

**DEMOGRAPHIC FACTORS AND TEACHERS' OBSERVANCE OF THEIR CODE OF
CONDUCT IN SECONDARY SCHOOLS IN MAYUGE DISTRICT**

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DECLARATION

I, **PAUL MUGOYA**, declare that I am the sole author of this thesis report, that during the time of this study, I have not been registimed for other academic award or qualification, nor has any of the material been submitted wholly or partly for any other award. This thesis 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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APPROVAL

This is to certify that this dissertation conducted on by Mr. Paul Mugoya, on “Demographic Factors and Teachers' Observance of Their Code of Conduct in Secondary Schools in Mayuge District”, has been fully supervised and submitted with my approval as his research supervisor.

Signature.....Date.....

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DEDICATION

This research study is dedicated to the Almighty God, to my wife Nakilanda Prossy, my parents; Mr Nandhubu Benard , my mother Nansitu Ann ,my beloved father the late Tatulika Mukwaya Tom, Class coordinator, my class-mates and my workmates for their guidance and assistance. And I would finally, dedicate this thesis to my children Kagoya ABK Pretty, Mukwaya ME Powell, and Mugoya Jer Elivis who are an inspiration in my life.

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LIST OF ACRONYMS

ASCD	Association for Supervision and Curriculum Development
ATE	Association of Teacher Educators
C o C	Code of Conduct
DEO	District Education Officer
DES	Directorate of Education Standards
ESA	Education Standards Agency
GOU	Government of Uganda
MDGs	Millennium Development Goals
Mo ES	Ministry of Education and Sports
EMIS	Education Management Information System
NAEYC	National Association for the Education of Young Children
NCDC	National Curriculum Development Centre
NGO	Non-Government Organization
NTC	National Teachers College
P1	Primary one (the first year of primary school)
P7	Primary seven (the last year of primary school)
PLC	Primary Leaving Certificate
PLE	Primary Leaving Examination
PTA	Parents Teachers Associations
SAQs	Self-administimed Questionnaires

SPSS	Statistical Program for Social Scientists
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNTA	Uganda National Teachers Association
UPE	Universal Primary Education
RIPS	Realm Individual Process Situation

ABSTRACT

All professionals are proud to have a Professional Code of conduct and Practice which is a most important identifying feature of their profession. Consequently, *this study investigated the relationship between the demographic factors and teachers' observance of their code of conduct (that is; respect, integrity, honesty, trust, fairness, service, equality) in secondary schools in Mayuge District Eastern Uganda. The specific objectives of the study were to establish the relationship between teachers' gender, age, working experience and qualification and how they affect the observance of their code of conduct in Mayuge District. taking a sample of 80 respondents of the academic staff from 21 secondary schools both private and government aided, namely among others bunya ss, sarah nitro hs, luubu ss, rena college Mayuge, Tawheed academic institute, kaluba hs, malongo ss, buway ss, kigandalo ss. The study took both a descriptive and cross-sectional survey design with qualitative and quantitative approaches. The survey was used purposely to easily get the details from the respondents. Data was collected from 21 schools and 60 teachers and head teachers using questionnaires and oral interviews. The respondents were selected using simple random sampling and for head teachers it was purposive since they were few.*

The findings of the study were that the relationship between teacher's gender and their observance of their code of conduct was this was represented by the significance value for the correlation which was equal to 0.000, which was less than the level of (sig 0.05). meaning that teachers gender has strong impact on their observance of their conduct. Findings on objective two indicate that the relationship between teacher's age and their observance of their code of conduct was significant. This was represented by the significance value for the correlation which was equal to .000 less than the level of significance (0.01), commonly used by the social scientist, meaning that teachers' age has greater influence on their observance of their code of conduct in Mayuge District. The study further revealed that teachers have a positive attitude towards the teachers' code of conduct. It was recommended that different authorities such as the schools administration and district education department should avail to teachers' personal copies of teachers' code of conduct, irrespective of their gender, age, or area of qualification. In terms of professional collegiality and collaboration, the study recommended that teachers should

work with the intimest of sharing, developing and supporting good practice to maintain the highest quality of education experiences for learners and 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 district inspectorate department especially in collaboration with Education Standards Agency, should be strengthened and inspectors be more regular to stop teachers from conducting themselves in a manner that may bring service to disrepute. The study further recommended that the recognized teacher organization (UNATU) in the district should jointly with district education department constitute the ethics committee at the district level, comprising representatives of teachers and eminent educationalists to deal with complaints referred to it by the schools where the teachers have failed to improve their conduct inspite of efforts made by the school administration. A study be done in USE aided secondary schools in Mayuge district on conflict between private intimest and professional duty.

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. The code of conduct sets out minimum standards of behavior for employees; ,provides guidelines to help maintain and improve standards; aims to protect the reputation of both employees and the school; aims to protect the rights and intimests of children and young people involved with the school.

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 (Nkwanga, 1992). Its importance is not only for repote, 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, absenteeism 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 teaching experience. These all have a bearing to the teachers“ professionalism and the implied performance in and outside class. 1

Professional code of conduct has been defined as ‘a system or a code of agreed behaviour relating to the practice of a profession rather than personal or cultural beliefs about what is right and wrong’. Other scholars argue that Professional ethics is ‘a theory or a system of moral values.’ Any profession that aims at achieving a common goal is supposed to have moral values guiding its structures. In the teaching profession, ethics lie at the core of teaching. It is an establishment of an agreed upon set of principles by all teaching professionals. It provides a collective understanding and shared vision for the professional judgment and action of educators.

The multiple processes used to review and construct an ethical framework for the teaching profession involve reflective analysis of educators' ethical practices by both the educational community and the public. This study therefore intends to examine demographic factors and teachers' observance of their code of conduct in secondary schools in Mayuge District. of recent, the media has been awash with reports of unethical conduct by school teachers. For example, teachers' involvement in examination malpractices, engagement in immoral acts and in most cases, advance excuses that are unethical to their profession in order to justify their actions. In spite of the teachers being knowledgeable about their Code of Conduct, a number of them have continuously behaved in unethical behaviors contrary. This study therefore set out to investigate teachers' observance of their code of conduct in secondary school of Mayuge district. This chapter focuses on the background to the study, problem statement, the study objectives, the research questions, hypothesis, and 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, (Muwagga, 2006). Therefore, teacher professionalism has had relevant significance in education and thus emphasizes both academic and professional obligations.

Historically, teachers have been expected to be moral exemplars engaged in the improvement of society and individual character alongside their role as knowledge providers, often with missionary zeal (Glegg, 2003; Lovat & McLeod, 2006). Lovat and McLeod (2006) argue that the nineteenth century saw the Australian teacher's role established as a fundamentally moral one. These expectations have since expanded towards multiculturalism and social justice.

Professional authorities now expect "specific attitudes to issues of gender, race, the environment, and human rights" (Glegg, 2003, p. 18). Teachers act as both moral agents and values educators (Campbell, 2006). Thus, codes of professional ethics for teachers are implemented to differentiate broad-based morality from the specific contribution teachers are entrusted to make to society. These documents contribute to the description of the profession's purposes and obligations to the public. They provide guidance and prioritise values to influence the ways professionals act out their perceived responsibilities and embody ethical knowledge. There are a range of possible approaches to codes of ethics that identify educational aims and articulate teachers' roles. Codes can create different expectations of teachers as moral role models in society. Some have claimed that codes of ethics hide "the originary myth of teacher professionalism" (Shortt, et al., 2012, p. 129) which speaks to the paradox of the social and the private characters of the profession; the pull between the autonomy of the individual and the

demands of collective living. This analysis recognised the subtle ways in which a supposedly benevolent state normalises behaviours and it exposed competing vulnerabilities and duties associated with teaching and teachers which potentially exploit, distort and create concepts of teacher identity. For instance, teachers have duties to protect the rights of children, but are themselves vulnerable and may be exploited by the paternal motivation inherent in a code's intention to guide moral decision making. In a comparative analysis of international codes of ethics (Terhart, 1998), differences in the articulation of codes highlighted the difficulty of balancing autonomous professional judgement with effective regulation. Terhart (1998) argues that some codes treat teachers as passive role takers (rather than role-makers) who work toward functional citizenship, whereas others expect autonomous action in the best interests of students and make explicit the need for public trust; and other codes are too heroically drawn to provide guidance to teachers in their everyday work and set the teacher apart from society in ways which commit them to modeling overstated ideals.

Teachers have power to make or ruin society. They interact, particularly, with children, in a social relationship, and the fact that children do not enter the world with knowledge of how their conduct affects others they need to acquire knowledge and skills about relations through lived experiencing of their mentors, the teachers (Fenstermacher, 1990:132 in Anangisye, 2010). It is said that educators at the school are mirrors of good conduct to their clients - children in this respect a code of ethics is an empowerment document to the teachers with respect to their services to their clients and their employer. Whitty (2006) sees the purpose of teacher ethics as raising, maintaining and promoting the status of teaching to the highest standards of professional practice and affords teachers to exercise authority, justice and passion to those under their subordination.

