PROFESSIONAL ETHICS IN PRIMARY SCHOOLS IN UGANDA:
A CASE STUDY OF SELECTED SCHOOLS IN KAMPALA AND KIBOGA DISTRICTS

BY

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FACULTY OF ARTS MAKERERE UNIVERSITY

SUPERVISOR
DR.WAMALA EDWARD

2012
DECLARATION

I NAMULEME ESTHER BUKENYA hereby declare that the contents of this study are my original work and other works that have been quoted have been duly acknowledged. To the best of my knowledge, this work has not been presented before to any University for any academic award in whole or in part.

NAMULEME ESTHER BUKENYA ........................................

DATE .........................................................
APPROVAL

This is to certify that this research was carried out under my supervision and approved as the student’s original work.

DR. WAMALA EDWARD ........................................

DATE ......................................................
DEDICATION

This thesis is dedicated to my beloved children for their love and respect that they showed me despite of my absence in times when they needed me most at their tender age. I also dedicate this piece of work to my parents, siblings and husband. Without their patience, understanding, support and love, completion of this work would not have been possible.
ACKNOWLEDGEMENTS

First and foremost, I am grateful to the Almighty God for all the success I have attained. I am very grateful to my parents for their moral and financial support towards my success and general well-being. I would also like to extend my love and gratitude to my family and friends for the support, untiring encouragement and prayers which enabled me to undertake this research. Words cannot express how much I feel and appreciate your support in bringing out this piece of work.

On a special note, I would like to further extend my sincere appreciation to my supervisor, Assoc.Prof. Wamala Edward who tirelessly, selflessly and patiently supervised me throughout the research period and the writing of this thesis. His wealth of information, experience, dedication and encouragement guided me right from the conception of this topic to the completion of this thesis. I would like to thank him for his professionalism, attention to detail and commitment to excellence which enabled me to complete in time.

I would also like to thank all the people who supported me morally and financially which has successfully resulted in this work. I am indebted to all the lecturers of Makerere University for their noble contribution in my academic life cycle which has resulted into whom I am today.

May the omnipotent, omnipresent, omniscient and benevolent God reward you abundantly.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ASCD</td>
<td>Association for Supervision and Curriculum Development</td>
</tr>
<tr>
<td>ATE</td>
<td>Association of Teacher Educators</td>
</tr>
<tr>
<td>C o C</td>
<td>Code of Conduct</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DES</td>
<td>Directorate of Education Standards</td>
</tr>
<tr>
<td>ESA</td>
<td>Education Standards Agency</td>
</tr>
<tr>
<td>GOU</td>
<td>Government of Uganda</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>Mo ES</td>
<td>Ministry of Education and Sports</td>
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<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association for the Education of Young Children</td>
</tr>
<tr>
<td>NCDC</td>
<td>National Curriculum Development Centre</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NTC</td>
<td>National Teachers College</td>
</tr>
<tr>
<td>P1</td>
<td>Primary one (the first year of primary school)</td>
</tr>
<tr>
<td>P7</td>
<td>Primary seven (the last year of primary school)</td>
</tr>
<tr>
<td>PLC</td>
<td>Primary Leaving Certificate</td>
</tr>
<tr>
<td>PLE</td>
<td>Primary Leaving Examination</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Associations</td>
</tr>
<tr>
<td>SAQs</td>
<td>Self-administered Questionnaires</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Program for Social Scientists</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNTA</td>
<td>Uganda National Teachers Association</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>RIPS</td>
<td>Realm Individual Process Situation</td>
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Map of Uganda showing the selected districts for the research study

Key

- Kiboga district
ABSTRACT

This study is on professional ethics in primary schools in Uganda. It uses a case study of selected primary schools in Kampala and Kiboga districts. This study comes against a backdrop of increasing unethical conduct/behaviours exhibited by the teaching professionals in primary schools. This study aimed at enhancing commitment, dedication and efficiency of services among the primary teaching professionals by formulating a set of ethical standards.

This study employed a case study design, and applied data collection methods such as the use of questionnaires and conducting of face to face interviews in order to elicit responses from respondents. The data collected from the field was entered and analyzed using a statistical program called Statistical Program for Social Scientists (SPSS).

