows how teachers responded when asked whether they prepare their schemes of work in time.



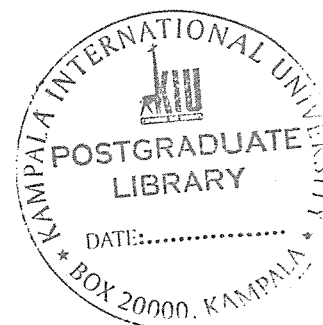
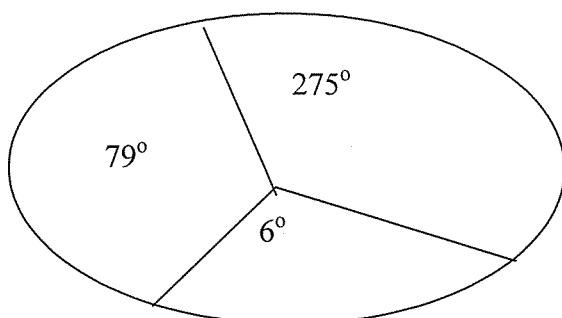
Pie chart showing preparation of schemes of work by respondents.

From the above pie chart it was established that majority of respondents do not prepare their schemes of work in time (275%). Reason advanced for this on face to face interactions were that Head teachers get funds Late and do not procure scholastic materials in time; respondents get occupied into other income generating activities and fail to get enough time. 79% of the respondents prepare their schemes of work in time because it is their obligation to do so as by the teachers' code of conduct. 6% never gave any response to this item.

The respondents were also asked whether they prepare their lessons and learning aids before teaching.



Pie chart showing preparation of lesson and learning aids before teaching:

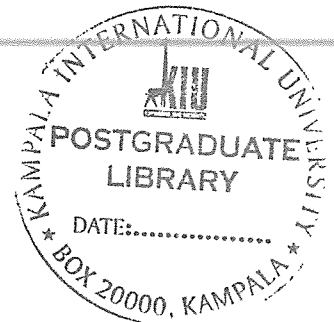
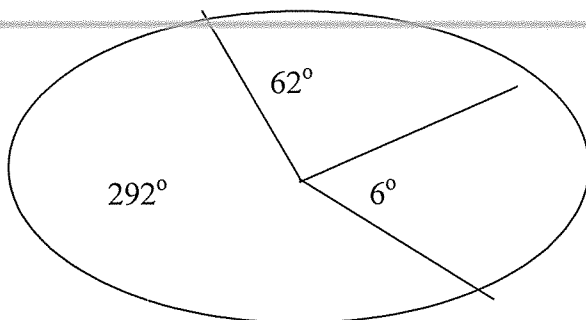


As indicated from the above pie chart majority of respondents do not prepare their lessons and learning aids before teaching (275%) no respondents compared to (79%) yes respondents. The (6%) never responded to this item. On face-to-face interview those who do not prepare in time stated that they take text books to class and some have taught the same subjects and same classes for a good number of years. The last reason given is that resources, like prep books, pens and manilas are not availed to them. The 79% that prepare lessons stated that a trained teacher couldn't teach without a lesson plan and learning aids and with them they can teach effectively.

When asked about their attitude towards evaluation of content taught in a lesson. This is what they had to say as in the table below.

satisfied with the levels of performance as professional teachers in relation to the achievements of their learners.

The pie chart below shows respondent satisfaction with the levels of performance in relation to learner's achievements.



According to the above pie chart it was established that majority of the respondents are not adequately satisfied with the levels of their performance as professional teachers in relation to the achievements of their learners. This is evidenced with 292° (39) as compared to 62° (22) that is no and yes respectively. It should also be observed that 6° that is three respondents did not respond to the question.

This implies that teacher's attitude and performance require strong enforcement of the teacher's code of conduct.

Discussion from the respondents in the face-to-face interview interactions also indicated that the curriculum is too wide, no scholastic materials in schools, the learners are slow, teachers are not motivated and parents do not play their role.

The respondents were also required to give their general comment about the teaching profession. This is what they stated as in table 13.

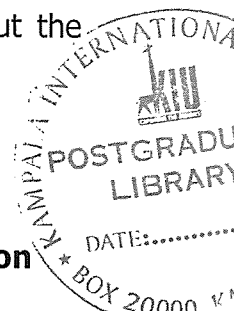


Table 13 showing general comments about their teaching profession

Category	Frequency	Percentage
The teaching profession is a noble job, however its is full of new experiences and challenges	4	6
It is not bad but teachers need to be motivated with big salaries in order to be much stable in teaching	40	63
It requires much concentration especially on the teachers' code of conduct	15	23
Teachers are over loaded	5	8
Total	64	100

From table 13 it is indicated that 40 (63%) of the respondents stated that the teaching profession is not bad but teachers need to be motivated with " big salaries" in order to be much stable in teaching. The 15 (23%) stated that the teaching profession requires much concentration especially on the teachers' code of conduct. 5 (8%) stated that teachers are overloaded, while the 4 (6%) stated that the teaching profession is a noble Job, however it is full of new experiences and challenges.

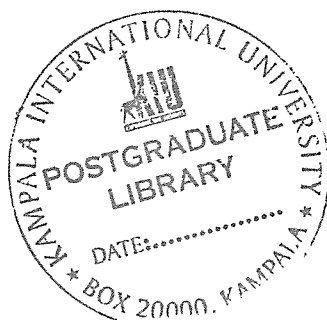
This signifies that respondents' comments about the teaching profession are given according to personal attitude towards teaching. It is also given according to what he/she should benefit out of the teaching profession and not what he/she should do to enhance performance and the teachers' code of conduct.