As ethics details what teachers can do and cannot, in a way, a code of ethics provides self-directing, self-regulating and self-disciplining (Barrel and Partington, 1985; Jacques, 2003). The teachers through the code of ethics can in turn empower their students and enable them to practice new and effective ways of learning, thus improving the standards of their performance (Bottery, 1992). This sense is supported by Jacques's (2003) who belief that a code of ethics increases the professionalization of teachers in aspect of moral conduct and commitment to work

and is the cornerstone of quality teaching that leads towards students' excellent performance. According to Barrell and Partington (1985:106), "The code reminds teachers that they must handle carefully any confidential information they may receive; bearing in mind the requirements of the law and the best interest of children", and that the head teacher and senior officers should be consulted before confidential information is disclosed. Further, they caution that professionals are not entitled to infringe on the rights of their clients to treat information that they possess by virtue of their position with discretion. To do the contrary would be a violation of the code (Kfir and Shamai, 2002).

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 complements 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 secondary 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 students' performance, indiscipline, unending strikes, truancy and other delinquent behaviors of students 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 secondary schools and government secondary schools and those which are denominational but government aided coupled with loose control by the Ministry of Education has had an impact on teachers' professionalism and the implied performance (Muwagga, 2006).

Professional ethics articulate a profession's special obligations to society in which it holds a position of trust and relative autonomy over a specialized area of knowledge and practice as opposed to reflecting general ethical theories about what it means to be moral as a human being. Professional standards are different from ethical standards in the sense that professional practice is not always ethical practice. The term 'ethics' is not redundant, but adds something new. In some professions, such as law, certain kinds of unethical action, for example an attack on the character of a witness by the defence, may be acceptable in order to fulfill professional responsibilities to the charged client (Applbaum, 1999).

However, others have argued that since professionals are people, universal norms such as keeping a promise should still apply (Bayles, 1989). In teaching in particular it is well recognized that ethical knowledge is not separate from professional knowledge.

Journal of Teacher Education Vol 37, 9, September 2012 education and low socioeconomic zones (Lingard, 2010; MYCEETYA, 2008a). This presents teachers with an interpretive lens which prescribes priorities in the field and has been argued to have a marked impact on the ethical subjectivity of teachers' professional practice (Kostogriz & Doecke, 2011).

It is well recognised that certain ethical dilemmas and tensions characterise the work of teachers (Boon, 2011; Colnerud, 1997; Shapira-Lishinsky, 2011). Many of these centre around relational issues to do with limits to student-teacher intimacy, balancing concern for the individual with group needs, the forces of school policy on autonomous or case-based judgement, collegial loyalty and more generally, the ethics of pedagogy (Aultman, Williams-Johnson, & Schutz, 2009; Fenwick, 2008; Pope, Green, Johnson, & Mitchell, 2009). Further, the movement towards 'professionalization' that situates the roles of teachers and mandates accountability to standards, transparent processes of accreditation and performance management (Beck, 2008; Popkewitz, 1994; Tuinamuana, 2011) has had implications for professional ethics in teaching. Some authorities have re-envisaged and re-instituted codes of ethics in the light of pressure drawn from political re-structuring and their governments' attempts to shape new models of teaching professionals (Shortt, Hallett, Spendlove, Hardy, & Barton, 2012). Depending on the form of authority at work, these changes may be driven by professional organisations or educational bureaucracy through top-down or bottom-up consultative processes. Internationally, codes of

ethics are perceived as an important measure to prevent corruption in education (van Nuland & Khandelwal, 2006). Whilst codes are the application of the field of ethics to issues which characterise specific professional work and provide guidance for action around these issues, they are also instruments of regulation which position teachers in sanctioned roles. Codes of conduct and codes of ethics are traditionally different (Van Nuland, 2009); the former regulates behaviour whilst the latter tends to be more aspirational. Formalised codes have a substantial function in defining the 'terms of trade' between the profession and the school administration and public, but in doing so they can have unintended effects. For example, teachers may tend to treat their code superficially; codes of ethics can give a false sense that 'all is well' which mixes up normative ideals with actual behaviour; codes make static convictions, values, norms and expectations that are in flux and so they may lose their currency and relevance; and administrators may abuse their intended purpose as the articulated, shared self obligations of an autonomous profession and use them to undermine moral agency (Terhart, 1998). The tension between the intimests of administrators and teacher agency is not new, having arisen most notably in Australia with the managerial professional standards discourse (Sachs, 2001, 2003). Conceptual and Historical Context for Codes of Ethics and Conduct Professional ethics articulate a profession's special obligations to society in which it holds a position of trust and relative autonomy over a specialised area of knowledge and practice as opposed to reflecting general ethical theories about what it means to be moral as a human being. Professional standards are different from ethical standards in the sense that professional practice is not always ethical practice. The term 'ethics' is not redundant, but adds something new. In some professions, such as law, certain kinds of unethical action, for example an attack on the character of a witness by the defence, may be acceptable in order to fulfill professional responsibilities to the charged client (Applbaum, 1999). However, others have argued that since professionals are people, universal norms such as keeping a promise should still apply (Bayles, 1989). In teaching in particular it is well recognised that ethical knowledge is not separate from professional knowledge (Campbell, 2003; Lyons, 1990) implying that moral motivations are not exempt from pedagogical choices. Teachers regularly use what Gholami and Husu (2010) call 'praxial' knowledge to defend their pedagogical choices, and in doing so they appeal to moral grounds rather than simply the principles of 'effective' teaching. In order to have some sense of a moral 'compass' in professional ethics Oakley and Cocking (2006) argue from an Aristotelian

perspective that professional role morality is a subset of a more broad-based morality, but its nature depends upon the contribution that the profession makes to human flourishing. National professional standards are the measure against which contemporary expectations of the role of the teacher are most broadly understood in the Australian education sector. However the concept of the 'professional' is not neutral; it legitimises existing powers and authorities and validates particular discourses around knowledge, practices, research programs and systematic reforms (Popkewitz, 1994). In Australia the individualized, audit-culture 'competent teacher' model has become dominant over more diverse and collective notions of 'good' teaching which Connell (2009) argues raises the need for robust debate to re-establish teaching as situated and responsive practice. This debate would raise questions about interpretations of 'good' teaching and whilst the relationship between competence in professional standards and ethical expectations merits discussion, it is unfortunately beyond the scope of this article.

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 student'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 demographic factors and teachers' observance of their code of conduct in secondary schools in Mayuge 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 student 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 students. 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 students to work hard, reflects teachers' competence and brings out teachers as agents of social change. Unfortunately, teachers have an elaborate code of conduct spelling out the dos and don'ts in the teaching profession, teachers are increasingly getting engaged in unethical behaviors, with students 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, student indiscipline, and student turn-over, in turn affecting discipline in schools. The National Report on the Development of Education in Uganda of 2004 commended the quality and performance of teachers for uplifting the education standards and believed that there is no education system better than the quality of teachers. This statement greatly affirms the importance of observing professional ethics in teaching. Despite the Code of Conduct being in place, teachers are continuously behaving in unethical behaviors unexpected of them. It's against this background

that the researcher sought to examine how demographic factors influence teachers' observance of their code of conduct in secondary schools in Mayuge District-Eastern Uganda.

1.3 Definition of Key Terms.

Care; This means providing treatment or attending to someone or something.

The ethical standard of Care includes compassion, acceptance, intimest and insight for developing students' potential.

Code of Conduct; this is a set of conventional principles and expectations that are considered binding on any person who is a member of a particular group.

Ethics; This refers to set of moral rules /norms of conduct recognized to regulate the action of a particular group of people or culture, it's also a rational, critical and justifiable standard of conduct.

Integrity; The word "integrity" stems from the Latin adjective integer(whole, complete) in this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty and consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold.

Profession; This is an occupation or career, such as education, law, medicine, or engineering that requires considerable training and specialized study.

Professional Ethics; these are moral directives guiding the relationship between the professional and others for example a teacher and pupil.

Pupil; A pupil is a person, usually young, who is learning under the close supervision of a teacher.

Integrity; The word "integrity" stems from the Latin adjective integer (whole, complete) in this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty and

consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold.

Profession; This is an occupation or career, such as education, law, medicine, or engineering that requires considerable training and specialized study.

Professional Ethics; These are moral directives guiding the relationship between the professional and others for example a teacher and pupil.

Pupil; A pupil is a person, usually young, who is learning under the loose supervision of a teacher at school, a private tutor, or the like; student.

Respect; It implies to feel or show deferential regard for; esteem.

Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Teacher; A teacher is someone who teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor.

Trust; This refers to a firm reliance on the integrity, ability, or character of a person or thing. The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust

1.4 Purpose of the study

The study is primarily aimed at examining demographic factors and teachers' observance of their code of conduct in secondary schools in Mayuge District. When we speak of the professionalism or morality or ethics of a person in a work place, essentially we are referring to how the person values his/her work; how he/she relates with those that he/she works closely with in the organization (Bottery, 1992).