The study revealed that teachers are not knowledgeable about their Code of Ethics which leaves them in oblivion on what is required of them in the teaching profession.

The study recommends that primary school teachers be sensitized, and counseled on the need for being disciplined. Every primary school teacher should be given a printed copy of the professional code of conduct with respect to his/her work and made aware of what is required of him or her. Secondly, there is need for regular parents- community-school authorities interface to ensure that they know and appreciate the need for good discipline. Lastly, the entire community should work for integral training which should start from the smallest unit which is a home to communities, then institution. With such a setting the society will raise honest people.
who are dedicated to work. And in conclusion the whole population should join hands in order for Uganda to adopt the culture of integrity.
CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction to the Study

Professional Ethics have 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’.\(^1\) Other scholars argue that Professional ethics is ‘a theory or a system of moral values.’\(^2\) 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 focuses on teaching professionals at primary school level who are traditionally expected to display a higher level of ethics than the general population. Of recent, the media has been awash with reports of unethical conduct by school teachers. For example, according to the Uganda Radio Network, “30 teachers in Masaka district risk dismissal for their involvement in examination malpractices.”\(^3\) It was reported that teachers are engaged 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

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\(^3\)http://ugandaradionetwork.com (Accessed 30 January 2009)
continuously behaved in unethical behaviours contrary. This study therefore set out to uncover the causes of unethical behaviours/conduct amongst primary school teachers.

1.2 Background of the Study

Professional ethics comprise of what professionals should or should not do. It emphasizes professional conduct and behavior. In the teaching profession, teachers’ code of conduct includes the following principles: ethical conduct towards students, practices and performance, professional colleagues, parents and community. Today, teachers in primary schools have violated all these ethical codes at particular occasions and they have failed to uphold these principles, hence affecting the primary education system.

Unethical code of primary school teachers has also to a great extent affected student performances and when it comes to the primary education sector were the clients are pupils or children who cannot advocate for their rights it’s quite challenging. Teachers need to be trained and educated on ethical principles time and again. According to the Uganda Teachers’ Professional Code of Conduct (1970), ‘Teaching is a challenging profession calling for a good general education approved programs, Initial teacher education, continuous and adequate in-service teacher training as appropriate of new curricular and pedagogical trends.’ The code goes ahead to stress that those intending to join the teaching profession charged with promoting the wholesome development of learners, including those of tender age are required to strictly observe the Teacher’s code of conduct and be exemplary to both the learners and the community where the teacher lives. However, those in the teaching profession have failed to uphold the standards required of them.

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From the Uganda teachers’ code of professional conduct (1966), ‘Teaching is a noble job and therefore in discharge of this noble task, the teacher must adhere to the strict observation of the Uganda teacher code of professional conduct and the setting of a good example to both the learner and the community where the teacher lives.’ It is therefore the duty of every teacher to observe this code and report any breach of it to the appropriate authority. Some of the rules stipulated in the professional code of conduct (1966) require a teacher to teach continuously with diligence, honesty and regularity. It also requires a teacher to make his /her own scheme of work and the lesson preparation book to be available whenever required at any time. A teacher should not teach under the influence of drugs or alcohol or smoke in the presence of pupils. However, according to the current situation, there is no policy that follows up teachers who take alcohol as they come to classrooms for lessons, smoking on the school campus and there are no defined punishments for teachers who administer corporal punishment to pupils.

Teachers are further required to handle pupils with respect and dignity and always be mindful of their individual rights. In addition, teachers are required not to have sexual relationship with pupils. Although the Uganda teachers’ code of conduct emphasizes moral codes of conduct, teachers have failed to adhere to it. A study conducted by the World Bank in 2008 revealed that 40,000 pupils in upper primary (P5–P7) were defiled by their teachers. The study further revealed that the victims were mostly girl pupils who were seduced by their teachers by use of money luring and promises of good marks. This not only affects the pupils psychologically, but also retards their learning abilities.

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5Uganda Teachers’ Code of Professional Conduct (1966)
In addition to defilement, unethical professionalism in teaching has also been exhibited in examination malpractices. According to the primary seven results of 2011, records show that over 62 schools in 32 districts had the final results of their students withheld over examination malpractices.  

