

**TEACHERS' DEMOGRAPHIC CHARACTERISTICS AND THEIR OBSERVANCE OF
CODE OF CONDUCT IN PRIMARY SCHOOLS IN MELA SUB COUNTY
TORORO DISTRICT - UGANDA**

BY

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DECLARATION A

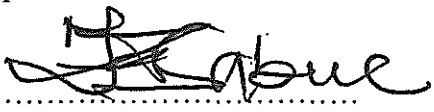
I, **Omungat Richard**, declare that I am the sole author of this research report, that during the time of this study, it has not been registered for other academic award or qualification, nor has any of the material been submitted wholly or partly for any other award. This report is a result of my own research work, and where other people's content was used, they were acknowledged duly.

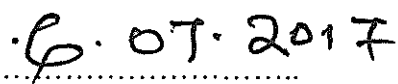
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DECLARATION B

This is to certify that this dissertation conducted by Mr. Omungat Richard, on “Teachers' Demographic Characteristics and their Observance of Code of Conduct in Primary Schools in Mela Sub County-Tororo”, has been fully supervised and submitted with my approval as his research supervisor.

Signature.....

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Finally I am most grateful to, my Brothers and friends for their guidance, encouragement and assistance.

Thank you so much, be blessed.

DEDICATION

This research study is dedicated to the Almighty God, to my wife, my parents, my beloved father, Class coordinator, my class-mates and my workmates for their guidance and assistance. And I would finally, dedicate this Research report to my children who are an inspiration in my life.

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ABSTRACT

The study was conducted on Teachers' Demographic Characteristics and Their Observance of Code of Conduct in Primary Schools in Mela Sub County - Tororo District. The specific objectives included; investigating the relationship between teachers' gender and observance of their code of conduct, finding the relationship between teachers' age and observance of their code of Conduct, finding the relationship between teachers' working experience and observance of their code of conduct as well as assessing the relationship between teachers' qualification and their observance of the code of conduct in Mela Subcounty - Tororo District. The study was carried out using the descriptive and cross-sectional research designs. It adopted both quantitative and qualitative methods. The null hypothesis which stated that, the teacher's age has an effect on the observance of code of conduct since the research was hypothesis also accepted. The study revealed that almost all teachers have the knowledge of the code of conduct and that the teachers' code in schools does not conflict with the national code of conduct, and lastly that all the teachers in most of the sampled schools in Mela Subcounty - Tororo district were very positive in adhering to the core values of the code of conduct as they are stipulated. Majority of the teachers confirmed that the code is very vital in their lives as teachers. The findings show that the teacher's experience has a positive effect on observance of code of conduct. Findings revealed that there was a relationship between teacher relationship with learner, Teacher relationship, teacher relationship with parents, teacher relationship with employer and Teacher relationship with community has a strong relationship with observance of code of conduct. The study concludes that the results indicated that the observance of the code of conduct and demographic factors were significantly correlated because it was well beyond the benchmark sign meaning that the demographic factors does have a positive effect on observance of the code of conduct. The study also concludes that teachers who act more professionally and are aware of their obligation and duty to the teachers' code of conduct do perform well both in and outside class. The study also concluded that demographic factors are greatly associated with adherence to the observance of the code of conduct. A big number of respondents have a positive attitude towards the code of conduct for teachers. The study also concludes that what seems to be poor

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

Teaching is a dynamic and challenging profession. Teachers have a professional obligation to develop and maintain professional relationships with a diverse range of learners, communicate with parents act ethically, promote positive values and maintain and raise professional standards. This study therefore intends to examine Teachers' Demographic Characteristics and Their Observance of Code of Conduct in Primary Schools in Mela Sub County - Tororo District. This chapter focuses on the background to the study, problem statement, the study objectives, the research questions, hypothesis, scope of the study as well as the significance of the study.

1.1 Background of the study

1.1.1 Historical Background

Historically, therefore, one can note that in Uganda teachers' code of conduct has developed over the years. Before the advent of colonialism there was no school to train teachers and there were no trained teachers. Most of the teaching was done informally at home, in clan meetings or in peer gatherings. And so in the traditional African society, teacher professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, trust among others (Muwagga, 2006). With the coming of the missionaries between 1877 and 1879, formal education begun though the teaching was being carried out under verandahs. Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Ssekamwa, 1997). The curriculum which basically constituted the 3Rs (Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens. The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited. This was the humble beginning of the emphasis of teachers' conduct in Uganda which underlies this study.

The missionary view of teacher-professional conduct was gauged against the Bible and Clergyman-ship. A teacher who could avoid intoxicating drinks, got married in church and regularly attended church services, such teachers' works could be appreciated. Despite this emphasis on the puritanical conduct of teachers, less emphasis was put on content and pedagogy. The pre-independence era in Uganda's education system therefore witnessed a high degree of teacher's discipline and high respectability in regard to the core values such as; integrity, trust, equality, service, fairness, honesty and respect in their profession, (Mwagga, 2006). Therefore, teacher professionalism has had relevant significance in education and thus emphasizes both academic and professional obligations.

1.1.2 Conceptual Background

A code of conduct is a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, an individual, party or organization. Related concepts include ethical, honor, moral codes and religious laws. The aim of this Code of conduct and Ethics is to provide general guidance to Public Officers in their relationships and dealings with their clients and the general public. It compliments existing laws, regulations, guidelines and professional Codes of Conduct issued over the years for the purpose of prescribing acceptable standard of behavior and conduct in the Public Service. Provision has also been made for appropriate sanctions to be applied where a Public Officer's conduct is found to be inconsistent with the Code.

Society expects teachers to be exemplary but much as this is so, it is unfortunate that the liberalization of education in Uganda in the early 1990s and the increase in private primary schools in post independence Uganda has eroded most of the core values espoused in the code of conduct for teachers, (Emojong, 2008). Hence, this has led teachers to develop a negative attitude towards the code thereby leading many to have a low perception, and thus resulting into many problems such as teachers' disrespect of their profession, hence leading to poor Pupils' performance, indiscipline, unending strikes, truancy and other delinquent behaviors of Pupils among others. There is an increased report of dysfunctional plus poor job performance by most teachers in Uganda and the argument and blame is placed on poor professional conduct by some teachers. It is from the liberalization of education that allegations that the existence of private secular primary schools and government primary schools and those which are denominational

but government aided coupled with lose control by the Ministry of Education has had an impact on teachers' professionalism and the implied performance (Muwagga, 2006).

According to (Ssekamwa, 1997), teacher professionalism means a teacher adhering to the teaching code of conduct. Therefore, teacher professionalism affects the role of the teacher and his or her pedagogy, which in turn affects the Pupils's ability to learn effectively. Teacher training emphasizes both academic and professional obligations whereby the professional obligations imply teachers' professionalism. Teachers' professionalism has developed over the years. On the other hand today teachers' professionalism is referred to as the teachers' code of conduct. By professionalism it is meant the basis of contract with society and this embeds in it a professional code of ethics or conduct. By teachers' code of conduct one refers to principals, values, standards, or rules of behavior that guide the decisions, procedures and systems of a school in which teachers work and in a way that (a) contributes to the welfare of its key stakeholders, and (b) respects the rights of all constituents affected by its operations. It could also refer to the expected professional standards of behavior of members of a profession governed by professional code of conduct. Professionalism has been found out to be the most challenging approach to mandated content while motivating, engaging, and inspiring aspect of preparing new teachers. Hyland, (2002) defines professionalism as; the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, values, and role behaviors. Professionalism means that teachers fully accept the challenges of teaching which are reflected in the three primary indicators of professionalism namely; responsibility, respect and risk taking. Teachers' professionalism as per this study is taken to be teachers' adherence to the code of conduct, teachers' commitment, and teachers' perception of the code of conduct and so, by code of conduct one refers to the core values which include; respect, honesty, integrity, trust, equality, service, fairness, and tolerance, teachers' perception refers to teachers' attitude (positive and negative) towards the teachers' code of conduct and commitment refers to dedication, willingness, cooperation, voluntarism, belongingness, excitement, and pride, (Hyland, 2002).

1.1.3 Theoretical Background

A professional is a person who has received training in theory and practice in a discipline for a long period of time and usually constrained by a code of conduct. The study on Teachers'

Demographic Characteristics and their Observance of Code of Conduct in Primary Schools in Mela Sub County - Tororo District has adopted two Theories namely; Teleologism and Deontologism. The Theory of Teleologism implies duty and moral obligation inherent in one's actions. Moral obligation presupposing an obligation to perform an act because that act fulfills one's ethical code of conduct, cultural dictates, religion and professional obligations. This alludes to Kant's categorical imperative, which maintains that one should do to others what one would like others to do to one. The Theory of Deontologism was propounded by Kant (1724-1804) and it presupposes that people should adhere to their obligations and duties when analyzing an ethical dilemma, meaning that a person should follow the obligations to one's individual or society because upholding one's duty is what is considered ethically correct (Nabukenya M. 2007). For example adhering to the core values of the code of conduct, that is, respect, integrity, fairness, among others, being committed, and having a positive perception of the code of ethics to mention a few. A teacher who follows these theories produces very consistent decisions since they are based on the individual set duties. According to Aristotle, Kant and Bergson (384 BC ff)'s Teleological and Kant (1724-1804) Deontological Theories, self-obligations and other disciplinary aspects like planning, teaching, and assessment were cited in this study to explain teacher performance.