In Western Australia (W.A.C.O.T., 2009) the code adds to the identification of values for the profession the purposes of “guiding” decisions, “inspiring” excellence and “Promoting public confidence” which are all reflected in various expressions as it adds to the aims to promote “adherence” and affirm “public accountability”.

1.5 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 Mayuge District
- ii. To establish the relationship between teachers’ age and observance of their code of ethics in Mayuge District
- iii. To investigate the relationship between teachers’ working experience and observance of their code of code of conduct in Mayuge District
- iv. To assess the relationship between teachers’ qualification and their observance of the code of conduct in Mayuge District

1.6 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 Mayuge District?
- b) What is the relationship between teachers’ age and observance of their code of ethics in Mayuge District?
- c) What is the relationship between teachers’ working experience and observance of their code of code of conduct in Mayuge District?
- d) What is the relationship between teachers’ qualification and their observance of the code of conduct in Mayuge District?

1.7 Justification of the Study

Basing on the reports of NAPE 2012, UNEB 2010, UWEZO 2013, basic education sector analysis report by JICA 2012, teachers’ violation of their code of conduct was reported, like absenteeism in Uganda Mayuge inclusive was noted as one of the unethical behaviors by

teachers. The study is focused on finding out why large numbers of teachers were not adhering to their code of conduct as expected.

1.8 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 secondary 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 Masters Degree of Education Management and Administration of Kampala International University – Uganda.

1.9. Scope of the study

1.9.1 Content Scope

The study is primarily aimed at examining teachers' professional code of conduct and discipline in public and private secondary schools in Mayuge 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 Mayuge District.

1.9.2 Geographical Scope

The study was carried out in Mayuge District within Eastern Uganda and covered 21 secondary schools.

1.9.3 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 secondary 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 Emmanuel 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 students, 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 students fairly and respect both students 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. The study took teachers' professional code of conduct as the main variable of intimest (dependent variable) and saw demographic factors as the explanatory or Independent variable that was influencing teachers' adherence to their code of conduct. From Aristotle [384 BC], Kant and Bergson Teleological and Kant's (1724-1804) Deontological Theories, (Section 2.1), Fig. 2.1 provides a model or framework, which relates the variables in the study as illustrated below:

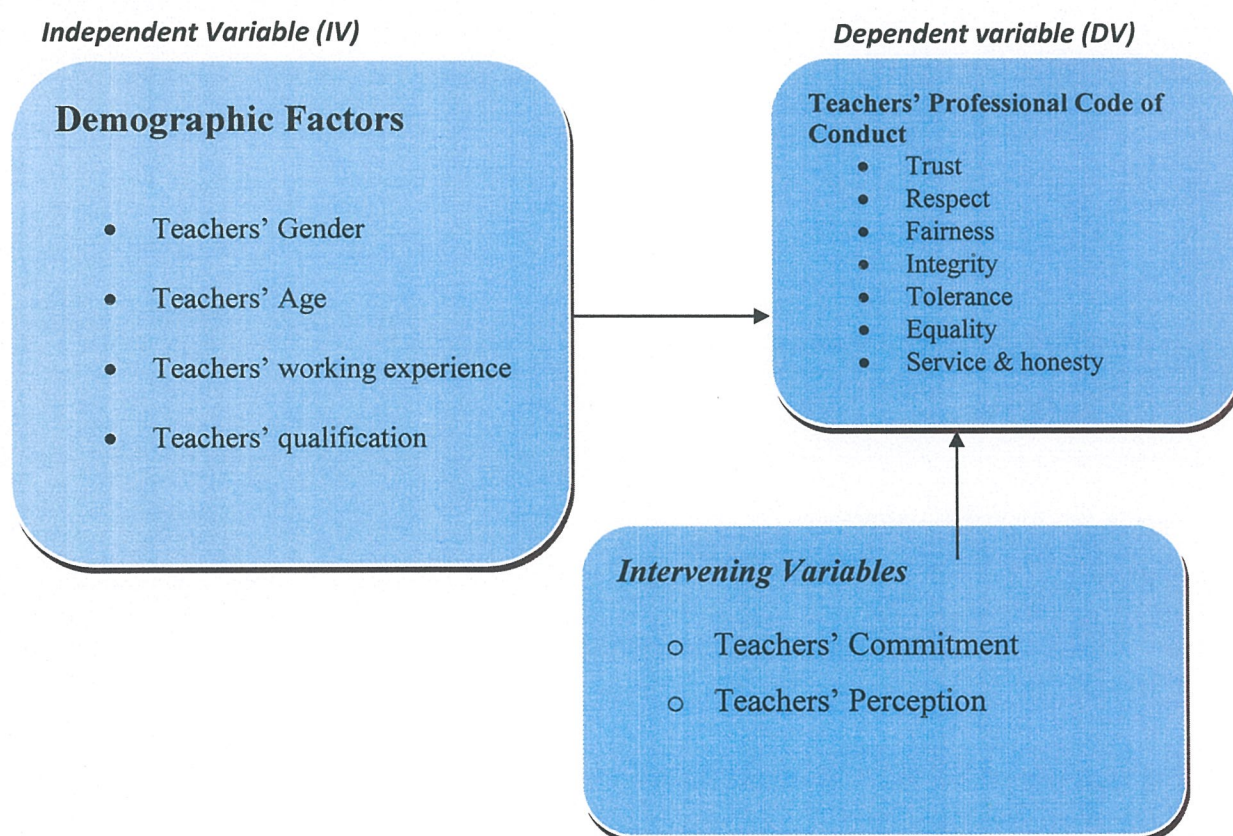


Figure 2.1: Showing the conceptual framework

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.

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. 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.

2.3 Teachers' professional code of conduct

Teaching is governed by the professional code of conduct in the 1962 teachers' conditions of service. In this regard different authors and researchers on teachers' performance maintain that the code of conduct is very vital for enhanced teacher performance in schools. For example, professionalism goes hand in hand with performance and they state that one of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. Unfortunately they do not show how actually the code influences actual teachers' performance. On the other hand, Ssekamwa (2000) reveals that the code is very important to teachers and teachers who observe their code of conduct through exhibiting a sense

of responsibility, respect, decency, integrity, trust, honesty, service, and equality for student learning, have a sense of efficacy, and a critical component of professionalism. 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 teacher colleges and schools of education in universities are in a crisis. They are producing too many graduates of dubious quality and relevance, teachers inclusive, 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 teacher colleges and schools of education thus affecting teachers' performance in secondary 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 teachers' code of conduct influences their performance in schools' discipline.

Teacher colleges and schools of education indifferent institutions serve many other purposes which are at times negative, for example, they are multi-national knowledge channels, and at times even ignore the intimests of their own societies thus producing teachers that do not conform to the commands of their ethics. These observations seem realistic but fall short of mentioning the value problem created by teacher colleges and schools of education in universities' 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 employee behavior. A code of ethics is a common organizational policy used in business organizations. The code of ethics policy usually sets the minimum standards for business owners, head-teachers and employees to follow when completing various business functions. In a small business, a code of ethics is usually based on the business owner's personal morals or values. As the business grows and expands, the ethical values can be

implemented into the business' organizational mission or values statement. This statement helps provide institutions with a compass to guide the organization through the business environment. Companies often refer to the mission or values statement when guidance is needed regarding questionable situations. A code of ethics can help institutions improve business relationships. Ethical values are often designed to provide guidance when working with other companies and the general public. These values dictate how businesses handle contract negotiations, customer questions and feedback or negative business situations (Ssekamwa, J.C. 2000).

Many institutions use a code of ethics to prohibit inappropriate employee behavior. Inappropriate behavior can include lying to managers or clients, engaging in fraud or embezzlement, failing to meet specific operational standards or other similar conduct. A code of ethics can help staff understand why these actions are inappropriate and the reasons companies expect better behavioral performance. Institutions may also limit their legal liability from poor employee performance by using a code of ethics.

To the Directors or upper-level management, accountability is an important function of a company'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 business capacity can create difficult situations that overextend the institution's resources.

2.4 Constraints associated with the professional code of conduct

The Teacher pay in most schools in Uganda may not be appealing for talented and professional candidates. Initial teacher salaries in Uganda may not be appealing enough to encourage professional and talented people to choose teaching as a profession. Starting salaries are low as compared to those of other professions, and the salary progression along the course of a teacher's career is relatively flat. For example, in 2011, the annual entry salary for primary school teachers was US\$ 3,276,000. In comparison, the entry salary for a medical officer in the public sector was almost three times as high, at US\$ 9,467,857 (Uganda Salary Structure for the Financial Year 2010-2011). Teacher salaries in Uganda change over the course of a teachers' career depending on their rank in the teacher career ladder, which in turn is determined by years of experience and

degrees. However, the growth rate remains relatively flat for teachers, the ratio of the highest salary to the initial salary being less than 1.2 (although the ratio of principals' salaries to teacher salaries is higher). Linking compensation to performance in terms of ensuring their code of conduct on the job may signal talented individuals considering entering the teaching profession that there are opportunities for professional growth associated with their effort and skill level since performance on the job has an indirect impact on teacher salary through its effect on promotion opportunities, but there is no direct impact of performance on teacher pay.