With the growing concerns of unethical conduct by teachers, there is need to worry considering that the teachers who should be exemplary to the pupils are engaging in immoral acts which is eroding the moral fabric in the societies. There have been reports of defilement of pupils by their teachers. Additionally, the new wave of technology has also to an extent contributed to the unprofessional conduct by primary school teachers. A number of teachers receive phone calls in class during the teaching process which disrupts students’ attention. According to Ssemanda K.J, “The teachers’ code of conduct may well have been phrased before the electronic age but that does not mean that it’s unprofessional for you to carry a mobile phone to class simply switch it off.” This clearly shows that teachers need to change their behaviours and dedicate the time for teaching to their pupils rather than engaging in matters outside what is required of them in the teaching profession.

In the teaching service today, corruption has also been noted to be a factor that has eroded the education system. Head teachers have reported to be giving out bribes to examiners so influence them to award higher marks in order to increase their schools’ popularity by hoodwinking the

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6 Ahimbisbwe Patience, ‘1200 primary examination withheld over examination malpractices,’ The Daily Monitor, 20 January 2011, Monitor Publications Ltd, Kampala, Uganda
7 See for example News www.ultimatemediaconsult.com (Accessed On 20th July 2011). A teacher by the name of Richard Binomugisha of Kyemamba Primary School in Lyantonde district is alleged to have defiled a 14-year old primary six girl.
public that they are better in terms of academic performances. However, this is contrary to the ethics and professional standards expected of both the head teachers and examiners. According to Ojok Jackson, ‘It is time to privatize examinations published,’¹⁹, since many exam providers will jealously guard their exams for the sake of their image and hence curb malpractices. Such a statement clearly shows that the Education and Sports Ministry has failed to handle the rampant incidents of examination malpractices

However on the other hand ethics is very controversial and hard to harmonize in all communities. According to Kigongo, J.K, ‘Ethics in education is a controversial and a complex subject due to the heterogeneity of the society (political, religious, and culture character) and the society is also undergoing an evolution of change.’¹⁰ The change has characterized Uganda’s society since colonialism when the numerous ethnic entities were amalgamated into one nation. The colonial period also increased the religious diversity of the country with the coming of new religions. This diversity is on the increase due to the political evolution of the country. Colonialism has also had its implications for profession ethics. All these factors have resulted in a pluralism of sets of ethical valves, which have undermined the core professional ethics since all teachers in society belong to particular political, religious and cultural setting. Therefore membership of the profession becomes so divergent and this makes accountability somehow difficult.

The problem is rooted from the lack of social interaction. There is no common goal in trying to integrate professionalism in society’s culture. In other words, society has been unable to realize

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the peoples’ inability to recognize their common humanity. Even when these unethical tendencies are on a rocket, the government has not came up with strict practical measures to protect these young pupils that are taught under this ethical crisis. One may wonder which party is accountable, is it government, the Ministry of Education, pupils, and parents or teachers? This research focuses on teachers who are answerable to pupils’ performance, although they are not the only people to be blamed for this crisis.

To sum up ethics helps communities to achieve the following; It holds the professional together and unify people of all professions hence making them attain a common goal, it also establishes and maintains professional identity which is relevant to professionals, for example if teachers have a particular dress code they will be in position to be identified by the society easily especially if the dress code is good and portrays decency, ethics guides practitioners on how to act morally and this helps professionals to provide better services to others; it also protects users from malpractices or abuse in a way that it helps these receiving the services not to be cheated. Therefore, it is very important to enforce professional ethics among professionals to avoid immoral acts. That is why it’s important to carry out a study that can help assess professional ethics among the teaching professionals.

1.3 Statement of the Problem.

Although 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 behaviours. According to a pilot study that was carried out by an International Netherlands-based Non-Governmental Organization (SNV) that monitored teachers’ absenteeism in primary schools of Kiboga and Mbale districts, teachers were behaving a manner unexpected of their profession.
The study showed that 30% of teachers from both regions are ever absent every term. It stressed that, ‘this percentage is one of the highest in the world,’\textsuperscript{11} yet 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.'\textsuperscript{12} This statement greatly affirms the importance of professional ethics in teaching. Despite the Code of Conduct being in place, teachers are continuously behaving in unethical behaviours unexpected of them. This study seeks to uncover the causes of unethical behaviours in primary teaching professionals which have greatly affected the performance of the primary education system in Uganda.