1.1.4 Contextual Background

Teachers in Uganda are a crucial factor in determining the quality of education that children receive. Teachers' professionalization therefore has been a centre of much concern among educators. Teacher's conduct of conduct is important as not only for repute, differentiation from members of other professions, but in a sociological sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in their teaching profession code of conduct. Though professionalism is the ultimate goal of all professions, poverty, poor remuneration and poor training at times constrain its attainment. There are many factors which influence teacher professionalism such as attitude of the different education stake holders towards the teacher, gender, age and duration of service. These all have a bearing to the teachers' professionalism and the implied performance in and outside class (Acom, E. M., 2007).

This Code of Professional Practice is important for all teachers. As public service employees, teachers hold a special position of trust. In their respective roles, teachers exercise powers that have a significant impact on the lives of children and young people and consequently there is a community expectation that these powers will be properly and prudently used. What teachers know and do has a profound effect on the nature and quality of Pupils learning. Good teachers are even more important in a society that is continually changing and developing, and in which there is increasing emphasis on the creation of knowledge and sharing of information. Given the profession of teaching is becoming even more complex and important, society and teachers themselves need to ensure that the professional practice of teaching meets the highest possible standards (Ssekamwa, J.C., 2000).

In achieving such high standards teachers need to be committed to their own professional learning, seeking to deepen their knowledge, expand their teaching skills and adapt their teaching to developments in research. The core expectations that the government and community have for public servants including teachers are set out in the values and principles. The values and principles stated in the Code of Ethics provide the framework for this Code of Professional Practice (the Code) for teachers in schools in Uganda. The Code is the department's statement of the standards of professional conduct and integrity expected of teachers for the purpose of upholding the values and principles. The Code also aims to guide teachers in identifying and resolving ethical conduct issues which may arise in the course of their work and, in so doing, maintain public trust and confidence in their integrity and professionalism. The Code sets out the five principles of public service ethics that should guide the work of all teachers in meeting the educational needs of their Pupils. These principles are; service to the public, responsiveness to the government and the needs of the public, accountability, fairness and integrity as well as efficiency and effectiveness (Chaudhury, N., 2006).

These principles are never in order of importance as each is fundamental to good professional practice. These ethical principles help teachers decide whether their actions are right or wrong, telling them what is expected of them and helping teachers think through difficult situations and reach proper conclusions. Each principle creates obligations for teachers. The Code expands on these obligations by stating expectations for professional conduct that apply to teachers. The Code is complemented by a set of explanatory guidelines, which explain a number of the

mandatory obligations in more detail and provides examples and guidance regarding expectations for professional practice.

1.2 Statement of the Problem

Professionalism has been found out to be the most challenging approach to mandated content while motivating, engaging, and inspiring aspect of preparing new teachers. Teacher performance is looked at as one of the ways in which academic excellence in schools can be enhanced, motivates Pupils to work hard, reflects teachers' competence and brings out teachers as agents of social change. Unfortunately, performance of teachers has sunk in Uganda, with Pupils often being left without being given class work, they are defiled, teachers absent themselves from school duties, come late and leave early and head-teachers are hardly seen in their offices executing their duties. This failure to fully embrace their duties is breeding several negative results such as low and poor academic performance, Pupils indiscipline, and Pupils turn-over, in turn affecting discipline in schools. It's against this background that the researcher sought to examine how demographic factors influence teachers' observance of their code of conduct in primary schools in Uganda.

1.3 Purpose of the study

The study is primarily aimed at examining demographic factors and teachers' observance of their code of conduct in primary schools in Mela Subcounty in Tororo District.

1.4 Specific objectives of the study

The study is aimed at achieving the following specific objective;-

- i. To investigate the relationship between teachers' gender and observance of their code of conduct in Mela Subcounty in Tororo District
- ii. To find the relationship between teachers' age and observance of their code of ethics in Mela Subcounty in Tororo District
- iii. To find the relationship between teachers' working experience and observance of their code of code of conduct in Mela Subcounty in Tororo District
- iv. To assess the relationship between teachers' qualification and their observance of the code of conduct in Mela Subcounty in Tororo District

1.5 Research Questions

The study is aimed at answering the following research questions;-

- a) What is the relationship between teachers' gender and observance of their code of conduct in Mela Subcounty in Tororo District?
- b) What is the relationship between teachers' age and observance of their code of ethics in Mela Subcounty in Tororo District?
- c) What is the relationship between teachers' working experience and observance of their code of code of conduct in Mela Subcounty in Tororo District?
- d) What is the relationship between teachers' qualification and their observance of the code of conduct in Mela Subcounty in Tororo District?

1.6 Significance of the study

- i. The study would be helpful to a number of people namely inclusive of: Ministry of Education and Sports, District Educational Officials, BOG, teachers, head teachers, among other concerned stakeholders. These would have benchmarks for the effective and efficient supervision of their teachers, put in place counseling services and hence improve the quality of teachers and education.
- ii. The research would be helpful to Board of Governors as to members would realize the importance of teacher professionalism in enhancing teacher performance and hence put measures in place that would help teachers love and respect their profession all of which will help groom professionally responsible teachers. It is hoped that the study would draw teachers' attention to have respect for their profession and especially the underlying values, responsibilities and aspirations which are eloquent testimony to the professions' commitment and to their own performance thus re-appraising these core values of the code.
- iii. The study findings would also enrich different scholars with new knowledge, theories, and methodologies needed as well as adding knowledge on professionalism and the implied performance of teachers thereby filling gaps in the professional conduct. The study findings would as well enrich head teachers with proper administrative procedures needed in managing primary schools among other institutions of learning, and also be

make fundamental transformational changes in ensuring teacher development programmes that are in line with the professionalism of teachers in Uganda.

- iv. The study is also of significance as it is a fulfillment of the requirements for award of degree of Bachelors' Degree in Education of Kampala International University – Uganda.

1.7. Scope of the study

1.7.1 Content Scope

The study is primarily aimed at examining teachers' professional code of conduct and discipline in public and private primary schools in Mela Subcounty in Tororo District. Specific attention is also to be on investigating the relationship between teachers' gender and observance of their code of conduct, finding the relationship between teachers' age and observance of their code of ethics as well as finding the relationship between teachers' working experience and observance of their code of code of conduct in Mela Subcounty in Tororo District.

1.7.2 Geographical Scope

The study is to be confined from Mela Subcounty in Tororo District within Eastern Uganda.

1.7.3 Time Scope

The researcher is to consider data for the past 5 years that's to say between (2008 and 2013), which is expected to be enough in ensuring the reliability of data. The researcher in the same way will spend a period of two months while conducting the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this section, the researcher has reviewed literature written on demographic factors and teachers' observance of their code of conduct in primary schools. To achieve this, the researcher has reviewed documents and works of other scholars in relation to the objectives of study. The researcher has used the available literature published about the topic of the study. Data in this chapter has been obtained from the use of text materials, journals, manuals and handbooks as well as general articles on the teachers' professional code of conduct.

2.1 Theoretical Review

The foundation of this study will be on Immanuel Kant's theory of deontological ethics, which confirms that the ethical decisions are not simply one of morals, but of duty and justice (Penslar, 1995). This theory suggests that some acts are termed wrong and some right depending on the outcome of rules. According to Geisler (1971), deontological ethics is concerned with ethical norms or standards as expressed in the rules and standards set by the members of the profession or organization responsible for employing workers. The deontological theory affirms that people should hold fast to their obligations and duties when analyzing ethical dilemma. This means that a teacher will follow his or her obligation to Pupils, fellow teachers or society because upholding one's duty is what is considered ethically correct (Ridley, 1998). Teachers who pursue this theory bring into being very steady decisions since they will be based on ethical codes that govern their set of duties (Penslar, 1995). In other words, rules are set to be a standard of what ought to be done and there is no room for conditions prevailing at the time of executing one's duties. Therefore, teachers will have to dress neatly, use good language, treat Pupils fairly and respect both Pupils and fellow teachers.