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 registimed 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 staffs 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

In each research project an individual develops methodological perspectives upon which the project is grounded (Otto & Onen, 2005). This chapter therefore explains the study's research design, study population, sample size & selection, sampling techniques & procedure, data collection methods and instruments, data quality control/processing, measurement of variables, procedure and data analysis to be used in the study.

3.1 Research design

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. It utilized a cross-sectional sample survey design (Enon, 1998), which was largely quantitative and qualitative in nature, since, as Lutz (1996) asserts, research on ethical issues is not typically quantitative. This design was also deemed appropriate because according to Creswell (2003), for studies involving analysis of respondents across a wide spectrum, a cross-sectional survey design acts as the best design to decipher the required study findings and also use of qualitative methods helps one yield more information (Vessels & Huitt, 2005). The study was done sequentially, beginning with questionnaires that were backed up by oral interviews, discussions and a documentary analysis technique was also utilized. All this enabled the researcher to gain data that can be used to find solutions for the research questions on examining the teachers' professional code of conduct and discipline in selected public and private secondary schools in Mayuge District.

3.2 Study population and Area

The study population included 21 secondary schools (private & government aided) in Mayuge District. They comprised of government schools that total up to 07, private schools are 14. Among the schools sampled there were purely Private for-profit secondary schools, Private with USE programme, and Government Aided/Community secondary schools. The target population was of different categories namely; Head teachers/deputy head teachers and teachers, as well as from inspector of schools and the district educational officers. The researcher accessed information from 80 respondents.

3.3 Sample size and sampling Techniques

In this study 80 participants/ respondents (Teachers and Head teachers) were targeted from an area population of selected 21secondary schools. The sample size was determined by taking into consideration the recommendation of Krejice and Morgan Table 3.1 (1970) adopted in Amin, (2005). In qualitative research the above number was big enough to ensure generalizability and ensured speed and accuracy (Amin, 2005). Table 3.1 presents a summary of the 80 respondents in as far as their designations are concerned.

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 were employed.

Table 3.1: Showing Sample Frame

Category	Sample population	Sample size	Sampling
School Inspector	2	2	Purposive
District Education officer	2	2	Purposive
Head-Teachers	21	21	Purposive
Teachers	95	55	Random sampling
Total	120	80	

3.4 Data type and source & sampling technique

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. Secondary 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 secondary schools.

Sampling techniques refer to the procedure a researcher uses to select the needed study sample. (Kombo & Tromp, 2006). The study employed the following sampling techniques namely: simple random sampling, convenience and purposive sampling. Stratified random sampling is a process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion. (Gay, 1996). This was employed to access 80 out of the 120 and was utilized because according to Gay (1996: 116), using the questionnaire, the researcher sampled three categories of teachers, namely; the novice teachers (23-30 years), middle caliber teachers (31-40) and those of 41 years and above and this helped the researcher to avoid sampling bias; sub-groups in the population were represented in the sample in the same proportion as they existed in the population. This enabled all respondents to have an equal and independent chance of being selected for the sample. Simple random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected. This was employed to determine the 2-3 teachers in each of the schools selected. On the other hand purposive sampling refers to selecting the sample purposefully/precisely. This technique was used to select the district education officers and head teachers. This technique, according to Gay (1996:213) though may not necessarily be a representative sample; but enables the researcher to acquire an in-depth understanding of the problem. The purposively selected sample was a rich source of the data of interest. Convenience sampling refers to accidental sampling and haphazard sampling. This involved selecting those who were available and were willing to participate in the study during the time of data collection. It was employed to select the study teachers, and deputies where the head teachers were unavailable. This technique was appropriate because according to Gay (1996:126), it saved time

and enabled the researcher to carry out his work without waiting for those who were not around at the time of collecting the data.

3.5 Data collection Methods / Instruments

Data collection instrument and methods the study employed the following study instrument to gather the study findings; namely the questionnaires, and besides it, other data collection methods such as oral interviews, discussions, and the documentary analysis which were used

3.5.1 Questionnaire

A questionnaire is a set of carefully designed, written down, and tested questions, which are asked of individual/respondents to gather information in research (Enon, 1998). These were Structured questionnaires but with some open ended questions included. They were prepared to cater for the subjects that were too busy and difficult to trace. It was also a good instrument for the researcher to use for the teachers whose number was too big to cover by the researcher personally. The questionnaires were also appropriate for collecting large amounts of data within a short time. The open-ended questions gave the respondents opportunity to give further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents. The questionnaires were subjected to pre- testing to determine their reliability and validity. 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. The questionnaires were supplemented with the following data collection methods

3.5.2 Interviews

This refers to ‘person to person’ conversation/interaction/ face-to-face oral / verbal dialogue between a researcher (interviewer) and a respondent (interviewee) (Kombo et al, 2006), where ideas are exchanged and recorded. This study employed open-ended, but with the guidance of an interview guide. 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 (head teachers & district education officials). 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.

3.5.3. Documentary study

A documentary analysis is described by Otto and Onen (2005), as the “critical examination of public or private recorded information related to the issue under investigation.” The study examined different papers, and reports district education archives from NAPE & UWEZO, and internet concerning the topic. The study also used some dissertations, newspaper articles and journal articles in regard to teacher' school behavior such as circulars were also used. The researcher also took a look at and used the school rules and regulations for teachers as laid by the school authorities to supplement the code of conduct.

3.6 Data quality control

This section has got two sub-sections namely; validity and reliability of the research Instrument and were ensured as follows;

3.6.1 Validity

Validity is the degree to which an instrument measures what it is intended to measure and does so correctly (Amin, 2005). The researcher ensured content validity of the said instrument by ensuring that the questions in the Self Administimed Questionnaires (SAQs) really conformed to the study's conceptual framework (Fig. 2.1). Hence the instrument was concerned with the entire variables, which were; the independent variable (demographic factors) and those in the dependent variable (teachers' professional code of conduct). The content validity also ensured what would be got from interview guides, and questionnaires and this required the researcher to examine the content of each item together with his two supervisors. These questionnaires were subjected to two other expert raters in the School of Education. The rated findings were used to

compute a Content Validity Index (CVI), using the formula: $CVI = k/N$, Where k =Total number of Items rated as Strongly Disagree, Disagree, Agree or Strongly Agree, then; use of True and False and Use of Yes and No and use of Rarely, Regularly, Neither Rarely nor Regularly N =Total number of Items in the questionnaire (Amin, 2005: 288). The teachers' questionnaires were valid at 120 respectively. This was judged significant, since the value for valid instruments should be less than 0.05 or greater than one (Kaplan & Saccuzo, 1993). Besides, the triangulation of methods was used to increase on the validity of both qualitative and quantitative instruments (Amin, 2005). To ensure validity of qualitative tools, the researcher carefully recorded and transcribed the interviews (Munakukaama, 1997). Finally, when presenting findings, the researcher did not leave out the discrepant minority opinions of respondents, which run counter to the general themes of the majority.

3.6.2 Reliability

Reliability according to Amin (2005) refers to the degree to which the instrument consistently measures whatever it is measuring. Hence the researcher ensured reliability by constructing thorough conceptual framework in which the terms used in data collection instruments were analyzed and explained. The researcher also requested his supervisors and two other experts in both quantitative and qualitative research from the School of Education to review the instruments. The researcher also made careful selection and briefing of two research assistants who helped her in the delivery, administration and collection of questionnaires. Then the questionnaires were pre-tested on five teachers and five deputy head teachers in some of the targeted but non-sampled schools. The outcome revealed existence of some ambiguous and complicated terms, which the researcher simplified and/or clarified to make the structured interview friendly.

3.6.3. Procedure for Data Collection

The researcher obtained a letter of introduction from the Institution. The researcher then introduced herself to the authorities of the selected secondary (private and public schools) in Mayuge 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.

3.6.4 Data Analysis

The collected data was sorted, coded and organized in tables to reveal the percentage scores of the different study attributes. The findings were also subjected to further analysis using quantitative and qualitative techniques.

3.6.5 Quantitative data analysis

The data collected was processed using both qualitative and quantitative analyses and in the use of the two approaches, the study tried to strike a balance between the two designs. As for the quantitative data analysis, the researcher interpreted the field-based meanings of the collected data, and made it verbal. She then turned it into frequency counts, frequency tables, a pie chart and bars. The responses of subjects from opinion oriented Self-Administimed Questionnaire (SAQs) were computed into frequency counts and percentages. Later, it was summarized and tabulated for easy presentation, assessment, analyses and interpretation Expressions like: a bigger number (90%), the least number (10%), most respondents and the majority of respondents (100%) were used to describe the findings. Thereafter, study hypotheses were tested by use of Pearson Product Moment Correlation Coefficient technique and Student's two samples T-test. The researcher descriptively analyzed the results of the self-administimed questionnaire on both the independent and dependent variables prior to research questions.