\textbf{1.4 Definition of Key Terms.}

\textbf{Care;} This means providing treatment or attending to someone or something. The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential.

\textbf{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.

\textbf{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.


\textsuperscript{12}National Report on Development of Education in Uganda at the beginning of the 21\textsuperscript{st} century, (2004).p.16
**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 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.
1.5 Scope of the Study.

This research study was conducted from 1st of August 2010 and ended on the 30th March 2011 in both Kiboga and Kampala districts. It was conducted in twenty selected school, both private and government. It focused on identifying the causes of continuous unethical behaviors in primary teaching professionals. The key respondents were pupils, teachers and head teachers of private and government school in Kampala and Kiboga districts. Of which 1 head teacher was selected from each school, two teachers of each school and three pupils from each school from both districts.

1.6 Objective of the Study.

1.6.1 General Objective

(a) To enhance commitment, dedication and efficiency of services among the primary teaching professionals by formulating a set of ethical standards.

1.6.2 Specific Objectives

(a) To identify the causes of unethical behavior in primary school teachers.

(b) To find out how school administrators can enhance ethical behaviors in schools.

(c) To find out the effects of unethical behaviors by teachers on children.

(d) To identify the ethical challenges faced in teaching profession.

1.7 Research Questions.

1. What are the causes of unethical behaviors by primary teachers?

2. What are the challenges in upholding teachers’ professional ethics in primary schools?

3. What can be done to uphold teachers’ professional ethics in primary schools?

4. What can be done to protect primary school pupils from the unethical acts of teachers?

5. What mechanisms are in place to check indiscipline of teachers in schools?
1.8 Justification of the Study

Basing on the report of the International Netherlands-based Non-Governmental Organization (SNV), teachers’ absenteeism in Kiboga and Mbale was noted as one of the unethical behaviours by teachers. The study is focused on find out why large numbers of teachers are usually absent in Kiboga. This is why the study was basically conducted. Kampala was included because of its accessible and transport charges from school to school are affordable. It would difficult for the researcher to move from Mbale to Kiboga where schools are allocated differently.

1.9 Significance of the Study.

1) The study will help to assess ethical behavior in teaching professionals. It will provide ethical behavior scales that are relevant to the community. It will also be used in policy formation, communication, research and hence the codification of the ethical standards.

2) The study will help to engage educators and the public with meaningful professional ethical dimensions inherent within teaching, learning and educational leadership. It will also contribute to the collaborative development and build consensus on an ethical framework for the teaching profession. The consultative inquiry model used in this comprehensive review process is significant for educational research, policy development, ethical knowledge, standards implementation and image of the ethical educator.

3) The study will help the teaching professionals acquire ethical knowledge and practice because the processes that will be used in this comprehensive study will help experts review the ethical standards for the teaching professions and this will also hold
considerable potential for the ongoing explication and development of ethical knowledge and practice. Using ethical dilemmas experienced by educators as the core focus for ethical case discussions and for illuminating ethical decision making frameworks is significant for professional practice. It connects practice and theory in meaningful ways that support the ongoing enhancement of ethical practice. These educative processes support the practical application of ethics into daily practice and honour the lived experiences and wisdom of educators. They also emerge as sound curriculum, pedagogy, and professional learning processes for teacher education and leadership development. The use of actual dilemmas experienced by educators serves as educative sources for teachers that are authentic, relevant and applicable for professional practice.

4) The role of the ethical standards in fostering deeper public trust cannot be underestimated. Therefore studying of professional ethics helps in revising the ethical standards clearly and succinctly communicates to the public its therefore very regarding the revised ethical standards, articulates his support, I strongly agree with the revised Ethical Standards for the Teaching Profession being held to a high ethical standard reflects the importance that society places on the relationship between teaching professionals and their students. It also confirms that the standards will be recognized and supported by all partners in education.