2.2 Conceptual Framework

According to LoBiondo wood and Haber (2002:82), a conceptual framework presents the context for studying the research problem and acts as a map for understanding the relationship between

and among variables in the study. This study will be based on a conceptual framework illustrated below:

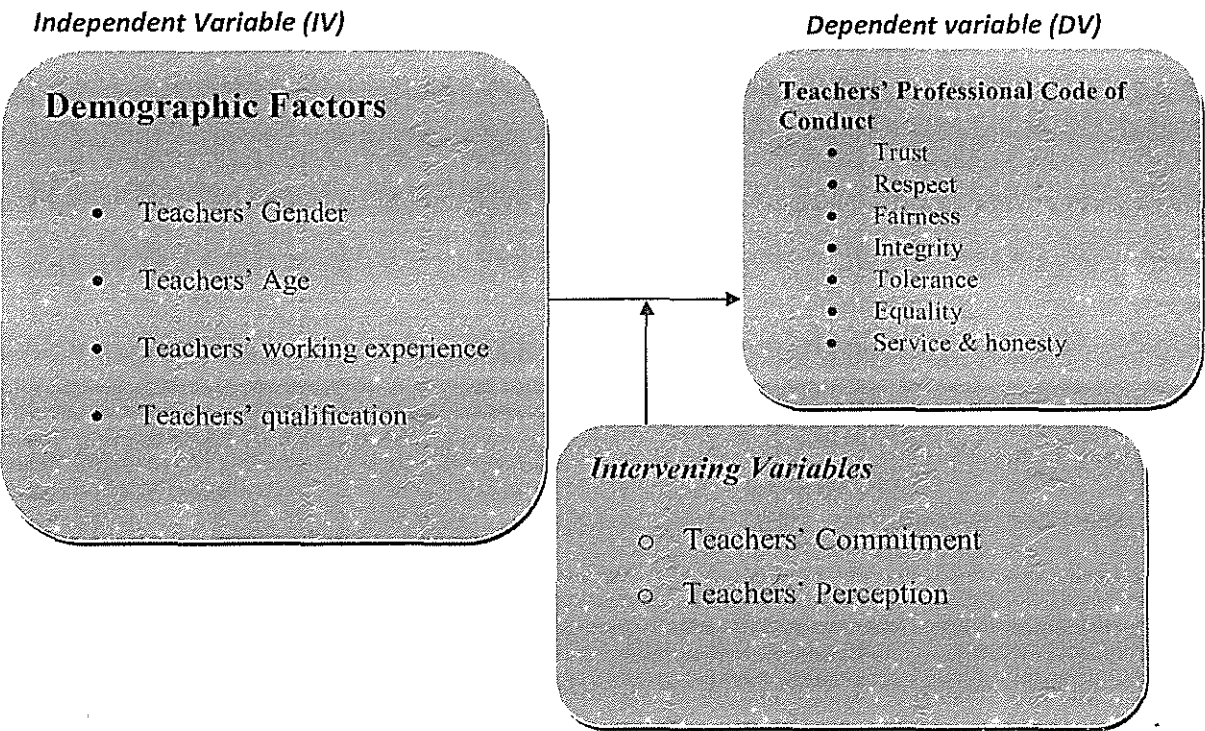


Figure 2.1: Showing the conceptual framework

Teachers are an important factor in determining the quality of education that children receive. Their professionalization therefore has been a centre of much concern among educators and researchers. Its importance is not only for reputation, differentiation from members of other professions, but in a sociological sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in their teaching profession code of conduct. There are many factors which influence teacher professionalism such as attitude of the different education stakeholders towards the teacher, gender, age and duration of service. These all have a bearing on the teachers' professionalism and the implied performance in and outside class.

The conceptual framework in Fig 2.1 proposes that professionalism means adhering to the code of conduct which implies trust, respect, fairness, integrity, tolerance, equality, service and honesty which in turn depict the perception of teachers which is conceptualized as attitude towards core teacher values and in turn enhances commitment which is conceptualized as

dedication, willingness cooperation, voluntarism, belongingness, excitement, and pride. Teachers' code of conduct, teachers' perception of the core teacher values and commitment in turn enhance planning which is looked at in terms of setting objectives, evaluating lessons, organizing extra-duties, time management, lesson planning and schemes of work. These in turn facilitate teaching, which implies creation of good environment, having good strategies, methods, discipline and records of work. Teaching however enhances assessment, which implies giving of exercises, quizzes, debates and examinations. The third Box provides the extraneous variables where it is assumed that teachers who have come or have had a good education background, that is nature of schools, have a good religious and family background even without a teachers' code will be committed and will act professionally.

2.3 Pupils' code of conduct

Discipline is governed by a code of conduct. In this regard different authors and researchers on learners' performance maintain that the code of conduct is very vital for enhanced teacher performance in schools. For example, Discipline goes hand in hand with performance and they state that one of the hallmarks of any performance is the commitment of its holder to a code of ethics which sets out progressive values and responsibilities. Unfortunately they do not show how actually the code influences actual learners' performance. On the other hand, Ssekamwa (2000) reveals that the code is very important to learners and students who observe their code of conduct through exhibiting a sense of responsibility, respect, decency, integrity, trust, honesty, and equality for learning, have a sense of efficiency, and a critical component of dedication. Ssekamwa (2000) however does not indicate the use of the code towards teachers' actual performance. The code is made up of a totality of core values surrounding the teacher as a human person and as a social being but these are within his confines as society permits. Unfortunately the importance of these core values and their realistic stance on man's educational enterprise are in most cases underscored especially in educational fields and particularly schools.

According to the World Bank policy study on education in Africa notes that most African schools are in a crisis. They are producing too many graduates of dubious quality and relevance, and they seem to generate too little new knowledge. His observations are very good but they fall short of revealing the value problem in most liberalized schools thus affecting performance in

primary schools particularly the ones in rural areas. Teachers, by the very nature of their profession are meant to be role models and authority figures to convey moral values by living up to the code of conduct. Unfortunately, how the pupils' code of conduct influences their performance in schools' discipline.

Teacher colleges and schools in different institutions serve many other purposes which are at times negative, for example, they are multi-national knowledge channels, and at times even ignore the interests of their own societies thus producing graduates that do not conform to the commands of their ethics. These observations seem realistic but fall short of mentioning the value problem created by schools cultures and values other than those of their society.

Educational institutions often develop several different policies, rules and guidelines for governing their operations. While small institutions usually require fewer policies, larger schools use these guidelines to manage learner's behavior. A code of ethics is a common organizational policy used in institutions organizations. The code of ethics policy usually sets the minimum standards for institutions owners, head-teachers and learners to follow when completing various institutions functions. In a small business, a code of ethics is usually based on the institutions owner's personal morals or values. As the institution grows and expands, the ethical values can be implemented into the institutions' organizational mission or values statement. This statement helps provide institutions with a compass to guide the organization through the institutions environment. Schools often refer to the mission or values statement when guidance is needed regarding questionable situations. A code of ethics can help institutions improve institutions relationships. Ethical values are often designed to provide guidance when working with other institutions and the general public. These values dictate how institutions handle contract negotiations, customer questions and feedback or negative institutions situations (Ssekamwa, J.C. 2000).

Many institutions use a code of ethics to prohibit inappropriate learner behavior. Inappropriate behavior can include lying to teachers, engaging in theft, failing to meet specific performances standards or other similar conduct. A code of ethics can help learners understand why these actions are inappropriate and the reasons institutions expect better behavioral performance. Institutions may also limit their legal liability from poor pupils' performance by using a code of ethics.

To the school heads, accountability is an important function of a institution's code of conduct. These individuals are usually required to exhibit honesty, transparency and integrity in their daily roles. Not only do these actions set an institution's ethical tone, it also keeps individual owners and managers accountable for their actions. Allowing unethical officials free rein in a institutions capacity can create difficult situations that overextend the institution's resources.

2.4 Constraints associated with the professional code of conduct

The working conditions may not be appealing enough to attract talented individuals to the schools in ensuring the code of conduct. Learning conditions may play an important role in the decision to become a teacher. Talented candidates who have opportunities in other professions may be discouraged from choosing to attend schools regularly if learning conditions are too poor. In Uganda, the "basic requirements and minimum standards indicators for education institutions" (2010) document sets minimum infrastructure, hygiene, sanitation, and equipment standards for schools, and the Education Standards Agency, through the national, regional, and district inspectorates, is in charge of ensuring schools comply with these standards. There is no centralized information on the number of schools that do not comply with all the standards. However, the Education Management and Information unit at the Ministry of Education and Sports collects information on some of these features through the annual school census. Such pupils' learning conditions may not therefore be appealing enough to make teaching an attractive career choice thus hindering school attendance and enhancing of pupils school (Chaudhury, N., 2006).

There is increasing interest across the globe in developing. Learners' achievement which has been found to correlate with pupils' conduct. Recent studies show that learner's quality is the main school-based predictor of pupils achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged learners. However, achieving the right learner school attendance to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many children policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and learner policies can have very different impacts depending on the context and other education policies in place.