Qualitative data analysis

For the qualitative design, the researcher edited the field notes to ensure accuracy and Consistence; then the oral interviews and discussions were transcribed and thereafter the researcher made thorough examination of data to gauge trends of respondents' views. Furthermore, the researcher identified key ideas, categorized them and then condensed them. The identified key ideas were then codified and organized into themes (Amin, 2005).

3.7 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 secondary schools in Mayuge District using the five scales: 5= strongly agree; 4=agree; 3=undecided; 2=disagree; 1= strongly disagree.

3.8 Ethical consideration

The researcher, once the proposal was approved, started by obtaining an introductory letter from the college of higher degrees and research Kampala International University (KIU) Kampala Uganda; From there, selection and briefing of the two research assistants on the details of the research project was done. The researcher then proceeded to the schools to introduce herself and his research assistants. Research assistants administered the questionnaires to the teachers and head teachers on the different days given by the different schools. They helped the researcher to photocopy related documents. Interviews and discussion followed, and these were conducted by the researcher. The study took into account ethical considerations meaning that the researcher first sought consent from all prospective participants and then explained to them what the study was all about and what the information given was going to be used for.

Ethical consideration was also 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/formal 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 “Demographic factors and Teachers' Observance of Their Code of Conduct in Secondary Schools in Mayuge District”. 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; investigating the relationship between teachers’ gender and observance of their code of conduct in Mayuge District, finding the relationship between teachers’ age and observance of their code of ethics in Mayuge 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 Mayuge District

4.2 Response rate

The sample under consideration was 120 respondents drawn from the secondary schools in Mayuge district. The response rate was 100% of those proposed making the findings valid.

4.2.1 Background information of the respondents

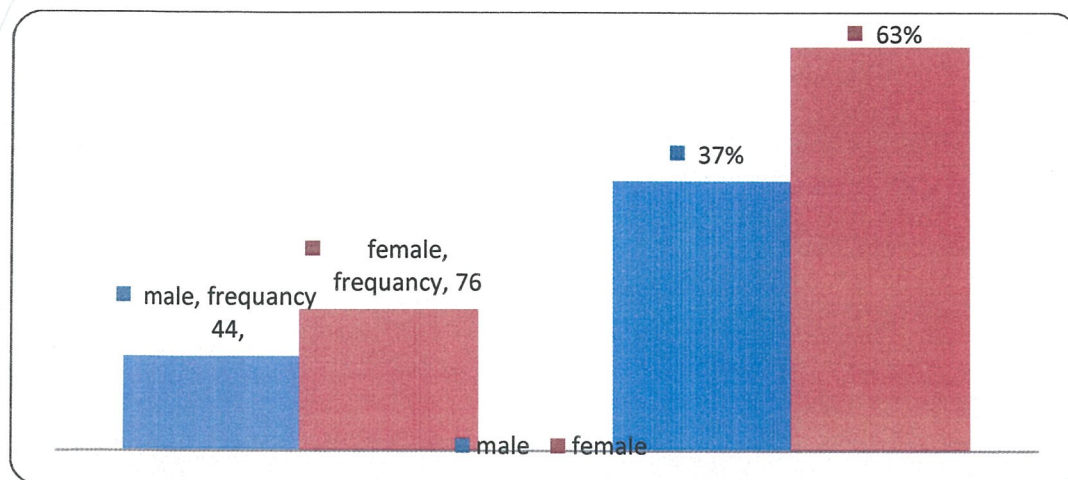
The background information of the respondents was deemed necessary because the ability of the respondents to give objective response to the research in question greatly depends on their background. This section basically solicited data on the samples and this has been presented below categorized into; 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	76	63
Female	44	37
Total	120	100
Age		
Below 25 years	14	12
26 -35 years	49	41
36 –45 years	29	24
46-55 years and above	15	13
56 years and above	13	10
Total	120	100
Education level		
Diploma	25	21
Bachelor's degree	78	65
Masters degree	17	14
Total	100	100

Source: primary data, 2015

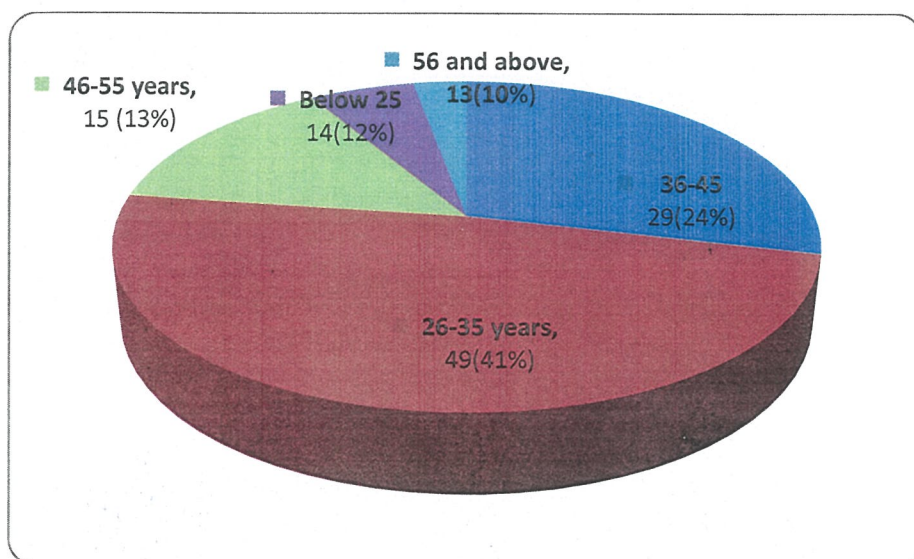
Figure 4.1: Gender



Source: Primary Data

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

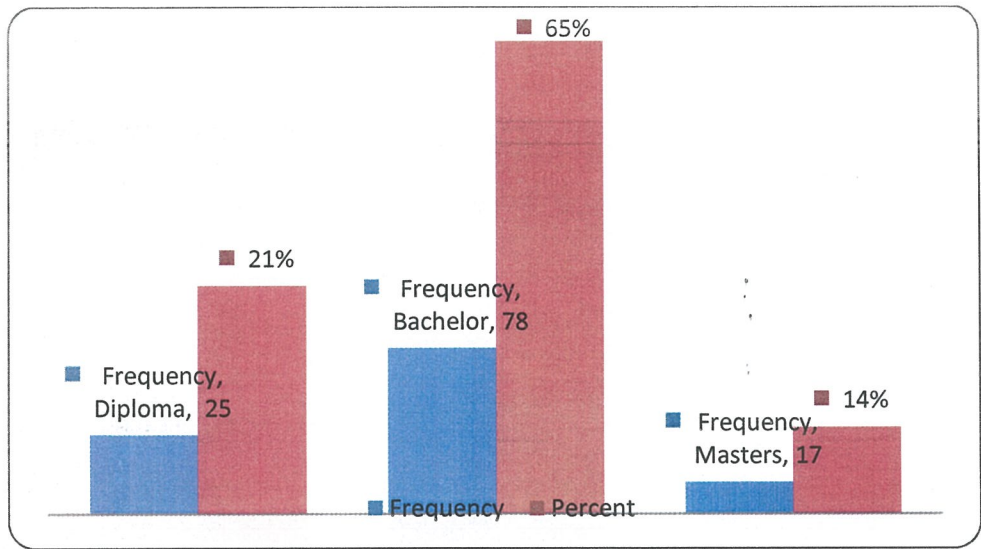
Figure 4.2: Age bracket



Source: Primary Data

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

From the above table, 65% of the respondents were Bachelor holders, 21% were Diploma and 14% were Masters 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 Mayuge District

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

Source: primary data, 2015

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 masters

degree observe their conduct of conduct slightly higher than those with diplomas and degrees (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, Diploma holders were at 2.6819, Bachelor's degree at 2.6829, Masters 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 diplomas were at 2.7732, Bachelor's degree at 2.6172, Masters Degree at 2.6854.

Teacher relationship with employer had no significant difference (sign. .000) as those with Diploma were at 2.7556, Bachelor's degree 2.4874, Masters 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 Diploma 2.6304, Bachelor's degree 2.5996, Masters Degree at 2.8312

4.3. Relationship between teachers' gender and their observance of their code of conduct in Mayuge 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	120	120
Code of conduct	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

On this research objective findings are that there is a significant relationship between teacher's gender and their observance of their code of ethics. 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 secondary schools in Mayuge district as the study.

4.4 Relationship between teachers' age and their observance of their code of conduct in Mayuge 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	120	120
Code of conduct	Pearson Correlation	.867**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

The findings on this objective indicate that the relationship between teacher's age and their observance of their code of conduct was significant.

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
Avimage mean	3.14		
Teacher relationship with colleagues			1
I live up to the highest standards of profession and avoid any conduct that may bring service to disrepute of teachers	3.38		
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 her and other teachers in carrying out the program	2.29		9
I dress appropriately, decently and smartly while at school	2.07		10
Avimage 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 with basic needs	2.95		5
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
Avimage 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 2015

In table 4 above, respondents were asked whether Teacher relationship with learner had a relation with the observance of 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 Teacher 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 employer has a correlation with the observance of the 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 employer has got a strong relationship with the observance of the code of ethics.