5) The study will help on improving ethical leadership because from knowledge that will be incorporated from the new finding will provide insight to the future principals and supervisory officers in Uganda. It will also be integrated in all future additional qualification courses for teachers. The vision of ethical leadership embedded in the revised ethical standards will serve to shape the development of future educational
leaders who are deeply committed to moral purposes, dedicated to advocacy, relentless about social justice, courageous about their values, honoring of human dignity and passionate about learning.

1.9.1 Theoretical framework.

Professional ethics in teaching is based on teachers’ code of conduct, basing on the Realm Individual Process Situation (RIPS) professional analysis Model (2001) that is used for resolving ethical problems in society. We ought to take into consideration the context of the situation (realm), the individual process involved (moral sensitivity, judgment, motivation and courage) and the kind of ethical situation that is before us (an issue, problem, temptation or dilemma). The ethical situation that is before us is unethical behavior which is the realm, the individual process that we are looking at are the teaching professionals in primary schools who are obliged to moral sensitivity, judgment, motivation and courage and the kind of ethical dilemma before us is temptation and problem of continuous unethical behaviors.

Theoretically, ‘If a correlation of unethical behavior exists within the community one must presume that this situation influences the primary teaching professionals engagement in immoral acts.’ To support this assertion, several studies have found correlations between professional dishonesty and other deviant behaviors like examination malpractices, alcohol abuse, child abuse, pupils copy in class and cheat right away from class work in primary up to university simply because pupils have been raised from an environment then how can one expect such pupils to make up good professionals, since they have grown up in that culture of unethical behavior.
With these theoretical assertions as a researcher, more emphasis should be focused on integrity training from grass root level that is in primary to higher institutions of learning in order to reduce on the immoral conduct. This can be done by organizing workshops on integrity training, on-line programs, orientations, ethics officers support and seminars to train professionals on ethical codes of conduct in order to enhance the moral standards of teaching professionals. And for this research, an ideology that can enhance moral standards of primary teaching professionals is illustrated below.

**An ideology that can enhance Moral standards of Primary teaching professionals.**

- **At the end of the day we shall have acquired experienced teachers, pupils with the knowledge of the rules, codes and the use of ethical principles in decision making will have**

- **By emphasizing integral training right from homes to schools. Also using religious leaders, cultural leaders and community role models as tools that can enforce morals in the society**

- **Set up a policy of giving every teacher the simple knowledge of good codes of conduct and ensuring that every teacher gets a modest understanding of the codes**

- **How teachers can adopt to the compliance of a new culture of moral ethics**

- **How the compliance can be linked to developing the new ethical culture**

- **Moral standards of Primary teaching professionals**

- **Culture of integrity**

- **Undesirable ethical behaviours**

- **How teachers can adopt to the compliance of a new culture of moral ethics**
1.9.2 Procedure and Ethical Considerations.

After the researchers’ proposal was approved, she started by obtaining an introductory letter from the dean’s office, School of Humanities and Social Sciences, Makerere University. The researcher proceeded to the selected schools to introduce herself with administered questionnaires to the teachers and pupils on the different days given by the different schools. The researcher photocopied related documents and borrowed some for the researchers own further examination. Interview and focus groups followed, and these were conducted by the researcher and some tape recordings 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 assured the participants that the information given was not going to be disclosed as well as the names of schools and respondents involved in the study. In the case Otto and Onen (2005:47) stated that respondents have to be assured that their rights to remain anonymous have to be respected. The researcher respected the idea of these scholars. She also told the respondents that they were free to withdraw from the research project if need be since the research topic seemed quite sensitive and contentious, the researcher tried her level best not to interfere with the informants’ private life, most especially on the issue of the teachers’ discipline to the teachers and pupils on the different days given by the different schools.

1.9.3 Constraints.

Since professional ethics is a system or code of agreed behaviour, relating to the practice of a profession is quite challenging for an individual to pass on judgment in terms of behavior to a professional because the term professional goes to someone learnt. Then when it comes to
analyzing ethical dilemmas it is difficult to identify whether the issue is public or private. One may wonder whether it’s a private matter when it comes to immoral acts of individual teachers because they are personal weakness. For example, if a teacher has a particular weakness, is it in order to publicize this weakness? Can’t that act affect the teachers’ personality, yet a teacher is a role model to society. If students know about it, would it be something good? Besides that, morals vary, for example some societies have different cultures. This diversity makes it difficult to unify all societies ethically. Another example is the relationship of a student and a teacher. It’s very good for teacher to interact freely with student but at the same time this closeness can be the sole cause of unethical behaviours in teachers and pupils.