4.4. Research Question Three

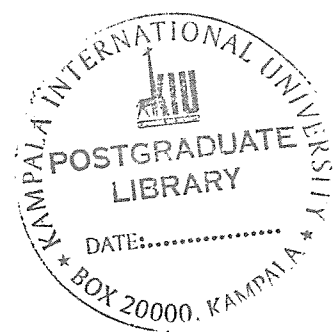
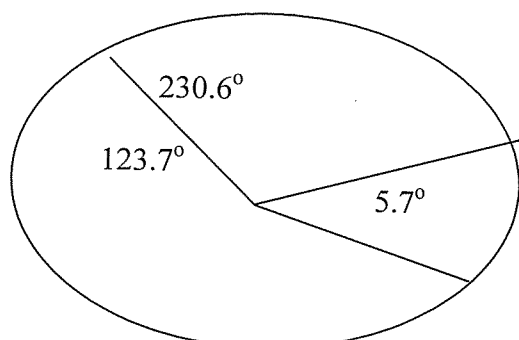
From the third objective of the study research question three was derived which stated, how best can the teachers' code of conduct be understood? To get answers to this question, a number of items were subjected to the respondents and were latter analyzed using descriptive statistics. The items, which were presented to the respondents, include: Teachers' code of conduct is in place in your school. Teacher's code of conduct was introduced to and studied during teachers training colleges. The teacher had a personal copy of the teachers' code of conduct, the Head teacher oriented the teachers on the professional code of conduct, the teachers notice board had a copy of the teachers professional code of conduct to mention but a few.

From the respondents' views a number of issues were identified on how the teacher/school can promote the teachers code of conduct

Pie Chart showing.



Teacher's code of conduct being in place in your school.



According to the above pie chart it was established that the teachers code of conduct was not adequately in place. This is evidenced with 230.6° as compared to 123.7° that is No and Yes respectively. It should also be observed that 5.7° that one did not respond to the question. This implied that some teachers had not seen the teacher's code of conduct, which has a direct bearing on their attitude and performance.

Discussion with the respondents in the face-to-face interview interactions also indicated the same view. That the head teacher had not availed a copy to the school. After probing they argued that their head teachers had not shown interest in availing a copy to schools those who had a copy their heed teachers had shown interest.

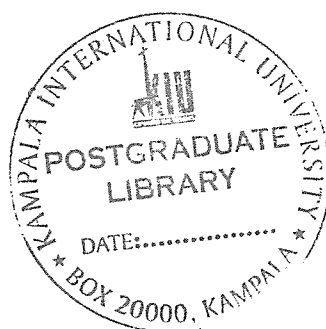
The respondents were also asked whether during training in their teachers college were introduced and studied the teachers professional code of conduct.

This is shown by table 14 below

Teachers introduced and studied the teachers' code of conduct in their colleges.

Category	Frequency	Percent
Yes	7	11
No	57	89
No	64	100

The majority of the respondents 57(89%) indicated that, they were not introduced to the code of conduct in their training colleges. While 7 (11) acknowledged that they were introduced and studied the teacher's professional code of conduct in their colleges. When the researcher discussed with the respondents in the face-to-face interactions, most of them said that, the colleges have developed the tendency of being examination oriented hence neglecting their cardinal principle of upbringing a teacher as a whole. However they further argued that the teacher's code of conduct is very important for the teacher during the training course because it is a guide to the teacher when executing his/her duties in the school. This is to reciprocated in my findings in question one where it was established that the copies of the teachers' code of conduct were not in place (at school)



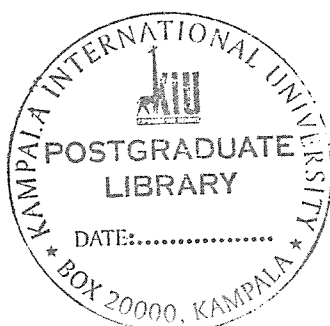
The respondents also indicated that few of them had a personal copy of the teacher's code of conduct. As indicated in the table 15.

Table 15 Showing teachers with personal copies of the teacher's code of conduct

Category	Frequency	Percent
Yes	4	6
No	60	94
Total	64	100

The results as indicated in table 15, revealed that 60 (94%) had no personal copies of the teacher's code of conduct, as against 4 (6%) who had personal copies. During the face-to-face interview, the respondents argued that, during training they were not oriented on their professional code of conduct, hence they never bothered to acquire one. Secondly they argued that it was the duty of the Head teacher to avail them with copies to that effect. However, most of the respondents knew the importance of the code of conduct, though they had relaxed to possess personal copies.

The 4 (6%) who had the personal copies of teacher's code of conduct had got them from their colleges.



On whether the respondents were oriented by the Head teachers on the professional code of conduct, respondent's expressed mixed feelings as can be observed from table 16.



Table (16) whether the teachers were oriented by the Head teachers on the professional code of conduct

Category	Frequency	Percent
Yes	12	19
No	50	78
Missing item	2	3
Total	64	100

From table (16): It is indicated that, a total of 78% of the respondents were not oriented by their Head teachers about the teacher's professional code of conduct. While 19% indicated that they had been oriented. 3% of the respondents did not answer the question put to them. The above results indicate that Head teachers have shown laxity in orienting the staff especially the newly qualified teachers on their conduct as they execute their duties. Even when the researcher contacted the respondents in the face to face interview, most of the respondents insisted that even the Head teachers do not perform their duties to the expectation of the code of conduct; hence don't have the moral authority to do the orientation.