The teachers' working conditions in Uganda may not be appealing enough to attract talented individuals to the teaching profession in ensuring the code of conduct. Working conditions may play an important role in the decision to become a teacher. Talented candidates who have opportunities in other professions may be discouraged from choosing to become teachers if working conditions are too poor. In Uganda, the "basic requirements and minimum standards indicators for education institutions" (2010) document sets minimum infrastructure, hygiene, sanitation, and equipment standards for schools, and the Education Standards Agency, through the national, regional, and district inspectorates, is in charge of ensuring schools comply with these standards. There is no centralized information on the number of schools that do not comply with all the standards. However, the Education Management and Information unit at the Ministry of Education and Sports collects information on some of these features through the annual school census. Such teachers' working conditions may not therefore be appealing enough to make teaching an attractive career choice thus hindering discipline and enhancing of teachers' professionalism (Chaudhury, N., 2006).

There is increasing interest across the globe in developing teachers' professionalism. Student achievement has been found to correlate with teachers' code and conduct who are key where recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students. However, achieving the right teacher professionalism to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

The teachers' entry requirements may signal teaching, as a lower status profession as compared to other professions that require a university degree which potentially make it less attractive for talented graduates who would have enforced professionalism thus, leaving the sector with people with inadequate professionalism. To become a registered teacher in Uganda a person needs to have completed an approved course of training as a teacher and have a recognized certificate in

teaching. For primary school teachers, such certificate can be obtained after successful completion of a two-year teacher education course at a Primary Teacher College (PTC). In order to be admitted to a PTC, a candidate must have completed lower secondary education, that is, 11 years of education. Secondary school teachers can obtain their teaching certificate either at a National Teacher College (NTC), through a two-year course that takes place after the end of secondary school (13 years of education), or at a three-year course at university that leads to a Bachelor's degree in Education. Research indicates that many of those who go into education programs at university or NTCs(not PTCs) do so because they do not have the required number of points in the joint admissions systems to higher education institutions to be admitted to a more prestigious course of studies (such as accounting or law).

Current entry requirements in Uganda may also limit the size of the potential pool of talented candidates for teaching profession. This is even worse for the primary schools as there is only a concurrent model of teacher initial education for primary school teachers, the PTC course. While it is possible to teach as a licensed teacher without having a PTC certificate, those who are allowed to teach as licensed teachers have nevertheless to go through the PTC course as a three-year in-service certificate, and they have a limit of six years after which their license cannot be renewed. Thus, a person intending to become a primary schoolteacher needs to choose so early in her career (right after finishing lower secondary education), or has to go through a three-year course of studies regardless of previous degrees she may have. This regulation may prevent professional individuals who have a degree in a different discipline from choosing primary school teaching as their career, thus potentially limiting professionalism in the sector (Chaudhury, N., 2006).

2.5 Tools applied in monitoring and assessment of teachers' code of conduct

Institutions often use refresher seminars to continually educate and inform staff / employees about the importance of ethical behavior. The seminars may also provide information regarding new operational policies or past violations of the code of ethics. This information ensures that the staff have a clear understanding about the importance of ethics and why they should adhere to the institution's policy. Institutions can use an employee or third-party agency to conduct these refresher seminars or meetings. Ongoing professional learning and development is central to

providing high quality teaching and learning. The Teachers Council has run workshops on the core standards for the teaching profession; the Code of Ethics for Registered Teachers, the Registered Teacher Criteria and the Guidelines for Induction and Mentoring and Mentor Teachers.

Teachers also need to become familiar with cultural competencies. There is a need to introduce new guidelines and resources to help teachers develop their skills and knowledge around the ethical use of social media as well as implementing the Appraisal of Teachers project which can be found in our new Professional Learning Hub. Setting clear expectations for student and teacher performance is important to guide teachers' daily work and align necessary resources to make sure that teachers can constantly improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal (OECD 2012).

The national government through its relevant agencies is responsible for setting goals and aims of education, providing and controlling the national curriculum, and determining the language and medium of instruction. The national curriculum is determined by the National Curriculum Development Center (NCDC), and all districts need to comply with it. Functions of the NCDC are: to carry out curriculum reform, to initiate new syllabuses and revise existing ones; to draft teaching schemes, textbooks, teachers' manuals and examination syllabuses in cooperation with teaching institutions and examining bodies; and to design and develop teaching aids and instructional materials, among others.

Equipping teachers with the skills they need to succeed in the classroom is crucial. Teachers need subject matter and pedagogic knowledge, as well as classroom management skills and lots of teaching practice in order to be successful in the classroom. In addition, preparation puts all teachers on an equal footing, giving them a common framework to improve their practice.

Assessing how well teachers are teaching and whether students are learning is also essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good

practices which can be shared across the system to improve school performance. Teachers consider three policy levers school systems can use to reach this goal which include; availability of data on student achievement in order to inform teaching and policy; adequate systems to monitor teacher performance as well as multiple mechanisms to evaluate teacher performance.

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system (Ingersoll, R., 2007).

Setting clear expectations for student and teacher performance is important to guide teachers' daily work and align necessary resources to make sure that teachers can constantly improve instructional practice and professionalism. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal. Teachers considers two policy levers school systems can use to reach this goal inclusive of; clear expectations for what students should know and be able to do, and how teachers can help students reach these goals and useful guidance on teachers' use of time to be able to improve instruction at the school level.

Adequate mechanisms to motivate teachers are a way for school systems to signal their seriousness in achieving education goals, make the teaching career attractive to competent individuals, and reward good performance while ensuring accountability. Teachers would consider three policy levers school systems can use to reach this goal which include; linking career opportunities to teachers' performance; having mechanisms to hold teachers accountable as well as linking teacher compensation to performance.

Support systems are necessary to help improve instruction at the school level. In order to constantly improve instructional practice, teachers and schools need to be able to analyze specific challenges they face in classroom teaching, have access to information on best practices

to address these challenges, and receive specific external support tailored to their needs. Teachers would consider; availability of opportunities for teacher professional development; teacher professional development activities that are collaborative and focused on instructional improvement as well as making sure teacher professional development is assigned based on perceived needs(Ingersoll, R.2007).

2.6 Literature Summary

Teachers are an important factor in determining the quality of education that children receive. Their professionalization therefore has been a centre of much concern among educators and researchers. Its importance is not only for repute, differentiation from members of other professions, but in a sociological sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in their teaching profession code of conduct. Though professionalism is the ultimate goal of all teachers, poverty, poor remuneration and poor training at times constrain its attainment. There are many factors which influence teacher professionalism such as attitude of the different education stake holders towards the teacher, gender, age and duration of service. These all have a bearing to the teachers' professionalism and the implied performance in and outside class.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. It includes the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, data processing and analysis and measurement of variables explaining how each will be used in the study.

3.1 Research design

The research design refers to the planning strategy of conducting the research. It is a master plan or road map on how the research is to be conducted. The study was carried out using the descriptive and cross-sectional research designs. It adopted both quantitative and qualitative methods. By using the descriptive design, the study described the social situations, events, systems, structures among others. This design was good for the study because it generates quick self-reports from the selected participants under study. Cross-sectional design was adopted since the case study cut across a diverse section of the people and the study cut across all of them. All this enabled the researcher to gain data that was used to find solutions for the research questions on examining the teachers' professional code of conduct and discipline in selected public and private primary schools in Mela Subcounty in Tororo District.

3.2 Study population and Area

The researcher accessed information from Teachers and Head-teachers of the selected private and public primary schools from within Mela Subcounty in Tororo District, as well as from inspector of schools and the district educational officers.

3.3 Sample size and sampling Techniques

In this study 60 participants/ respondents (Teachers and Headteachers) were targeted from an area population of selected 21 primary schools. The sample size was determined using D.W Morgan (1970) Table. The simple random technique was used to select the respondents so that each member would have an equal opportunity for being selected for the study and where the researcher believed that reliable information for the study would be obtained all with the help of the purposive and simple random sampling techniques.

Table 3.1: Showing Sample Frame

Category	Sample population	Sample size	Sampling
School Inspector	2	2	Purposive
District Education officer	2	2	Purposive
Head-Teacher	20	16	Purposive
Teachers	45	40	Random sampling
Total	80	60	

3.4 Data type and source

The study used both primary and secondary data. Primary data was obtained from the targeted respondents.

Secondary data was obtained from reports, journals, newspapers, books and any other available literature that was relevant for the study. Primary data also involved data from documentary review which was used to collect secondary data. It involved a review of any written data about teachers' professional code of conduct and discipline in selected public and private primary schools in Mela Subcounty – Tororo District Uganda.

3.5 Data collection Methods / Instruments

3.5.1 Questionnaire

This refers to a document that contains a set of questions where answers are provided by the respondents. Such copies of the questionnaires designed for the study were distributed to selected respondents. The researcher chose this method of data collection because of being less expensive compared to other methods of data collection in that the researcher required not many people to help him since she would do the delivery of questionnaires to the respondents without spending. Questionnaires are also time saving in that even in areas where respondents were geographically dispersed the time required for getting back questionnaires would be less.