1.9.4 Unit analysis

The ethics infrastructure in primary teaching professionals requires rational, critical and justifiable mechanism in order to be achieved because moral values are on the wane. According to the action brief attempts to uncover ways in which ethics and values are promoted in the public service, the Capacity Development (CD) policy advisors/specialists in UNDP states that, 13 ‘Three broad approaches – economic, legal, and behavioral – to promote ethical values in public service are presented which provide entry points for effective intervention. However, we have taken as the primary focus the behavioral approach, specifically looking at the role of codes of conduct, education and training and mentoring in enhancing ethical conducts in civil service reform initiatives in a range of countries. A balanced package that combines elements of

compliance- and integrity-based approaches and their adaptation to the cultural, political and administrative traditions of the particular country, well-publicized codes of conducts and citizens charters, coaching on ethical leadership, content and behaviour change driven training on ethics and values, strategic institutional transformations that support the application of such an ethics and values framework, and mentoring and coaching mechanisms that help sustain such capacities are key common features of embedding ethics and values in civil service reforms’ this clearly analysis the national and international effort that are made to improve on the ethical behavior of professionals.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

A considerable number of scholars have carried out various studies regarding professional ethics from different parts of the world. This chapter presents a review on the various studies and topics of some scholars. The review is according to the following sub-topics; How moral standards of teaching professionals can be improved, identifying the causes of unethical behavior, how school administrators can enhance ethical behavior in schools, effects of unethical behavior by teachers on children and identifying the ethical challenges faced by teaching professionals.

2.2 Ways of improving moral standards in teaching professionals.

Head teachers should encourage ethical consciousness in their schools from top to bottom showing support and care about ethical practices. This can be achieved by the use of formal processes that support and reinforce ethical behavior. For example, internal regulation can be made by the use of codes of corporate ethics and the availability of appeals processes. Devlin states that we can also have a national moral discourse harmonizing the diverse system or set ethical values constituted by the different religious and political committees. A society ought to have a common implicit agreement about what is right and wrong, that is a moral consensus, and a positive morality to guide its members in space and in time. Devlin calls it moral law made up from the ideas which members of the society would have about the right way to live.\(^{14}\) Therefore, the philosophies of head teachers as well as immediate supervisors should focus on the institutionalization of ethical norms and practices that are incorporated into all school levels.

However Devlins’ idea of having a national moral discourse harmonizing the diverse system of ethical values constituted by the different religions and political committees is quite broad. As the saying goes, charity begins at home. Morals start from families then they spread to organizations and eventually to the nation. Ethics should start from the smallest unit which is a family then it should extend to communities, institutions and end up at national level.

One of the basic management principles states that if you desire a certain behavior, reinforce it. Ethical behaviour is perceived by individuals and reinforced by organizations. If head teachers want to promote ethical behavior they must accept the responsibility for establishing it (ethics) in their schools system and if ethical behavior is desired it can be achieved. According to Nielsen, R. P. (1988), ‘teachers choose to do, go along with or ignore the ethical behaviour because they want to avoid the possibility of punishments (or) to gain rewards.’ Nielsen believes that teachers act unethically because they do not want to take responsibility but with the gain for rewards, teachers are motivated to work ethically which is right. However it is ones’ integrity that shapes character. Therefore, basing on Nielsen’s idea, gaining rewards is part of dishonesty and lack of integrity, and therefore by re-enforcing integrity, the society can get better citizens.

Schools can also enhance an ethically-oriented culture by paying particular attention to principled organizational dissent. Principled organizational dissent is an important concept linking organizational culture to ethical behavior because it’s the effort of individuals in the organization to protest the status quo because of their objection on ethical grounds, to some practice or policy. Graham, J. W. (1986) suggests that, ‘Organizations committed to promoting

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an ethical climate should encourage principled organizational dissent instead of punishing such behavior.