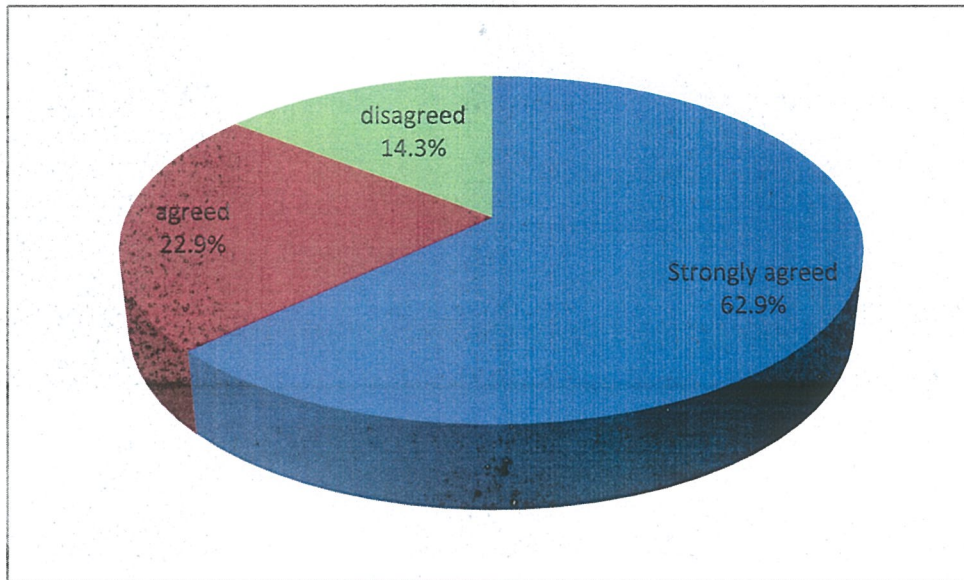
The research found out that all the respondents rated at 100% strongly agreed with the fact that Teacher relationship with community has a strong relationship with observance of code of conduct. This implies that the teacher relationship with community has got a strong relationship with the observance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

Table 5B

Items on Teacher relationship with employer			
Am equipped with a copy of teachers' code of conduct	3.52		1
I make scheme of work and hand them in at the beginning of the term	3.47		2
The head teacher supervise my lesson plan and scheme of work	3.35		3
Conduct all internal and external examination in accordance with prescribed regulations.	3.28		4
Am always punctual for school duties and begin lessons on time	3.09		5
I seek to obtain permission to be absent from duty.	2.86		6
I make lesson plan a day before they go to teach	2.66		7
I use a variety of strategies to guide students for successful implementation education programs	2.47		8
I have positive attitude towards the teachers code of conduct	2.37		9
I voluntarily undertake remedial teaching as effective teaching may require and I participate in extra duties available	2.22		10
Avimage 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 religious	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
Avimage mean	2.87		
Overall mean			

4.6 The relationship between teachers' working experience and observance of their code of code of conduct in Mayuge District



Source: primary source 2015

Findings in relation to the relationship between teachers' working experience and observance of their code of code of conduct in Mayuge 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

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the main findings of the study, discussion, conclusion and recommendations of the study. From discussion, conclusions are drawn which are later on backed with recommendations and identification of areas for further research.

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 Mayuge 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 Mayuge 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 Mayuge 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 Mayuge 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 correlates with Chaudhury, N., 2006 who reported that there is a very 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 Mayuge 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 referenced with others research findings.

The study revealed that teachers in government aided schools are paid on time and their level of compliance the code is higher than their counterparts. This finding concurs with Muwagga (2006) who reports that the teachers in denominational schools do receive their pay regularly and promptly. The commitment of the teachers is highly influenced by the remuneration offered by the employers who may be government, religious-based schools or private individuals. On the whole, the government and religious-based schools regularly pay the teachers unlike the private schools. Nkwanga (1992)'s study findings also are in line with the study findings when he reveals that teachers in denominational and government-aided schools due to the fact that they receive their salaries on time fill within them the drive to work which in turn leads them to be committed to their allocated duties and hence their performance has proved to be excellent. These findings concur with those of Namutebi (2006) whose findings indicate that poor pay is one of the many challenges that are affecting their observance of their code.

The study also revealed that in schools where pay is poor even the head teachers are not very committed to their work. This finding runs in line with what Nakabugo (2008); Miti (2008) and Emojong (2003) who reveal that some head teachers and teachers in private schools are always absent, come late, thus leading students to miss classes and then roam around something which

has copped in the services that teachers render and hence affecting their commitment. The study findings of the above scholars agree with those of Ejuu (2005) who writes that lack of good pay has derailed teachers and hence causing a reduction in the way they render their services. This implies that, the pay teachers receive for their services or duties determines their commitment to a certain degree. Much as money is not the only motivating factor, but the fact remains that every worker deserves his wage or pay, then once pay is poor, commitment will not be exercised and once pay is good the commitment aspect will be exercised to the satisfaction of the school administrators for the case of our study.

The study also revealed constant supervision and monitoring as other reasons given by head teachers and deputies for motivating teachers“ enhance teacher observance of their code of conduct through commitment towards their work ethically. The findings are in agreement with Nampa (2007), who also notes that in schools where all staff are supervised; there is significant performance and commitment to one’s work which is embedded in their code of conduct. This is also noted by Adair (1988) who also noted that monitoring is the constant follow up of all aspects of the plan of action to ensure that everything moves in the desired direction and that whatever goes wrong is put right. Acom (2006) s’ study findings do agree with the study findings in the sense that she found out that supervision and monitoring if done constantly do motivate teachers to work and also to ensure that at any time they are needed, they are readily available. This indicates that once head teachers or even school inspectors carry out constant supervision and monitoring then teachers get automatically committed and adhere to their code of conduct. However, Tapo (2004) also cites that the absence of effective monitoring and supervision systems of head teachers contributed to lack of commitment by teachers that is reflected in pupils“ superficial assessment reports and of uncoordinated mastery of subject content and performance skills.

The study revelations are that both male and female teachers have similar perception although the mean for male teachers was slightly higher than the mean for female teachers. The finding showed that male teachers were more than female teachers. This finding was in line with the observation that was made by Stinnett and Hugget (1956) who noted that all teachers regardless of the gender have nearly the same attitude towards the code of conduct although male teachers

tend to be more cautious due to the fact that they are easily affected by quite a number of rules and regulations stipulated in it.

The study findings reveal that the different categories of teachers in their respective schools have a relatively positive attitude towards the code which affects their observance either negatively or positively. This is in line with the study findings of Nkwanga (1992) who also reported that though the code needs continuous revision it is good and so school administrators could convene regular staff meetings to review discipline and ethics among teachers, in so doing, they will be endeavoring to show its goodness in the lives of teachers.

Worth noting is that, the study revealed that teachers take the code of their profession for granted and not consciously thinking about it but after long services, certain pertinent issues fast follow. This is in line with Muwagga and Kaahwa (2008) who report that many teachers do not remember in detail what is contained in the code but appreciate it and so Tutors in NTCs and Lecturers in Schools of Education in universities should explain the values inherent in the ethical codes of teachers. This demands focusing on the spirit and not the letter of the ethical code. With time, this will foster a positive attitude to the code and create greater possibilities for adherence to the code of conduct. In line with the study findings, Nabukenya (1981) writes that teachers love their code of conduct because it guides them in their profession and that any rule is set to ensure that individuals live a decent and exemplary life. Ssekamwa (1996) concurs with Nabukenya (1981) when he writes that a teacher is set out to be an example by living a decent life in all that he does.

The study further revealed that though each teacher is responsible for the adherence and compliance to the teachers' code of conduct, most teachers' perception of the code is aligned to the perception they have towards the school, school management and the implicit and explicit involvement and motivation. This concurs with Genza (2008) who noted that if teachers are treated well then their attitude towards the administration and the students is good and vice versa. Concerning academic qualification, teachers with diploma reflected higher proportion and hence higher perception while those with post graduate, that is, Masters and PhD qualifications, reflected the lowest perception. This concurs with Choy (1993) and Bowman (1989). These scholars note that those who are young in the various profession tend to abide by the laws that are set and that they strictly follow them while those who have stayed in the profession tend to

think that the law has become part of them not knowing that in the end they lose. That's why one may find that the young's perception is usually higher than that of the old. In other words, as per the perception of the code of conduct, academic qualification may not matter much.

With regard to teaching experience, the study findings revealed that those who had taught for over 20 years reflected the highest perception while those who had taught for less than 10 years manifested the lowest perception. This is in conformity with Howe (1986)'s study findings which view teachers' perception of the code as an attitude to life, sum total of one's feelings that are attached especially on the core values stressed, beliefs, and prejudices which are partly inherited and partly acquired in the process of living through formal and informal education and most especially on the years that one has spent in the teaching field. This agrees with what Ssekamwa (1996) writes that as a code of conduct guides the lives of all teachers, it helps them to examine their way of life in relation to set rules in the field of their profession but this is mostly lived by those with the biggest number of years in the teaching field. It was noted by the researcher in the current study that in most of the secondary schools collected from the data, the code of conduct was perceived as a very important measuring rod of the teachers' behaviors and performance.