3.5.2 Interviews

This refers to 'person to person' conversation/interaction by the interviewer for the specific purpose of obtaining research relevant information and it was focused on the contents specified

by the research objectives of description and explanation. The interviews were basically employed on some of the respondents in managerial setting. The researcher chose this method of data collection because; Interview is a quick way of getting information from the respondents since it's face to face thus it was easy to get information. Interviews gave the respondents a chance to properly interpret the question since they had an opportunity of consulting the interviewer. Interviews also permitted questioning and probing which led to obtaining of additional important information.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the Kampala International University. The researcher then introduced himself to the authorities of the selected primary (private and public schools) in Mela Subcounty in Tororo District. A pilot study was carried out to test the validity and reliability of data collection instruments. The researcher then proceeded with data collection from respondents. The filled questionnaires were collected after being filled to avoid loss and misplacement. While administering the interviews, the researcher mainly focused on fitting down the major points. This was done following the major theme that guided the study.

3.7 Pre-Testing (Validity and Reliability)

Before the research instruments are used, it is important to pre-test them on a selected sample in order to improve the quality of the instrument, ascertain its ability to measure what it is intended to measure and ensure that it was consistent in the results. Mugenda and Mugenda (2003) recommend a sample of about 1-10% of the sample to be studied and therefore 5 respondents will be selected for pre-testing. The pre-test was conducted in two schools in Mela Subcounty in Tororo District ie. Amenamoit Primary school and Kalait Primary school.

The appropriateness of the instruments (the validity) was assessed by both face validity and content validity. The head-teachers and selected teachers were approached to assess both the face and content validity of the instruments. The degree to which the instruments consistently measure what it is intended to measure (the reliability) was assessed by test-retest approach. The instruments were administered to a selected sample and after a two weeks period, administered again to the same sample and the two scores were correlated to establish the consistency of the instruments.

3.8 Data Analysis

The researcher conducted qualitative analysis of data attained from the data collection process. This involved refining data during and after collection to sort out mistakes, coding the data by building themes and sub themes, systematic description of the contents of the data in a reduced form. Finally explanations of meanings, interpretation in relation to research objectives, discussions, and conclusions from the emerging information, were drawn and presented thematically as per the propositions of this study. Data was analyzed both quantitatively and qualitatively. Quantitative data was cleaned, coded, thematized and then analyzed with the use Statistical Package for Social Sciences. After data analysis, findings were presented in graphical and table presentation format. Qualitative analysis was applied to analyze narrative data that was to be obtained from the open ended questions. The regression and correlation analysis were used to establish the relationship between study variables. These finding were based on the comparisons and contrast between the available reviewed-literature. The report was then generated and from this, the study recommendations and conclusions be drawn.

3.9 Measurement of Variables

Different variables can be measured at different levels. The researcher used the nominal scale of measurement which applies to some common set of characteristics such as sex, age, level of education, category of respondent among others. Numbers were assigned only for purposes of identification but not for comparison of variables. The ordinal measurement was used to categorize and rank the variables being measured for example the use of statements such as greater than, less than or equal to. The Likert scale was used to collect opinion data and this was used to measure the stakeholder's belief on teachers' professional code of conduct and discipline in selected public and private primary schools in Mela Subcounty in Tororo District using the five scales: 5= strongly agree; 4=agree; 3=undecided; 2=disagree; 1= strongly disagree.

3.10 Ethical consideration

The major ethical problem always encountered during the study is maintaining and keeping the respondents' information private. Ethical consideration was ensured through keeping the respondents' information confidential. The researcher ensured this by describing how he would ensure that the ethical requirements are upheld in the study whereby some ethical issues included

informal consent which is the providing of the participant with knowledge about the research which included; the purpose and benefits of the research. Confidentiality was as well ensured in a way that information to be obtained was considered privileged information and was under no circumstances ever publicly disclosed in a fashion that would identify any individual or group of respondents from the selected groups of respondents.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter deals with presentation and analysis of the results of the research findings carried out on “Teachers' Demographic Characteristics and Their Observance of Code of Conduct in Primary Schools in Mela Sub County Tororo District - Uganda. Findings were obtained through the use of both questionnaires as well as interviews. Findings are presented with the use of tables through frequencies and percentages. Findings are based on the specific objectives which included Tororo District; investigating the relationship between teachers’ gender and observance of their code of conduct in , finding the relationship between teachers’ age and observance of their code of ethics in Tororo District, finding out the relationship between teachers’ working experience and observance of their code of code of conduct as well as assessing the relationship between teachers’ qualification and their observance of the code of conduct in Tororo District

4.2 Response rate

The sample under consideration was 100 respondents drawn from the secondary schools in Tororo district. The response rate was 100% of those proposed making the findings valid.

4.2.1 Background information of the respondents

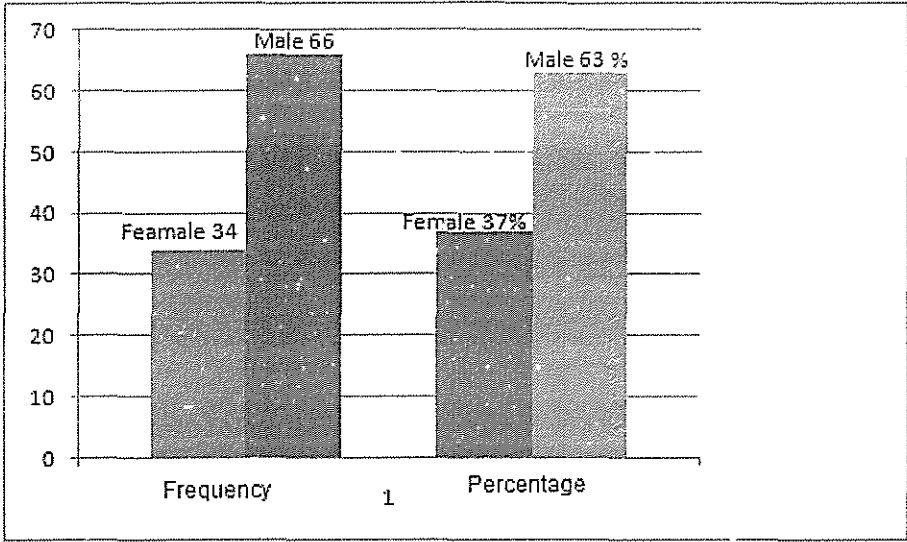
The background information of the respondents was deemed necessary because the ability of the respondents to give objective response to the research in question greatly depends on their background. This section basically solicited data on the samples and this has been presented below categorized into; Gender of respondents, Age in years, and Level of education of the respondents. The background findings are as illustrated in the table and graphs below

Table 4.1: Background information of the respondents

Category	Frequency	Percentage
Gender		
Male	66	63
Female	34	37
Total	100	100
Age		
Below 30 years	39	39
30 –45 years	24	24
46-55 years and above	15	15
56 years and above	22	22
Total	100	100
Education level		
Grade III certificate	60	60
Diploma	21	21
Bachelor's degree	19	19
Total	100	100

Source: primary data, 2017

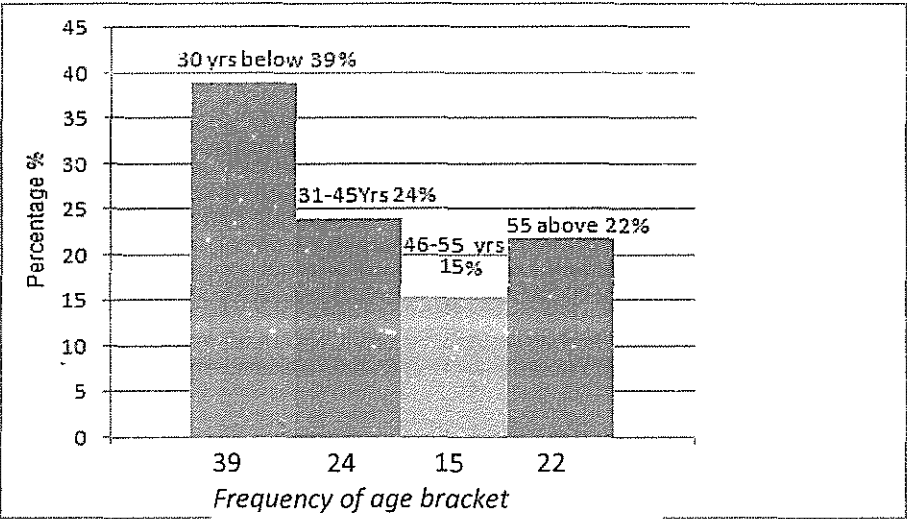
Figure 4.1: Gender



Source: Primary Data 2017

The table above is a representation of gender of two categories of respondents of which include the schools in Mela Subcounty in Tororo District who were considered in the sample. The above table shows that 63% of the respondents were males and 37% of the respondents are female. This indicates that majority of the respondents were male though the research was gender sensitive when considering views of the respondents.