Schools should also provide more ethics training to strengthen their teachers' personal ethical framework, that is, schools must devote more resources to ethics training programs to help its pupils clarify their ethical frameworks and practice self-discipline when making ethical decisions in difficult circumstances.

Schermerhorn (1989) and Otten (1986) consider the seven-step checklist that organizations should use to help their employees in dealing with an ethical dilemma as the most useful. This calls for recognizing and clarifying the dilemma, getting all the possible facts, listing all the options, testing each option by asking whether it is legal, right, and beneficial and then make a decision. It also calls for double checking the decision by asking how the family would feel if they found out about the decision, how a decision-maker would feel if the decision was printed in the local newspaper, and eventually take action. An effective school culture should encourage ethical behavior and discourage unethical behavior. As a researcher, the seven-step checklist that Schermerhorn and Otten suggest is very appealing and if followed is most likely to yield fruits. However, according to the Ugandan situation of poverty, the check-list cannot work because it involves carrying out research which is every expensive in poor countries like Uganda.

Although much remains to be learned about why unethical behavior occurs in schools, organizations can benefit from the following suggestions made by Cooke, (1991). He suggests

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that ethical decision-making should be integrated into the performance appraisal process. He suggests that employers should be realistic in setting values and goals regarding employment relationships and not to promise what the school cannot deliver. He also calls for encouragement of input throughout the school regarding appropriate values and practices for implementing the cultures. He advises them to choose values that represent the views of pupils, teachers and non-teaching staff at all levels of the school and not to automatically opt for a "strong" culture. He further advises them to explore methods to provide for diversity and dissent, such as grievance or complaint mechanisms or other internal review procedures and ensure that a whistle-blowing and/or ethical concerns procedure is established for internal problem-solving. He also calls for provision of ethics training programs for all teachers and pupils. All these aspects should explain the underlying ethical and legal principles and present practical aspects of carrying out procedural guidelines. However, it is not worthy that not all ethical situations are clear-cut.

The school should recognize that there are ambiguous grey areas where ethical tradeoffs may be necessary. More importantly, some situations have no simple solution. Approaches to ethical decision-making have been categorized in the following ways, Justice this approach focuses on how fairly or unfairly actions distribute benefits to members of any group in a school. Rights approaches to decision-making assume that each person has a fundamental right to be respected and treated as a free and rational person. Virtue approaches to decision-making focus on characteristics, attitudes and dispositions integrity, honesty, trustworthiness that enable people to develop their human potential. In such a situation the utilitarian approach helps in decision making. This was advanced by philosophers such as Bentham and Mill. They regard ethical actions as those producing the greatest difference of benefits over harms. Common good
approaches to decision-making regard ethical behaviour as that which advances the good of the whole community. Individuals or groups are not to be exploited at the expense of others. Social relativism approaches to decision-making regard values of different cultures and groups as being grounded in a particular social context or reality. It therefore becomes difficult for a person from one culture or group to pass judgment on the values of another. Using Kant's approach to ethics, it might be argued that ethical conduct of teachers should be determined by the concept of duty and the action or decision should only be regarded as ethical if it could be applied as a general rule for everyone to follow. In the context of education, duty is expressed as the duty to care for students. It might also include duty to have pride in self, duty to set the best example to others, duty to colleagues, duty to the school, duty to public education and the duty to obey the law.

The school should enhance programmes that promote good character and should be enforced in order to teach students how to be good citizens and develop their aspects of decision making. Effective character education programs affect the student’s ability to be socially and personally responsible. Holloway (2006) identifies the fact that, ‘Character education promotes core ethical values, creates a caring school community, and engages the staff as a learning community that instills morals.’ In order for a school/community to work well, the members must be aware of expectations. The principal is significant in building trust among the community. Principals lay the foundation for respect and personal regard. The actions of the administrator contribute to a positive learning environment in the school. There must be equal treatment among the different student groups. There should be a common link for success among all groups. Principals must understand the importance of creating an effective learning community.

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There must be an open line of communication between the head teacher and board members of a particular school. Head teachers must be available to students, teachers, and staff members throughout the day. They must also attend school and community events. Kritsonis (2007) states that in all realms, ‘The ability to communicate intelligibly and forcefully can be coordinated with other aspects into an integrated vision and commitment.'