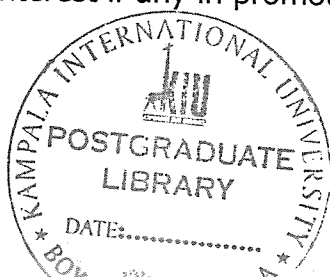
To fully explore how best the teacher's code of conduct can be understood, the researcher asked a question whether the teacher's notice board had a copy of the teachers' code of conduct displayed. It is important to note that the results were negatively skewed.

Table 17 showing whether the notice board has also a copy of teacher's professional code of conduct

Category	Frequency	Percent
Yes	21	33
No	41	64
Missing item	02	03
Total	64	100

Table (17), it is indicated that, a total of 64% of the respondents their notice boards had no teachers code of conduct displayed. While 33% had their notice boards with copies of code of conduct displayed. 03% of the respondents did not answer the item set.

Even when the researcher contacted the respondents in the face-to-face interactions, most of the respondents seemed not bothered to find that the code of conduct was not displayed. An evidence that they were not oriented and had little interest if any in promoting their professional code of conduct.



To fully understand how best as the teacher using your experience, could the teachers code of conduct be improved; it is important to note however, that there were mixed feelings from the respondents and the results are shown in table 18.

Table (18) Showing: How best could the teacher's professional code of conduct be improved?

Category	Frequency	Percent
Every teacher must have a copy of the teachers professional code of conduct	19	30
Promotions and presents be given to teachers who a bid with it	7	11
Some sections of the code be revised to be contingent with the current situation	6	9
There should be refresher courses about the teachers code of conduct	23	36
Putting into practice whatever is in the teachers code of conduct	6	9
The code of conduct be given to every teacher after training	3	5
Total	64	100

From the table (18); it is well indicated that 36 % of the respondents emphasized that the best way to improve the teacher's professional code of conduct would be to conduct refresher courses in their schools. During face-to-face interactions the respondents argued that since they had left without being

oriented on such, there was an imperative need to orient them at their workstations.

In self-administered questionnaire 30% of the respondents expressed the view that for the teachers code of conduct to be promoted, there is need for every teacher to have a copy of the code of conduct. This is very important because it will act as a tool in promoting attitude towards performance.

The distribution also showed 11% of the respondents emphasizing that promotions and presents in schools should be given to those teachers who abide and promote the teachers code of conduct. While 9% of the respondents equally argued that some sections of the code of conduct be revised to suit the current situation and others emphasized that teachers should put into practice whatever is in the teacher's code of conduct. 5% of the respondents indicated that copies of the code of conduct be given to every teacher leaving the training. During face-to-face interaction they argued that it would give them morale to adhere to their profession.

The researcher inquired from the respondents, which problems they encounter in following the teachers professional code of conduct.

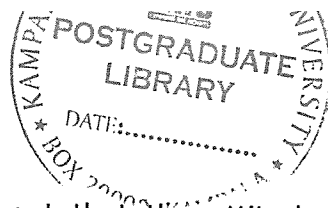
The results are indicated in the table 19.



Table 19. Problems encountered in following the teacher's professional code of conduct

Category	Frequency	Percent
Some of the sections of the code are old fashioned and difficult to follow	6	9
Due to inadequate pay to the teachers while the code requires them to be fulltime	41	64
It is an unavailable to teachers to most of the teachers	10	16
So many rules and regulations	7	11
Total	64	100

As indicated from table 19, the respondents had mixed feelings, about problems encountered in adhering to the teachers professional code of conduct 64% argued that due to inadequate pay, the teachers cannot stay at their stations, hence they always abrogate the teachers code of conduct in a bid to make both ends meet i.e. to supplement on their little pay. 16% of the respondents emphasized that the code of conduct is unavailable at their working stations. 11% of the respondents indicated that the code of conduct has many rules and regulation to follow and 9% argued that the code of conduct had some sections that are old fashioned and hence difficult to follow.



From the administered study, it was found out that the attitude of teachers towards teaching affect performance. This is because the majority of respondents said that they chose the teaching profession due to the fact that the teaching profession was a free course. Their economic background forced them into the teaching profession because they could not afford the costs of Secondary Education. This has a negative implication/attitude towards the teaching profession since they joined for the sake rather than willingly accepting to join the profession. Majority of the respondents also indicated that they had spent one to five years in the teaching service. With more years teachers opt to look for other professions, a scenario that even those who are still in the teaching profession are not committed to the profession thus poor attitude which later affect performance. Majority of the respondents also insisted that the teaching profession was not their first priority when selecting vocations with their career Masters. Circumstances forced them into the profession. One teacher voiced " I would be glad if my salary was increased to be able to cater for my family so that I can stop moving here and there to top up my salary so that I concentrate on my profession. Majority of the respondents also indicated that at any one time they have ever broken the teaching service. This was done in order to look for greener pastures; some opt to come back but majority remain outside the profession. Those who opt to come back argued that the profession is permanent and above all not more "demanding" Like other Private works.

Respondents stressed that the above related findings had had an impact on their attitude towards performance and hence breach of the teachers code of conduct.