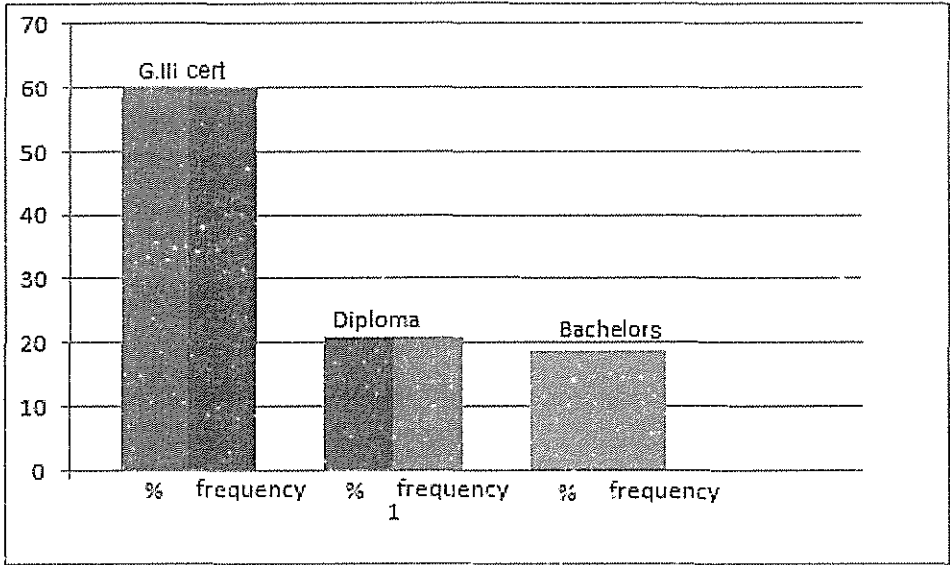
Figure 4.2: Age bracket



Source: Primary Data 2017

From the above figure 2 above, 49(41%) of the respondents were in the age bracket of 26-35 years, 14(12%) were of the age 25 years and below, 29(24%) within a range of 36-45 years, 15(13%) were in the age bracket of 46-55 years and 10% were above 56 years. This indicates that respondents were mature enough to answer the questions in the questionnaires which meant that the information given was reliable.

Figure 4.3: Education level



Source: Primary Data 2017

From the above table, 60% of the respondents were Grade III teachers, 21% were Diploma holders and 19% were Bachelors Degree holders. This indicates that the respondents were elites and so had the capacity to understand the questions asked and they answered them correctly and accordingly.

Table 4.3: Relationship between teachers' qualification and their observance of their code of conduct in Mela Subcounty in Tororo District

Teachers' observance of their code of conduct	Education level	Mean	t-value	Sig.	Interpretation	Decision on Ho
Teacher relationship with learner	Grad III certificate	2.7866	2.799	.005	Significant relationship	Rejected
	Diploma	2.6565				
	Bachelor's degree	2.8121				
Teacher relationship with colleagues	Grad III certificate	2.6819	6.419	.008	No Significant relationship	Accepted
	Diploma	2.6829				
	Bachelor's degree	2.6838				
Teacher relationship with parents	Grad III certificate	2.7732	2.887	.004	Significant relationship	Rejected
	Diploma	2.6172				
	Bachelor's degree	2.6854				
Teacher relationship with employer	Grad III certificate	2.7556	5.665	.000	Significant relationship	Rejected
	Diploma	2.4874				
	Bachelor's degree	2.5978				
Teacher relationship with community	Grad III certificate	2.6304	2.257	.004	Significant relationship	Rejected
	Diploma	2.5996				
	Bachelor's degree	2.8312				

Source: primary data, 2017

Table 4.3 Shows that there is a significant relationship between teacher's qualifications and their observance of their code of conduct. It's realized that for example the relationship between teachers' relationship with learners is significant (sign. 005). In this however, those with degree observe their conduct of conduct slightly higher than those with Grade III and certificate (mean 2.81) and the difference between them is not significant.

Regarding teachers' relationship with colleagues, there was No Significant relationship (sig. 008), greater than 0.005 level of significance which is commonly used in social sciences. For example, Grade III certificate holders were at 2.6819, Diploma at 2.6829, Bachelors' degree at 2.6838, meaning that the way they relate has no significant difference in the school environment.

There is a significant relationship between Teacher relationships with parents however their qualifications (sign .004), do not show a significant difference in regard to their relationship with the parents for example those with grade iii certificate were at 2.7732, Diplomas at 2.6172, bachelor Degree at 2.6854.

Teacher relationship with employer had no significant difference (sign. .000) as those with grade III certificate were at 2.7556, Diploma 2.4874, Bachelors' Degree at 2.5978 meaning that no big variation is evidenced towards teacher relationship with their employer.

Teacher relationship with community had no significant relationship (sign.004). As the mean certificate 2.6304, diploma 2.5996, Bachelors' degree at 2.8312

4.3. Relationship between teachers' gender and their observance of their code of conduct in Mela Subcounty in Tororo District using Pearson Correlation

Table 4.4: Correlations of Pearson Correlation

		Teacher's gender	Code of conduct
Teacher's gender	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	100	100
Code of conduct	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Findings in relation to the relationship between teachers' gender and their observance of their code of conduct, presented the value of the co-efficient as equals to 0.748. This value being positive implies that there was a relationship between teachers' gender and their observance of their code of conduct. This was represented by the significance value for the correlation which was equal to 0.000 which was less than the level of significance (0.05). This is a clear manifestation that there is a strong relationship between teachers' gender and their observance of their code of conduct taking the primary schools in Mela Subcounty in Tororo district as the study.

4.4 Relationship between teachers' age and their observance of their code of conduct in Mela Subcounty in Tororo District

Table 4.5: Correlations of the teachers' age and their observance of their code of conduct

		Teacher's age	Code of conduct
Teacher's age	Pearson Correlation	1	.867**
	Sig. (2-tailed)		.000
	N	100	100
Code of conduct	Pearson Correlation	.867**	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Findings in relation to the establishment the relationship between teacher's age and Code of conduct, this presented the value of the co-efficient as equals to .867.

This value being positive implies that there was a relationship between teacher's age and Code of conduct. This was represented by the significance value for the correlation which was equal to .000 which was less than the level of significance (0.01).

This indicates that there is a strong relationship between teacher's age and Code of conduct as indicated by a coefficient of 0.867.

Table 5A: Teachers' observance of their code of conduct

Teacher relationship with learner	Mean	Interpretation	Rank
I respect the confidential nature of information concerning each child/learner	3.77		1
I teach my students conscientiously with diligence, and honesty	3.72		2
I create environment for students learning	3.64		3
I dedicate most of my time to attending to students' consultation during my free time	3.52		4
I maintain my full responsibility towards students under my care by being friendly and never to give up on hi/her	3.25		5
I maintain classroom organization by ensuring student class discipline	3.21		6
I set objectives to be achieved at all the end of the lessons and I set an adequate amount written and practice exercise promptly	2.89		7
I evaluate lessons after teaching by checking whether the lesson was taught successfully	2.67		8
I maintain student discipline during lesson	2.58		9
I keep records of work for all the lessons I instruct	2.15		10
Average mean	3.14		
Teacher relationship with colleagues			
I live up to the highest standards of profession and avoid any conduct that may bring service to disrepute of teachers	3.38		1
I share expertise and knowledge with others in collaboration	3.35		2

I treat others with courtesy and respect by valuing their input	3.29		3
I don't censure / criticize other teachers work before learners	3.18		4
I orient and support the development and support professional of others	3.05		5
I ensure that privileged/cordial/ mutual relationship exist between and other teachers	2.93		6
I report factually and objectively on all matters concerning members duties and responsibility	2.67		7
I support the development and participate in appropriate extra innovation put in place by others	2.57		8
I follow the program discussed with and approved by the head of departments and cooperate with him and other teachers in carrying out the program	2.29		9
I dress appropriately, decently and smartly while at school	2.07		10
Average mean	2.89		
Teacher relationship with parents			
I regard parents as source of information in regard to children's health and societal values	3.42		1
I engage parents in counseling and guidance of learners	3.37		2
I take the views of the parents before administering a punishment of stubborn student	3.23		3
I communicate , maintain close relationship and consult parents in a timely manner	3.19		4
I encourage parents to support their children	2.95		5

with basic needs			
I invite model parents to address learners on various aspects	2.77		6
I handle parents with sober mind and mood	2.55		7
I take appropriate action when responding to parent concern	2.44		8
Am always respectful and courteous to parents	2.25		9
I consider the parents' perspective when making decisions for the well being of the learner	1.83		10
Average mean	2.80		

4.5 Relationship between teachers' qualification and their observance of their code of conduct in Mayuge District

Table 4.6: teacher's qualification and their observance of their code of conduct

Teachers' observance of their code of conduct	SA	A	NS	SD	D
Teacher relationship with learner	90.0%	8.3%	1.7%	0.0%	0.0%
Teacher relationship with colleagues	83.3%	16.7%	0.0%	0.0%	0.0%
Teacher relationship with parents	100.0%	0.0%	0.0%	0.0%	0.0%
Teacher relationship with employer	75.0%	25.0%	0.0%	0.0%	0.0%
Teacher relationship with community	100.0%	0.0%	0.0%	0.0%	0.0%

Source: Primary source 2017

In table 4 above, respondents were asked whether Pupil relationship with teachers had a relation with the observance of the school code of ethics and findings revealed that majority of the respondents agreed to the statement totaling to 98.3% response rate and only 1.7% were not sure of the statement.