The study also revealed that each teacher has a specific perception and attitude towards the code but this depends on the teachers' family background, time in service, age, gender, religion and schools attended. This agrees with (Nabukenya 1981, Genza 2007 and Muwagga 2006) who all allude to the fact that those teachers' socio-economic background influences their perceptions towards professionalism. In relation to this, Abraham Maslow's Nature and Nurture also applies, since according to this theory our identity is influenced by the genetic factors [Nature] and the surroundings (Nurture). According to Kasibante (2001) the perception of all teachers as regards the code of conduct is a positive one in that most of the core values espoused in the code of conduct such as integrity, truth, justice, respect, honest, mentioning but a few are some of the values that were instilled in teachers while growing.

This is in line with what Ottaway (1963) reports that a teachers' class origin may also influence his social behavior. A teacher may have acquired certain standards of behavior from his upbringing which influence his classroom and staffroom relations. Ottaway seems therefore to argue that even without teacher education, teaching socializes those engaged in it. In fact the

longer one is engaged in the teaching process; the more he is socialized into the professional sub-culture. Confirming the finding of the study on the significant relationship between teachers' experience and their observance of their code of conduct.

The study also revealed that in terms of age, the aged reflected the highest perception while the young had the lowest indicating that the old value obedience and respect which is obtained in their years of service, where they are meant to exhibit a high level of observance to their code of conduct while those who are usually not bothered by code of ethics.

The study also revealed that teachers in religious founded schools (Islam, seventh day Adventist and Catholics) adhere to the code highly than their counterparts. Such revelation is also in line to Nyberg (1990) findings which try to indicate that to those from religious background, their lives are fully guided and that their desire at all times is to live an exemplary life. So to her, the living in accordance to the code of ethics is just in their blood, they do not find it hard. This also concurs with Watras (1986) and Dubbledam (1970) who argue that in the catholic religion, some of these core values of the code of conduct for teachers are part of the cardinal virtues which all the religious are entitled to live in line with and so do find it very hard to adhere to and still are the same values that were emphasized in teacher colleges and schools of education in universities where the teachers attended their training.

The researcher here sought that since some of the teachers were young in the teaching profession, it was quite hard for them to fully embrace the core aspects of the code of conduct and live by them. However, in line with the study findings, Tapo (2004) adds that the ethical code of conduct stressed in teacher education is an inherited policy from the colonial administration and so this makes each teacher to have a specific perception. He therefore suggested that to try help teachers come to a common perception, and to ensure successful adherence to the code of conduct for teachers, there is need to highly depend on the social and cultural expectations of today's rapidly changing society. Watras (1986) and Dubbledam (1970) argue that, in order to improve ethics among teachers, the educators need to consider how the question of ethics is related to the ideas of community and lived values. In other words teacher professional ethics should not alienate them from the values of society. With regard to employment status, the study revealed that both the permanent and part-timing staff perceives the code of conduct in more less a similar way. This can be explained by the fact that people want to

be employed and also to protect their positions or work. However, the permanent staffs perceive the code of conduct slightly higher because the job is their life. The same experience occurs with designation.

These findings concur with what Nabukenya (1981) and Nkwanga (1992) revealed about status of teachers in various schools and it also concurs with Kigongo (1994) who reveal that teachers who are usually on the permanent basis in schools tend to adhere to the code of conduct seriously because by all means they have to live exemplary and instill in their students those values that they uphold and because of this, their perception of the code of conduct has often been proved to be higher than that of the teachers on part-timing basis. And those in private schools whose job security is uncertain.

The study also reveals that teacher' Perception is built positively and their adherence to their code is made very easy and simple. This concurs with Nkwanga (1992) who revealed that a teacher who lives in line with the stipulated set standards is greatly respected by the entire school community and therefore, due to this fact, this teacher's perception of code of ethics is built because this teacher realizes that the entire school community values their way of life and that they too have respect for it.

The above is also in line with Carter (2005) who notes that teachers' perceptions towards the code much as are dependent on the attitudes the head teacher and students have towards them, they are compounded by the mismatch of priorities and policies that exist in teacher training schools. Such a practice is negatively impacting the successful adherence to the code of conduct by teachers. This process thus will involve a rethinking of teacher education programs, dismantling previous assumptions of the teachers' code of conduct and local implementation, and accommodating challenges presented by economic, political, social and cultural change in the different countries around the world. Choy et al (1993) and Soltis (1986) concur with the above findings when they report that there is need to involve a rethinking of teacher education programs.

5.3. Conclusion

A code of conduct exists to support teachers in their activities in both classes and outside .A code affects the school community-students, parents, colleagues both teaching and non teaching, and most importantly, the teacher. The intent of the code is to guide teacher behavior reflecting the responsibilities of teachers to the stakeholders. It's upon this that from the study findings and discussion the following conclusions are drawn which are not far from other related research, in line with the study research questions. The study concludes that the observance of the code of conduct and demographic factors were significantly correlated for example, it was observed that teacher absenteeism is mainly among the less aged than their counter parts that devote their time in one station.

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. Just like Sirgy, Siegle, and Johar (2005) concluded in their related study that "knowledge of ethical obligation and conduct requirements will likely promote teacher ethical behavior" 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, which is in line with (chapman,199:43).Four overarching recommendations address these issues: better incentives for rural teachers, improved conditions of service and salaries, attractive career structures and advancement including upgrading opportunities, and increased accountability (Bennel and Akyeampong,2007:57-59).Similar economic problems were described by Dresscher (2008:36-37) which make the implementation, application and observance of a code of conduct very difficult. Just like Champman (1994) there is no magic solutions to reduce teachers' negative behaviours.while teacher code of conduct may be one element to decrease teacher misbehavior, the answer to eliminating teacher misconduct requires "an understanding of options that are reasonable within the particular context of a given community" and it also requires concerted effort from all stakeholders that include the head teachers, teachers, parents, pupils, the community, religious leaders, civil society organizations as well as the government. Above all

the enforcement of the Code of Conduct is perhaps the answer by the appointing/disciplinary authority.

5.4 Recommendations

Basing on the above conclusions the researcher puts down, the following recommendations; The study recommends that different authorities such as the schools of education, ministry of Education Science, Technology and sports, district education department, schools and denominational education secretariats should avail to teachers' personal copies of teachers' code of conduct and the contents be explained every year at the beginning of the school term.

The study 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 secondary teachers (both new & old) be sensitized, counseled and educated on the need for being disciplined.

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 secondary employment (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. And eminent people (educationist & religious) should be invited to give inspirational note address.

The government should motivate secondary teachers not only government aided but also those in private with USE programme through the increment of their salaries so as to ensure reductions in teacher absenteeism.

The current teachers' code of conduct should be amended to cater for teachers, students 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 recommended that the recognized teacher organization (UNATU) in the district should jointly with district education department constitute the ethics committee at the district level, comprising representatives of teachers and eminent educationalists to deal with complaints referred to it by the schools where the teachers have failed to improve their conduct inspite of efforts made by the school administration, which needs to be supported and enforced by the education sector.

BOG,PTA and community need to meet regularly the school authorities to ensure that they know and appreciate the need for ensuring ethical conduct of teachers & be open and respond positively to constructive feedback regarding their teaching practices; and seek support, advice and guidance where necessary. However, parents also need to understand their central role in ensuring good discipline to their children.

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 students' unrest in public secondary schools in Kaliro district, Uganda.
- The effect of teacher-students' ratio on student unrest in secondary schools in Kamwenge district, Uganda.
- The influence of school environment on student unrest in secondary schools in Kamwenge district, Uganda.
- The influence of subordinate staff on students' unrest in public secondary schools in Kampala, Uganda.
- The study recommends, as area for further research different researchers should carry out this very study at primary school level in Mayuge district.

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CONSENT FORM

Title of the study:

Telephone: 256

Study purpose.....

Study procedures:

After agreeing to participate in the study, I will be asked to complete an interview with a trained interviewer. The answers will be recorded in a confidential manner.

I understand that the interview is about professional ethics/conduct in primary school teachers and all this information will be kept confidential.

Benefits:

I will benefit from the study by obtaining information about ethical behavior of primary teaching professionals.

I will not be paid for participating in the study.

Risks:

No risks will be posed to my job as a result of this study.

Rights to refusal or withdrawal: My participation is entirely voluntary and I am free to take part or withdraw at any time without being affected at my job. I may choose to answer some or all of the questions posed. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time.

Signature of participant..... Date

Signature of interviewer

Date

Thank you for your cooperation

GOVERNMENT OF UGANDA

TEACHER'S CODE OF CONDUCT

Part I -Membership to the Teaching Profession

Membership to the teaching profession shall be open to a person who has successfully completed an approved course of training as a teacher leading to the award of a recognized certificate in teaching and whose name has been not put in the registrar of teachers in accordance with the provisions of the Education Act, 1970, and such a person has been issued with a certificate of registration as a teacher.