The above findings are supported by a number of scholars for example choosing the teaching profession and what is teaching? J.S. Farrant, (1993) peoples concepts of teaching vary; some think of it as easy; others as difficult. He argued that teaching is not easier or more difficult than other activities that require professional skills, but what many people fail to appreciate is what teaching really is and the skills that are actually required. Teaching therefore, can be thought of as a process that facilitates Learning. In this process the teacher has an important role to play because he acts like a catalyst, activity-stimulating learning. He continues to argue that a good teacher; establishes a productive classroom atmosphere from the start by means of good organization and carefully planned teaching activities, he creates specific kinds of climate settings for different lessons, he uses friendly humour and creates excellent teacher-pupil relations, he uses pupils ideas as much as possible, he gives praises generously to pupils, he teaches in a relaxed manner with no sign of nervous strain, he exercise good class control and discipline, he explains things to pupils very clearly, he includes a variety of children's activities in his lessons, he deals with problems promptly before they escalate or get out of hand; he uses efficient systems for dealing with routine administrative matters such as registration, giving out books and lastly he does not over-react to children's behaviour but uses appropriate punishment . J.S. Farrant findings are also in



line with the Teachers' professional code of conduct (1996) especially section two which is about the professional conduct, section three deals with the professional responsibility and some parts of section four which talk about the child.



This is in line with Edward Ezewu (2000) findings that is teaching is a process of planning, securing materials, presenting content, asking and answering questions, guiding or leading discussions, giving assignments, checking work and evaluating achievement.

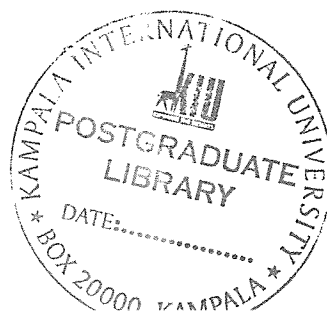
According to J.C. Aggrawal (1995) states that teaching is an important part of the process of Education. Its special function is to impart knowledge, develop understanding and skills. Teaching is always associated with 3R's reading, writing and arithmetic imparting knowledge of school subjects. Teaching is the process by which the teacher brings the student and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in Learning. Teaching is the complex of guiding students through a variety of selected experiences towards the attainment of appropriate teaching learning goals.

In his own view, Silverman (1996) has expressed the nature of teaching in these words" To be sure teaching like the practice of medicine is very much an art that is to say, it calls for exercise of talent and creativity. But like medicine, it is also

a Science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the basic repertoire”

In related findings Henry Clay Lindgren (1976), was right to state that the teacher is an essential ingredient in the Educational process. He passes on knowledge and values of civilization to the younger generation. He is the representative of society who has been charged with the transmittal of this knowledge and the values. He serves as a model for the Learning of a wide range of behaviors and attitudes. He further writes that teaching is a highly exposed affair; every teacher operates under the direct scrutiny of the students in his classroom, as well as the direct observation of administrators, community and parents.

Fountana (1993) in his findings argued that successful teachers, have what are often referred to as desirable professional attitudes. This means that they have positive attitudes towards responsibility and hard work, that they conceive of their role as extending beyond the business of simply teaching children subject and beyond the narrow hours of teaching and that they have a positive attitude towards the subjects in which they specialize and towards the place of the teacher in society.





Wilson Muyinda Manda (2001) argues that deficiency in performance is a result of deficiency in skills, knowledge and attitudes trained for as a result of methods, equipment and ability inculcated in the trainee by the institution of high learning. As regards to attitude he states that "the teacher's positive attitude towards teaching is very imperative for those who are trained to be teachers, because teachers do not work on stones, on canvasses, or marbles or other raw materials. They work with young hearts and minds. They hold the direction of the current and future society. It is common sense that the most change in an educational institution can offer to its graduates is the aspect of attitudes, habits, Character and work ethics, because change in attitude serves as the contact point between the learner, skills and values he/she acquires and utilizes in transforming society.

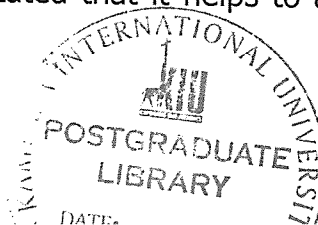
In other related findings EB Castle (1988), a teacher should be a person of good character, a man or woman who respects truth, who is sincere in word and act, who likes people especially children, exemplary, should make sense of humour. Parent will feel that their children are safe in the care of such a person.

From the findings of the current study and the findings of other scholars, it is made clear by the results that attitude of teachers towards teaching affects their performance.

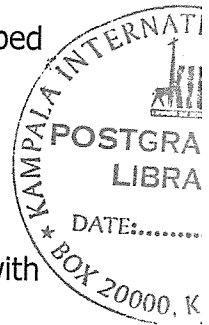
5.3 Research question two

From the second objective of the study, the second research question, which guided the study, was derived. The research question said, "What impact does the teachers profession code of conduct has on the attitude and performance of teachers? To provide answers to this question, a number of items were put to the respondents, which included; do you prepare your scheme of work in time? Do you prepare your lesson and learning aids before teaching? What is your attitude towards evaluation of content taught in your lesson? Are you satisfied with the level of your performance as a professional teacher in relation to achievement of your learners? And what is your general comment about the teaching profession?

From the administered study, it was found out that the teacher's profession code of conduct has an impact on the attitude and performance of teachers. This is because the majority of the respondents who said that they do not prepare their schemes of work in time. Reason advanced for this is that Head teachers get funds late and do not procure scholastic materials in time; Majority of respondents also do not prepare their lessons and learning aids before teaching. The same reasons advanced to this are the same as above. The little respondents who revealed that they prepare their lesson plans and learning Aids can teach effectively. Majority of respondents also emphasized the value of evaluating content in a lesson, they stated that it helps to assess whether the



teaching objectives have been achieved. Other reasons given also emphasized that respondents understood the importance of evaluation in class as prescribed by the teacher's code of conduct (1996).