Findings in the table above, respondents were asked whether pupil relationship with colleagues had a relationship with observance of code of conduct and all the respondents agreed to the statement with 83.3% strongly agreeing and 16.7% agreeing to the statement making a total

response of 100%. This implies Teacher relationship with colleagues had a relationship with the observance's code of conduct.

As observed from table above, all the respondents (100.0%) strongly agreed with the fact that teacher relationship with parents has got a strong relationship with the observance of code of conduct., this implies that Teacher relationship with parents has got a strong relationship with the observance of the code of conduct.

Regarding to the statement posed that, Teacher relationship with the administration has a correlation with the observance of the school code of conduct, all of the respondents in total agreed to the statement with a rate of 100.0. This implies that Teacher relationship with administration has got a strong relationship with the observance of the code of ethics.

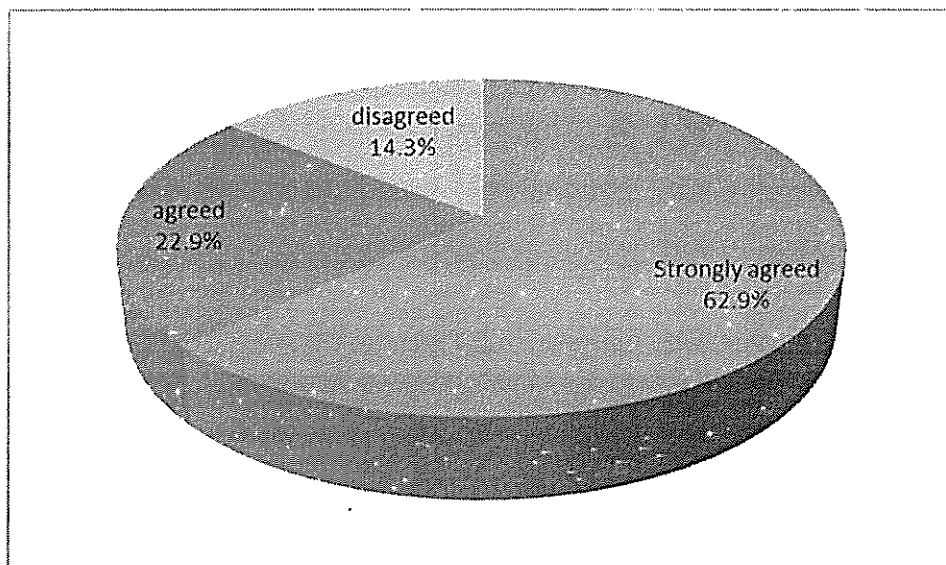
The research found out that all the respondents rated at 100% strongly agreed with the fact that Teacher relationship with community has a strong relationship with observance of school code of conduct. This implies that the teacher relationship with community has got a strong relationship with the observance of school code of conduct.

Table 5B

Items on Teacher relationship with administration			
Am equipped with content of the school code of conduct	3.52		1
I do all the work and hand them in at the beginning of lesson/ Exercise	3.47		2
The head teacher supervise my lesson plan and scheme of work regularly.	3.35		3
I do all internal and external examination in accordance with prescribed regulations.	3.28		4
Am always punctual for school and begin lessons on time	3.09		5
I seek to obtain permission to be absent from duty.	2.86		6
I do home work a night before I go to school	2.66		7
I use a variety of strategies guide by the teacher for successful implementation of my education programs	2.47		8

I have positive attitude towards the school code of conduct	2.37		9
I voluntarily undertake remedial teaching as effective learning may require and I participate in extra duties available	2.22		10
Average mean	2.93		
Teacher relationship with community			
I work closely with community to ensure that children in my village access, attend and complete school	3.33		1
I attend where practically possible. Religious functions of my persuasion and respect other reorganized religions	3.29		2
I teach objectively in all the matters including politics, race, tribe, and sex	3.09		3
My conduct is good example to the community and the school	2.99		4
I share the learning outcomes with the community members (performance results)	2.87		5
I publicize the education inputs on the school notice board like funds, scholastic materials	2.83		6
Am a law-biding cadre in the community	2.77		7
I participate in community networks and partnership which focuses on curriculum delivery and learner's wellbeing	2.65		8
I teach principles of good citizenship, morals, peace, and social responsibility	2.48		9
I project a good image in the community where I live by participating in community activities	2.42		10
Average mean	2.87		
Overall mean			

4.6 The relationship between pupils' age and observance of their code of code of conduct in Mela Subcounty in Tororo District.



Source: primary source 2017

Findings in relation to the and observance of their code of code of conduct in Mela Subcounty in Tororo District, this presented the value of 85.8% agreed that the two have got a correlation. This value being positive implies that there was a strong relationship between teachers' working experience and observance of their code of code of conduct.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the main findings of the study, conclusion and recommendations of the study. Summary and conclusions on the other hand, involve salient issues found out during the study.

5.2. Summary of Findings

The first objective of the study was to investigate the relationship between teachers' gender and observance of their code of conduct in Mela Subcounty in Tororo District. Basing on the study findings in chapter four, it was revealed that in relation between teachers' gender and their observance of their code of conduct, presented the value of the co-efficient as equals to 0.748. This value being positive implied that there was a relationship between teachers' gender and their observance of their code of conduct. This strongly implied that the findings had a positive relationship with the literature review in chapter two.

The second objective was to identify the relationship between teachers' age and observance of their code of ethics in Mela Subcounty in Tororo District. Basing on the study findings, it was revealed that there is a strong relationship between teacher's age and Code of conduct as indicated by a coefficient of 0.867. These findings were in the correlation with the literature in chapter two. Therefore, the null hypothesis which stated that, the teacher's age has an effect on the observance of code of conduct since the research was hypothesis also accepted. The study revealed that almost all teachers have the knowledge of the code of conduct and that the teachers' code in schools does not conflict with the national code of conduct, and lastly that all the teachers in most of the sampled schools in Mela Subcounty in Tororo district were very positive in adhering to the core values of the code of conduct as they are stipulated. Majority of the teachers confirmed that the code is very vital in their lives as teachers.

The third objective of the study was to find out the relationship between teachers' working experience and observance of their code of code of conduct in Mela Subcounty in Tororo District and it was revealed that there was a strong relationship which was represented by the value of 85.8%.

The results of this objective were referenced with other studies done by other scholars in different contexts. The findings show that the teacher's experience has a positive effect on observance of code of conduct. This correlate with Chaudhury, N., 2006who reported that there is a very a significant relationship between the teacher's experience and observance of code of conduct and so teachers who exhibit a high degree in fulfilling the core values have high performance whereas those with a low degree in living up to the core values have low performance.

The last objective was to assess the relationship between teachers' qualification and their observance of the code of conduct in Mela Subcounty in Tororo District. Basing on the findings in chapter four, it was revealed that there was a relationship between teacher relationship with learner, Teacher relationship, teacher relationship with parents, teacher relationship with employer and Teacher relationship with community has a strong relationship with observance of code of conduct. These findings are in the correlation with the literature review as stated in chapter two.

5.3. Conclusion

From the study findings and discussion the following conclusions are drawn. The conclusions are presented in line with the study research questions.

The study concludes that the results indicated that the observance of the code of conduct and demographic factors were significantly correlated because it was well beyond the benchmark sign meaning that the demographic factors does have a positive effect on observance of the code of conduct. The study also concludes that teachers who act more professionally and are aware of their obligation and duty to the teachers' code of conduct do perform well both in and outside class. The study also concluded that demographic factors are greatly associated with adherence to the observance of the code of conduct. The study concludes that teacher perception in terms

of positive and negative attitudes affects the observance of the code of conduct. In addition, a big number of respondents have a positive attitude towards the code of conduct for teachers. The study also concludes that what seems to be poor perception is a result of other factors such as poor remuneration, nature of the school and the implied school leadership and students.

5.4 Recommendations

Basing on the findings and conclusions of the research study, the following recommendations are made;

The study recommends that different authorities such as the schools of education, ministry of Education Science, Technology and sports, schools and denominational education secretariats should avail to teachers' personal copies of teachers' code of conduct and that if possible, professional ethics and moral education should be taught as independent disciplines to pre-service teachers to be examinable both in theory and practice.

The study also recommends that in order to enhance the teachers' commitment emphasis should be laid on the need to act professionally and uphold the reputation. This implies that teachers should be treated well in terms of appropriate emoluments.

The study recommends that accommodation needs, should be given priority and be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools, this will reduce lateness and absenteeism, which compromises with the observance of their code of conduct.