Licensed Teachers; a person who has not fulfilled the requirements of sub-paragraph one of this code, may join the service if that person meets the requirements of eligibility and a license to teach, in accordance with the provisions of the Education Act, 1970, in regard to a person who may be licensed to teach and whose name has been entered on the Roll of persons licensed to teach.

Part II The Child-Learner

A teacher's chief responsibility is towards the child/learner under the teacher's care and the teacher shall guide each child/learner where necessary in and out of school in order to develop the child/learner in body, mind, soul, character and personality.

The teacher shall therefore: -

- Respect the confidential nature of information concerning each child/learner and may give such information only to persons directly concerned with the child-learner's welfare.
- Recognize that a privileged relationship exists between the teacher and the Child/learner and shall refrain from exploiting this relationship by misconduct Prejudicial to the physical, mental and moral welfare of any child/learner and the teacher shall not have a sexual relationship with the child/learner: and
- Refrain from using a child/learner's labour for private or personal gain.

Part III -Professional Conduct

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.
- Teach conscientiously with diligence, honesty and regularity.
- Teach objectively in all the matters including politics, religion, race, tribe and sex.
- Not take advantage of his or her influence to indoctrinate the child/learner towards the teacher's tenet, dogma or doctrine.
- Prepare relevant schemes of work, lesson notes teaching aids well in advance to ensure effective teaching and learning.
- Set an adequate amount of written and practice exercises promptly for effective teaching and learning.
- Mark and evaluate all written and practical exercises promptly and carefully.
- Undertake such remedial teaching as effective learning might require.
- Observe regulations and instructions regarding coaching and private instruction issued from time to time by appropriate authorities.
- Seek for and obtain permission to be absent from duty from the head teacher before the occurrence of such absence.
- Not to teach while under the influence of alcohol or drugs or come to school while drunk.
- Not to eat any food while conducting a lesson except when required for the purpose of teaching or on medical grounds.
- Conduct all internal and external examinations in accordance with rules governing such examinations issued from time to time by the competent authorities and shall not commit any offence against examination regulations in force.
- Follow the programme discussed with and approved by the head of the department and shall co-operate with the head of the department and other teachers in carrying out that programme.
- Make schemes of work, records of work and lesson preparation books available to the head teacher and the head of the department for inspection.
- Allow the head of department or the head teacher to be present while the teacher is teaching.

- At all times, maintain a professional attitude towards colleagues, avoiding derogatory, slanderous and unfair criticism against his or her colleagues and shall at the times create and maintain harmony.
- Use proper channels of communication and flow of information.
- In view of ever rising standards, strive to improve his or her own academic and professional standard but shall not do so at the expense of the children/learners he or she teaches; and
- Maintain and keep in a safe manner records of learners' performance in examinations to enable her or her report factually and objectively on each learner's progress.

Part IV-Professional Responsibility

A teacher shall

- Devote such time to his or her duties as is necessary by the nature of his or her post.
- Not engage in private or personal activities when he or she is expected to teach or supervise learning and other curricular activities.
- Not trade or transact business when he or she is expected to be on duty.
- Not to bring any pet or baby or any other child not being registered in the school to class since this will interfere with the discharge of school duties.
- Not be an accomplice to any activity likely or intended to cause disturbance or riot within the school.
- Not to be absent without authority from his or her class lessons and teach without discrimination or bias against any pupil in his or her class regardless of the child's/learner's race, religion, tribe, place of origin or sex.
- Conduct all his or her lessons and teach without discrimination or bias against any pupil in his or her class regardless, of the child's/learner's race, religion, tribe, place or sex.
- Maintain and keep in a safe manner all records of school property under his or her care and account for such property when asked to do so by the head of the department or head teacher.

Part V-The Teacher's Personal Conduct

A teacher shall

- Dress appropriately and shall be in mode of dress decent and smart.
- 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.
- Observe the laws of Uganda particularly in matters of sex, marriages and parenthood and shall at all times set a good example to the children.
- Not write, circulate or cause to be written or circulate any anonymous letter or any document with malicious intent and
- Show respect for school rules set by the governing body of the school and shall assist in their implementation.

Part VI -The Head teacher

As a teacher and leader in the teaching profession, a head 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 her or her in accordance with the law, regulations and other provisions of the education

Service and shall promptly deal appropriately with all breaches of the code. In particular and without derogation to the generality to sub-paragraphs 1 and 2 of this paragraph the head teacher shall:

- Be the custodian of good educational standards in his or her school and shall aim high in educational standards.
- Enroll children into the school without bias or discrimination and within the regulations and provisions of the laws in force in Uganda.
- Collect all school fees and receive all other school monies such as gifts, donations and endowments according to policies issued from time to time by the competent authorities.
- Pay all salaries and wages to the rightful owners as soon as such salaries and wages are received and due;

- Account for all the money as collected and received on behalf of the school;
- Keep all school records in his or her custody in safe condition and ensure that such records contain correct information.
- Not connive with members of staff or any other person so as to bring the profession and the service into disrepute.
- Not conceal any act of misconduct committed by a member of his or her staff or by any child/learner of the school whether committed within or outside the school.
- Not receive a bribe in relation to the discharge of his or her duties and ensure that his or her staff does not do so.
- Ensure that all teachers and students observe punctuality alike.
- Report factually and objectively on members of his or her staff on matters required in Annual confidential reports or when assessing a teacher's capability as to a post of responsibility applied for when reporting any breach of the law to the competent authorities.
- Report factually and objectively on all matters concerning school children without fear, favor, bias or discrimination.
- Not carry out or transact any private business within or outside the school premises when she or he is expected to be on official duty within or outside his or her school.
- Not take it upon her or herself to physically punish a teacher involved in the breach of this Code or any other regulations in force but will use all avenues open to her or to her to report such breaches to the appropriate authorities for action.
- Be present in the school as much as possible and whenever he or she is out of the school, he or she shall leave correct information of his or her whereabouts with his or her deputy or any other person authorized to act and shall always ask his or her deputy to act on his or her behalf when he or she is on duty outside the school.

Part VII -The Community

A teacher shall

- Project a good image in the community where he or she lives by participating as appropriate in activities of the community;
- Set a good example to the pupils and the public by obeying lawful and established authority and being law-abiding;
- Attend, where practically possible religious functions of his or of other persuasions;
- And respect other recognized religions within the school where he or she is teaching;
- And through his or her own conduct and inspiration with his or her family, be a good example to the community and the school.

Part VIII Enforcement of the Code

- It is the duty of every teacher to observe and respect this Code and to report any breach of the Code to the appropriate authorities.
- All matters or cases involving the breach of the code reported to the Committee or Commission shall be dealt with in accordance with the laws and regulations in force at the time of the breach of the code.
- All matters dealt with by the Committee or handled by the appropriate authorities or all those concerned shall keep Commission confidential.

APPENDIX I: QUESTIONNAIRE

Dear Respondent,

I am Mugoya Paul, a Masters Student of Education Management and Administration of Kampala International University. I am carrying out a study; entitled “Demographic Factors and Teachers’ Observance of their Code of Conduct in Secondary Schools in Mayuge District.” 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 Mayuge District

SECTION A: DEMOGRAPHIC CHARACTERISTICS:

1. Gender Male ☐
 Female ☐
2. How old are you?
25 years and below ☐ 26 - 35 years ☐
36 - 45 years ☐ 46- 55 years ☐
56 years and above ☐
3. For how long have you been in operation/service?
Below 2 years ☐ 2 - 4 years ☐
4 – 7 Third year ☐ Above 7 years ☐
For Other (Specify) _____

1. Please indicate your category?

- | | |
|--------------|--------------------------|
| Director | <input type="checkbox"/> |
| Head-teacher | <input type="checkbox"/> |
| Deputy H/T | <input type="checkbox"/> |
| DOS | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> |
| | <input type="checkbox"/> |

School inspector

District education Officer

For other please specify _____

5. Please indicate education level?

Masters Degree ☐

Bachelors' degree ☐

Diploma ☐

Professional Certificate ☐

For 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 students under my care by being friendly, and never to give up on her/her	5	4	3	2	1
2	I teach my students conscientiously with diligence, and honesty	5	4	3	2	1
3	I create a conducive environment for student learning	5	4	3	2	1
4	I dedicate most of my time to attending to students' consultation during my free time					

No.	ASPECT	5	4	3	2	1
5	I keep records of work for all the lessons I instruct	5	4	3	2	1
6	I maintain student discipline during lessons	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 student 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 her 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 Parents					

No.	ASPECT	5	4	3	2	1
21	I communicate, maintain close relationship and consult parents in a timely manner	5	4	3	2	1
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 student	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 students 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 students	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

No.	ASPECT	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
	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 a teacher’s gender influence or affect his/her observance of the teachers’ code of conduct?

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

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

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

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

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

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

(The interview guide is very ok. Proceed with data collection)