Majority of the respondents revealed that they are not adequately satisfied with the levels of their performance as professional teachers in relation to the achievements of their learners. The major cause is attributed to the fact that the curriculum is wide, inadequate scholastic materials in schools, learners are slow, teachers are not motivated "adequately" and parents do not play their role. On the general comment to the teaching profession, majority of the respondents stated that the teaching profession is not bad but teachers need to be motivated with "big salaries" in order to be much stable in teaching the findings revealed.

The findings of the current study are supported by other scholars in other education organizations and environments. For example the need for a teacher to prepare their schemes of work, lesson plans and learning aids in time and timely evaluation of learners. The teacher's professional code of conduct cited as the District teaching service committee regulations (1996) provides for the above in section two of the code, which is about the professional conduct. Section two part four states that a teacher shall prepare relevant schemes of work, lesson notes and teaching aids well in advance to ensure effective teaching and learning. Section two part five, states "A teacher shall set adequate amount

of written and/or practical exercises to ensure effective teaching and learning”.

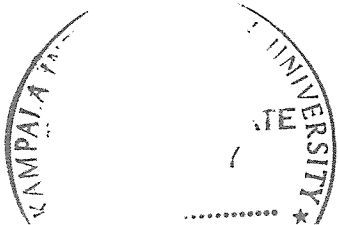
Section two part six states, “ a teacher shall mark and evaluate all written and/or practical exercises promptly and carefully.



From the above findings teachers are reluctant to follow what the teachers professional code of conduct compels them to do. If we can take a light view of

the theory X and Y as advanced by Douglas MC Gregor (1960). Employees have a natural dislike towards work and will function only in a highly controlled work environment. Since they dislike work, they must be controlled and threatened with punishments to achieve desired goals. Which in most cases theory X is not practical if the code of conduct is to be efficiently and effectively followed.

In other related findings, the Ministry of Education and Sports introduced the customized performance targets (2005). The purpose was to hold teachers accountable for the learning achievements/outcomes of the pupils. The Ministry had noted with great concern, the rampant absenteeism of Head teachers, deputies and classroom teachers and how the Laisses-faire attitude has greatly compromised the learning interests of the pupils and how the quality of education has been eroded under the UPE programme. The objectives of the customized performance targets were to define key measurable performance outcomes, link performance to learning outcomes, revitalize and motivate teachers and Head teachers to perform or produce results, reduce or minimize lethargy amongst head teachers and teachers in the performance of their duties,

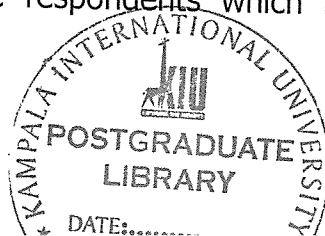


enhance productivity of head teachers and promote quality in Primary Education, roll out results oriented management. Failure to perform according to the expected performance objectives and outputs would lead to any of the following severe reprimand, demotion in rank and reduction in pay, retirement in public interest or dismissal. Hence teachers being controlled and threatened with punishments to achieve desired goals as advanced by Douglas MC Gregor (1960) theory X. However if the teachers are to adhere to their professional code of conduct, in a bid to performance their expectations, there is a need to also promote MC, Gregor's theory Y which is in most cases neglected by the education stakeholders.

From the results of the current study and the views of other scholars in related findings, it is made clear that the teacher's profession code of conduct has a strong impact on the attitude and performance of teachers. Therefore the teacher's profession code of conduct should be immediately reinvigorated in order to bring out desired performance.

5.4 Research question three

From the third objective of the study, the third research question, which guided the study, was derived. The research question said " How best can the teachers' code of conduct be understood by the teachers? To provide answers to this question, a number of items were put to the respondents which included;



Teachers' code of conduct is in place in your school, Teachers' code of conduct was introduced and studied in the teachers' training colleges, the teachers had a personal copy of the teachers' code of conduct, the Head teacher oriented the teachers on the professional code of conduct, the teachers notice board had a copy of the teachers professional code of conduct to mention but a few.

From the administered study, it was found out that, the teacher's code of conduct requires enhancement. This is because majority of the respondents stated that; schools lack a copy of the teachers' code of conduct. Head teachers had not shown any interest in providing a copy to their schools. Majority of respondents also indicated that, they were not introduced to the code of conduct in their training colleges; for the colleges have developed a tendency of being examination oriented, hence neglecting their cardinal principal of upbringing a teacher as a whole. It was also established that majority of teachers had no personal copies of the teachers' code of conduct. Majority also stated that they were not oriented by the Head teachers on the professional code of conduct. The Head teachers had shown Laxity in orienting the staff especially the newly qualified teachers on their conduct as they execute their duties. Majority also stated that their schools' notice boards have no copies of code of conduct displayed.