In terms of professional collegiality and collaboration, the study recommends that teachers should work with the interest of sharing, developing and supporting good practice to maintain the highest quality of education experiences for learners. Work in a collaborative manner with learners, parents/guardians, school management, and other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of learners.

Supervision by the Ministry of Education Science, Technology and Sports especially through

Education Standards Agency ,District Inspectorate Departments, should be strengthened and circuit supervisors be more regular to stop teachers from conducting themselves in a manner that may bring service to disrepute.

The District Inspectorate should also be strengthened and adequately funded to carry out routine inspections in schools. Regular visits to the schools would influence teachers to be more regular and early in school and avoid divided attention of searching for other employments (part timing in other schools), which makes them not to dedicate enough time for their learners

Awards could be instituted for teachers who have continuously respected and observed their code of conduct for others to emulate and a motivator for others and enhance adherence.

The current teachers' code of conduct should be amended to cater for teachers, Pupils and social media application and resources used in the school environment like internet, mobile phones and other social media in order to embrace guided technological changes in school setting and cater for the demands of a swiftly changing society.

The study further recommends that in order to enhance teachers' knowledge and perception of the code the inspectorate could make regular visits/supervision to schools and also there should be regular and refresher programs through which teachers are educated on the value of behaving professionally and also for the purpose of their professional development.

5.5 Areas for Further Research

The researcher identified a number of study areas that need further investigation and these included the following;

- Influence of head teachers leadership styles on Pupils' unrest in primary schools in Municipal schools in Tororo municipality.
- The effect of teacher-pupil ratio on Pupils unrest in primary schools in Tororo district, Uganda.

- The influence of school environment on Pupils unrest in primary schools in Malaba district, Uganda.
- The influence of subordinate staff on pupils' unrest in public primary schools in Malaba Bour, Uganda.

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APPENDIX I: QUESTIONNAIRE

Dear Respondent,

I am Omugat Richard, a Bachelors' Student of Education of Kampala International University. I am carrying out a study; entitled "Teachers' Demographic Characteristics and their observance of code of conduct in primary schools in Mela sub County Tororo district - uganda " You have been chosen to take part in this study by giving responses to questions below. You are therefore kindly requested to assist in your own capacity to answer the questions given below. Your responses will be kept with utmost confidentiality and used only for academic purposes. The study objectives include; investigating the relationship between teachers' gender and observance of their code of conduct, finding the relationship between teachers' age and observance of their code of conduct, finding the relationship between teachers' working experience and observance of their code of conduct as well as assessing the relationship between teachers' qualification and their observance of the code of conduct in Mela Subcounty in Tororo District

SECTION A: DEMOGRAPHIC CHARACTERISTICS:

1. Gender Male ☐
 Female ☐
2. How old are you?
30 years and below ☐ 31 - 45 years ☐
36 - 45 years ☐ 46- 55 years ☐
56 years and above ☐
3. For how long have you been in service?
Below 2 years ☐ 4 - 5 years ☐
6 – 10 years ☐ Above 11 years ☐
Other (Specify) _____
1. Please indicate your category?
Director ☐
Head-teacher ☐
Deputy H/T ☐
DOS ☐
Teacher ☐
 ☐

School inspector

District education Officer

Other please specify _____

5. Please indicate education level?

Bachelors' degree ☐

Diploma ☐

Grade III Certificate ☐

Other please specify _____

6. What is your employment status?

Permanent ☐

Part time ☐

Probation ☐

Full time (for private) ☐

SECTION B: TEACHERS' OBSERVANCE OF THEIR CODE OF CONDUCT

On a scale of 1 – 5 (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree);
please tick your opinion on the following statements as applies

No.	ASPECT	5	4	3	2	1
	CATEGORY ONE: Teacher Relationship with Learner					
1	I maintain my full responsibility towards the Pupils under my care by being friendly, and never to give up on him/her	5	4	3	2	1
2	I teach my pupils conscientiously with diligence, and honesty	5	4	3	2	1
3	I create a conducive environment for pupils learning	5	4	3	2	1
4	I dedicate most of my time to attending to pupils consultation during my free time					
5	I keep records of work for all the lessons I instruct	5	4	3	2	1
6	I maintain Pupils discipline during lessons	5	4	3	2	1

No.	ASPECT	5	4	3	2	1
7	I set objectives to be achieved at the end of the lessons and I set an adequate amount of written and practice exercises promptly for effective teaching and learning	5	4	3	2	1
8	I evaluate lessons after teaching by checking whether the lesson was taught successfully	5	4	3	2	1
9	I maintain classroom organization by ensuring pupils class discipline	5	4	3	2	1
10	I respect the confidential nature of information concerning each child/learner	5	4	3	2	1
	CATEGORY ONE: Teacher Relationship with colleagues					
11	I treat others with courtesy and respect by valuing their input	5	4	3	2	1
12	I share expertise and knowledge with others in a collaborative manner	5	4	3	2	1
13	I live up to the highest standards of the profession and avoid any conduct that may bring service to disrepute of teachers	5	4	3	2	1
14	I do not censure/ criticize other teachers work before learners	5	4	3	2	1
15	I orient and support professional development of others	5	4	3	2	1
16	I ensure that a privileged/cordial/mutual relationship exists between and other teachers	5	4	3	2	1
17	I dress appropriately, decently and smartly while at school	5	4	3	2	1
18	I support the development and participate in appropriate extra innovations put in place by others	5	4	3	2	1
19	I follow the program discussed with and approved by the head of department and cooperate with him and other teachers in carrying out the program	5	4	3	2	1
20	I report factually and objectively on all matters concerning members duties and responsibility	5	4	3	2	1
	CATEGORY ONE: Teacher Relationship with administration					
21	I communicate, maintain close relationship and consult parents in a	5	4	3	2	1

No.	ASPECT	5	4	3	2	1
	timely manner					
22	I take appropriate action when responding to parental concerns	5	4	3	2	1
23	Am always respectful and courteous to parents	5	4	3	2	1
24	I consider the parents' perspective when making decisions for the well being of the learner	5	4	3	2	1
25	I handle parents with sober mind and mood	5	4	3	2	1
26	I encourage parents to support their children with school basic needs	5	4	3	2	1
27	I invite model parents to address learners on various aspects of their life	5	4	3	2	1
28	I regard parents as source of information in regard to children's health and societal values	5	4	3	2	1
29	I engage parents in counseling and guiding learners	5	4	3	2	1
30	I take the views of the parents before administering a punishment of a stubborn Pupils	5	4	3	2	1
	CATEGORY ONE: Teacher Relationship with Employer					
31	Am equipped with a copy of the teachers' code of conduct	5	4	3	2	1
32	I use a variety of strategies to guide learners for the successful implementation of education programs	5	4	3	2	1
33	I have a positive attitude towards the teachers' code of conduct	5	4	3	2	1
34	I voluntarily undertake remedial teaching as effective teaching may require and I participate in extra duties available	5	4	3	2	1
35	I make lesson plans a day before they go to teach pupils.	5	4	3	2	1
36	I make schemes of work and hand them in at the beginning of the term	5	4	3	2	1
37	The head teacher supervises my lesson plans and schemes of work	5	4	3	2	1
38	I conduct all internal and external examinations in accordance with the prescribed regulations	5	4	3	2	1
39	Am always punctual for the school duties and begin lessons on time	5	4	3	2	1
40	I seek for and obtain permission to be absent from duty	5	4	3	2	1

No.	ASPECT	5	4	3	2	1
	CATEGORY ONE: Teacher Relationship with community	5	4	3	2	1
41	I teach principles of good citizenship, morals, peace and social responsibility	5	4	3	2	1
42	I project a good image in the community where I live by participating in community activities	5	4	3	2	1
43	I teach objectively in all the matters including politics, religion, race, tribe and sex	5	4	3	2	1
44	I attend where practically possible, religious functions of my persuasion and respect other recognized religious denomination of others	5	4	3	2	1
45	My conduct is a good example to the community and the school	5	4	3	2	1
46	Am a law-abiding cadre in the community	5	4	3	2	1
47	I work the closely with community to ensure that children in my village access ,attend and complete school	5	4	3	2	1
48	I participate in community networks and partnerships which focus on curriculum delivery and the learner's well being	5	4	3	2	1
49	I share the learning outcomes with the community members (performance results)	5	4	3	2	1
50	I publicize the education inputs on the school notice board like funds, scholastic materials	5	4	3	2	1

Any further comments: The questionnaire is very ok

Thank you for your participation!

INTERVIEW GUIDE

1. Does the teacher’s gender influence or affect his/her observance of the teachers’ code of conduct?

How?.....
.....
.....

2. Does the teacher’s age influence or affect his/her observance of the teachers’ code of conduct?

How?.....
.....
.....

3. Does the teacher’s working experience influence or affect his/her observance of the teachers’ code of conduct?

How?.....
.....
.....

4. Does the teacher’s qualification influence or affect his/her observance of the teachers’ code of conduct?

How?.....
.....
.....