The findings of the current study are related to the findings of other scholars. For example training of teachers with sound knowledge of the profession; Jonathan O Ndagi etal (1990) argued that, the Production of highly motivated

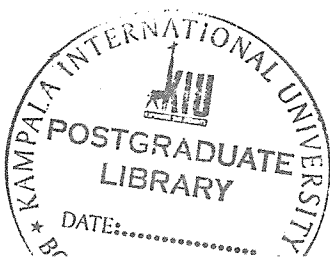


5.5 Findings

1. From the study, it was found out that the attitude of teachers towards teaching affects their performance. This evidenced by reasons they gave out why they chose the teaching profession that, it is a free course, and one can easily get employed. This has a bearing on the attitude and performance of teachers.
2. From the study it was also established that the teachers' profession code of conduct has an influence on the attitude and performance of teachers. The cause was that majority of teachers were not introduced to or taught the teachers code of conduct on training.
3. Lastly, it was established from the study how the teacher's code of conduct can be understood and improved. One of such methods suggested is to organise refresher courses for serving teachers about the code of conduct.

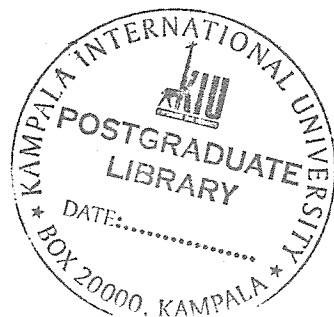
5.6 Recommendations

1. Education Managers and stakeholders should endeavour to encourage teachers to develop a positive attitude towards their profession, which will lead to good performance.

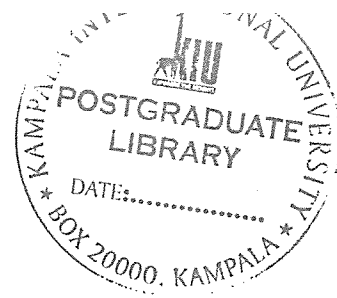


2. Educators at all levels should try their level best to revise from time to time the teachers' profession code of conduct in order to live to the expectations of the teaching profession, since it was established that the professional teachers code of conduct has an impact on the attitude and performance of teachers.

3. Education Managers and supervisors should endeavour to monitor implementation of the teacher's code of conduct in a bid to improve teacher effectiveness and performance.



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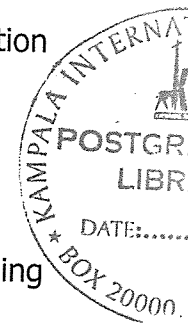
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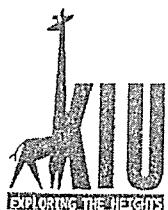
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APPENDIX I



KAMPALA
INTERNATIONAL UNIVERSITY

P.O.BOX 20000
KAMPALA- UGANDA.
TEL:-041-266813

OFFICE OF THE ADMINISTRATOR
SCHOOL OF POST-GRADUATE STUDIES

19th June, 2006

The Head Teacher

RAKAI DISTRICT


RE: INTRODUCTORY LETTER FOR MR. KIMBOWA JOHN BAPTIST IVANS MED Mgt-EX- 2005-001

The above mentioned, is our student in the School of Post Graduate Studies. He is doing a **Masters in Educational Management. (MED Mgt)**

John is currently doing his research on "Attitude and Performance of the Teachers in Selected Primary Schools in Rakai District" Proposed Enhancement Code of Conduct as a final requirement for the award of MA in Education and Educational Management of Kampala International University.

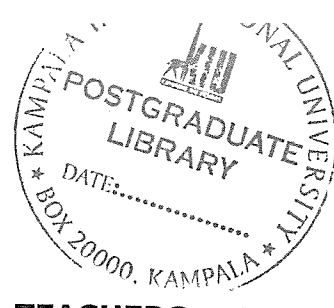
Any assistance accorded to him will be highly appreciated.

Thank you very much for your services.


DR. ANGELITA PESCADERO-CANENE
Associate Director, SPGS



APPENDIX II



QUESTIONNAIRE FOR SCHOOL CLASSROOM TEACHERS AND ADMINISTRATORS

~~I am a student of Kampala International University pursuing a Master~~
Degree in Education Management I am kindly requesting you to fill in the questionnaire. I would like to assure you that the information collected will be used for only academic purposes.

Tick or write the collect answer in the space provided.

A) BACKGROUND INFORMATION TO THE RESPONDENTS

1. Name of the School

2. Sex

i) Male ()

ii) Female ()

3. How old are you ? _____

i) 15-24 ()

ii) 25-34 ()

iii) 35-44 ()

iv) 45-55 ()

v) Above 55 fts ()

4. What is your portfolio? Classroom teacher/subject teacher/Head teacher.

5. Which class do you teach? _____

6. What is your level of academic qualification ?

(i) Primary Seven

(ii) Ordinary level

(iii) Senior Six

(iv) Diploma

(v) University

(vi) Others specify

7. What is your highest level of professional qualification?

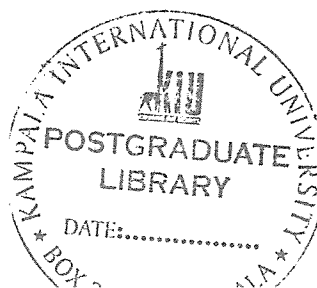
(i) Grade II teacher

(ii) Grade III teacher

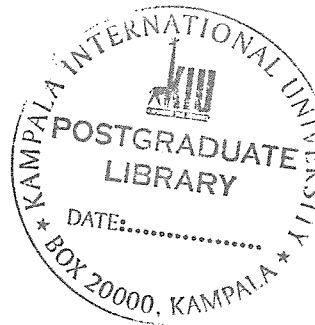
(iii) Grade V teacher

(iv) Graduate teacher

8. Other than teaching what other responsibility (ies) do you hold?



PART B



8) When did you qualify as a teacher?

9) After your qualification, which type of certificate did you receive?

10) Why did you choose the teaching profession?

11) State your registration number

12) How long have you stayed in the service

13) Was teaching your first priority when selecting vacations with your career
master Yes/No, In case Yes, give reasons

14) Have you ever broken the teaching service Yes/No

In case Yes/No state reasons

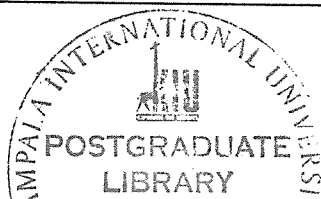
15) Do the cover the syllabus content in your scheme of work Yes/No. In case No/Yes state reasons

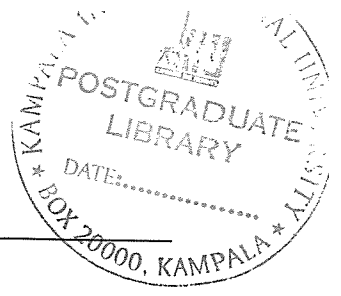
16) Do you prepare your scheme of work in time? Yes/No in case No/Yes state reasons

17) Do you prepare your lesson and learning aids before teaching Yes/No? In case No/Yes state reasons

18) What is your attitude towards evaluation of content taught in your lesson?

Why ?





19) How often do you carry out evaluation of content taught?

i) Weekly

ii) Daily

iii) Fortnightly

iv) Monthly

v) At the end of the term

vi) None of the above.

Justify the answer given above

20) Are you satisfied with the levels of your performance as a professional teacher in relation to achievement of your learners Yes/No. If Yes/No give reasons for your answer.

21) Teacher' code of conduct is in place in your school Yes/No.

22) During my time of training in the teachers college, I was introduced to and studied the teacher's professional code of conduct as part of my course Yes/No.

23) I have my personal copy of the teacher's code of conduct Yes/No.

24) Before I assumed my duty as a classroom teacher I was oriented by the Head teacher on the teachers' professional code of conduct Yes/No.

25) We always re-orient teachers about the profession code of conduct in our meeting Yes/No.

26) The teachers' notice board has a copy of the teachers profession code of conduct displayed Yes/No.

27) Which of the following disciplinary measures have ever been administered to you? Arrange them in order of occurrence.

i) Warning.

ii) Severe reprimand

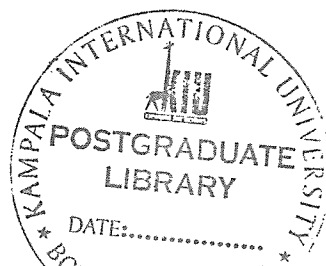
iii) Demotion in rank and reduction in pay

iv) Retirement in public interest

v) Dismissal

vi) None of the above.

28) What is your general comment about the salary you get?



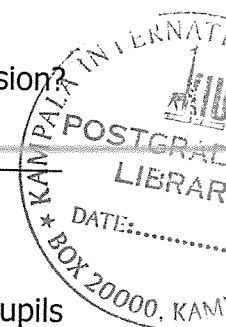
29) What is your general comment about the salary you get?

30) What is your general comment about the teaching profession?

31) Do you think your head teacher should intervene when your pupils complain about your teaching methodology? Yes/No.

32) Which problems do you encounter in following the teachers professional code of conduct? _____

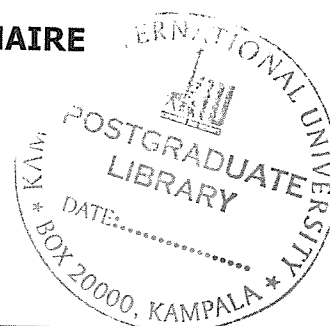
33) How best as a teacher (using your experience) could the teachers code of conduct be improved _____



APPENDIX III

FREQUENCIES OF THE ADMINISTERED QUESTIONNAIRE

Distribution of respondents by portfolio



Category	Frequency	Percent
Classroom teacher	40	62
Subject teacher	10	16
Head teacher	14	22
Total	64	100

Age of respondents

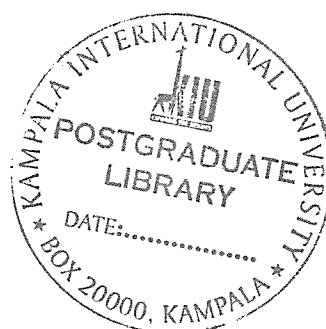
Category	Frequency	Percent
15-24	5	8%
25-34	36	56%
35-44	17	27%
45-55	06	9%
55+ above	-	
Total	64	100

Class taught by respondents

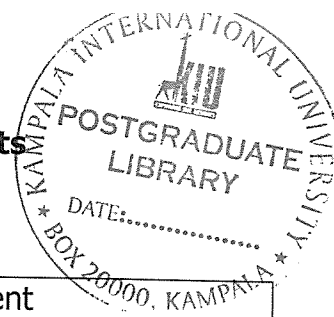
Category	Frequency	Percent
P1	9	14
P2	7	11
P3	7	11
P4	10	16
P5	4	06
P6	10	16
P7	17	26
Total	64	100

Academic qualification of respondent

Category	Frequency	Percent
P7	11	17
'O" level	44	69
'A" level	9	14
Total	64	100



Professional qualification of respondents



Category	Frequency	Percent
G.II Teacher	-	-
G.III	40	63
G.V	18	28
Graduate	06	9
Total	64	100

Gender status of the respondents

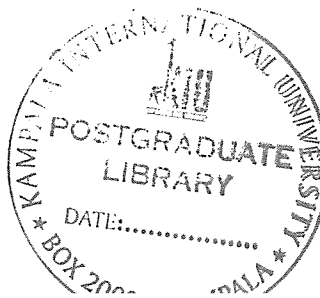
Category	Frequency	Percent
Male	31	48%
Female	33	52%
Total	64	100%

Responsibilities held other than teaching

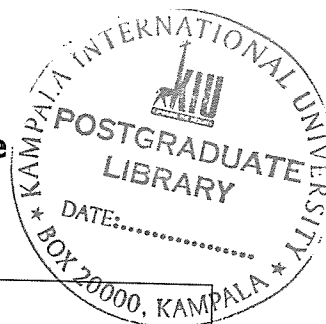
Category	Frequency	Percent
Games and Sports Teacher	16	25
Staff Secretary and Librarian	12	18
Director of Studies	12	18
Sanitation Teacher	10	15
Class teacher	10	15
Guidance and counseling	4	8
Total	64	100

Reasons for choosing the teaching profession

Category	Frequency	Percent
Used to admire teachers	9	14
Eradicate illiteracy among people and educate the nation	11	17
Easy employment than other profession	12	19
Teaching profession was a free course	18	28
My parents were teachers	4	6
Career Development	10	16
Total	64	100



Number of years spent in the teaching service



Year (category)	Frequency	Percentage
1-5	20	31.2
6-10	18	28
11-15	10	16
16-20	6	9.3
21-25	6	9.3
26-30	2	3.1
31+	2	3.1
Total	64	100

Whether teaching profession was their first priority in selecting vocations

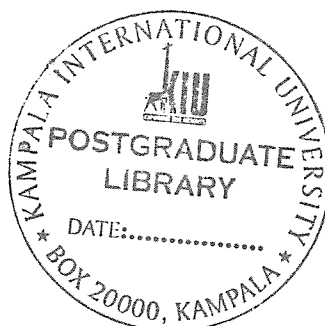
Category	Frequency	Percent
Yes	22	34
No	42	66
Total	64	100

Whether one has ever broken the teaching service

Category	Frequency	Percent
Yes	33	52
No	30	47
Missing system	1	1
Total	64	100

Showing attitude of respondents towards evaluation of content taught in a lesson

Category	Frequency	Percent
To know whether teaching objectives have been achieved	31	48
Helps me to see my strength and weaknesses	12	19
Helps me improve my methods of teaching	17	27
Helps to identify weak pupils	4	6
Total	64	100



Showing general comments about their teaching profession



Category	Frequency	Percentage
The teaching profession is a noble job, however its is full of new experiences and challenges	4	6
It is not bad but teachers need to be motivated with big salaries in order to be much stable in teaching	40	63
It requires much concentration especially on the teachers' code of conduct	15	23
Teachers are over loaded	5	8
Total	64	100

Teachers introduced and studies the teachers' code of conduct in their colleges

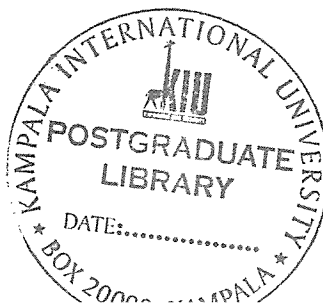
Category	Frequency	Percent
Yes	7	11
No	57	89
No	64	100

Showing teachers with personal copies of the teacher's code of conduct

Category	Frequency	Percent
Yes	4	6
No	60	94
Total	64	100

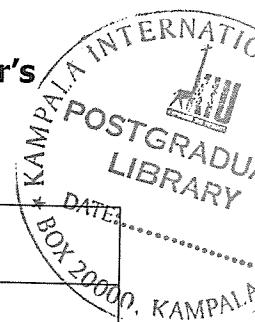
**whether the teachers were oriented by the Head teachers on the
professional code of conduct**

Category	Frequency	Percent
Yes	12	19
No	50	78
Missing item	2	3
Total	64	100



**Showing whether the notice board has also a copy of teacher's
professional code of conduct**

Category	Frequency	Percent
Yes	21	33
No	41	64
Missing item	02	03
Total	64	100



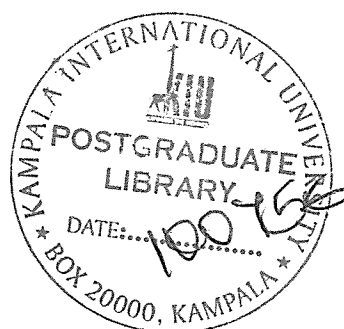
How best could the teacher's professional code of conduct be improved

Category	Frequency	Percent
Every teacher must have a copy of the teachers professional code of conduct	19	30
Promotions and presents be given to teachers who a bid will it	7	11
Some sections of the code be revised to be contingent with the current situation	6	9
There should be refresher courses about the teachers code of conduct	23	36
Putting into practice whatever is in the teachers code of conduct	6	9
The code of conduct be given to every teacher after training	3	5
Total	64	100

**Problems encountered in following the teacher's professional code of
conduct**

Category	Frequency	Percent
Some of the sections of the code are old fashioned and difficult to follow	6	9
Due to inadequate pay to the teachers while the code requires them to be fulltime	41	64
It is an unavailable to teachers to most of the teachers	10	16
So many rules and regulations	7	11
Total	64	100

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APPENDIX IV

A MAP OF RAKAI DISTRICT (RESEARCH AREA)