The display of a principal’s character can inspire character and development in schools.

Integrity is an important aspect in the behaviors of leaders since it is consistent with their stated values. For example if they are honest, ethical, responsible and trustworthy, the teaching profession would be effective. Hoy and Miskel, (2005) stress that; ‘Integrity is to say what one means. One must deliver what is promised, and stand for what is right. To be ethical means to be fair.’ Leaders should treat stakeholders fairly, equitably, and with dignity. Administrators must inspire integrity by recognizing positive behaviors in teachers and students. A principal must concur to be liable to a high standard of ethical behavior. Leaders should lead by example.

The language of morals should be ordinary. According to Kritsonis (2007), ‘No special concepts are needed in expressing intended meanings. When one states, “This action is right,” he is not meaning that it is enjoyable.’ There are some leaders who have inspired us by their sense of integrity and moral values such as Jesus, Isaiah, Confucius, and Moses. National heroes such as Abraham Lincoln, Robert E. Lee, and Joan of Arc were exemplified by moral courage. Moral

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philosophers that contributed to moral leadership were Socrates, St. Augustine, Immanuel Kant, and John Dewey.

Academic integrity cannot be coerced, neither can it be taught. For an organization to function using high moral standards there must be a leader that inspires a sense of integrity. Displaying a high level of integrity can also relay the message that the leader is fair and just. The leaders treat all individuals in an equal manner. In some cases individuals might be treated differently due to specific circumstances. Leaders must be fair when dealing with awards and punishments. Head teachers should take the responsibility of realms of esthetics concerned with active personal commitment. Kritsonis (2007) states that that morally someone is obliged to do right, and if one fails, he feels guilty. An effective leader should be responsible. Responsibility entails dependability, initiative, persistence, aggressiveness, self-confidence, and the desire to excel. One must be liable for one’s own actions. Individuals must report concerns and rule out violations. Leaders in education have an ethical responsibility. They must have a moral vision of what is expected of them.

Hoy and Miskel (2005) states that ‘Trust is like air; no one thinks much about it until it is needed and it is not there.’\(^{22}\) It is important to have trust in schools. It facilitates cooperation and promotes cohesiveness. Trust has also been shown to improve student achievement. Leaders should build a sense of trust within the environment. Their trust is built by behavior that is considerate, supportive, and collegial. When there is a high level of trust towards the principal, it

is believed that the principal is benevolent, reliable, knowledgeable, honest, and open with the staff. Trust can be a powerful aspect of successful leadership.

Kritsonis (2007) believes that there are certain principles, such as the duty to keep promises and to tell the truth. Obvious differences in principle may really be the difference in application due to different circumstances. Leaders must prove to be trustworthy to achieve a cohesive working environment. Honesty in the empirical realm, means it is factual (Kritsonis, 2007). There is a distinction between empirical meaning and ethical meanings. If one was more clearly understood, then there would be less confusion about ethical questions. Ethical statements are neither true nor false, but they are expressions of personal preferences. Ethical language is used to alter feelings and behaviors.

In the education arena, one should be truthful and honest with one another. This includes teachers, administrators, parents, and community members. To be a good leader, one must be honest. When one thinks of dishonesty, one sees the significance of being honest. Dishonesty is lying, being deceitful, and not trusted by one’s peers. When a leader is not trusted, there is no respect. Dishonesty weakens relationships, and there is also a negative impact on the organization. Being honest not only means being truthful, but it also means being open.

In conclusion, in schools teachers, administrators, staff, and school board members should understand the importance of ethical conduct in the educational arena. An effective educational environment entails the need of individuals maintaining integrity and high morals. Employees of a school or a district should serve with honor. Individuals should strive to help students reach their potential to be socially and responsible citizens. School or district employees should understand the importance of upholding ethical values. The supportiveness, safety, and security
of all environments are crucial in the learning environment. Leaders are the key players in improving ethical conduct in the educational organization. Others aspects are knowledge of ethical theory, character development, integrity, responsibility, trust, honesty, respect, knowledge of where to seek redress for sexual harassment, awareness of the dangers of drug and alcohol abuse, and how to control or build social relationships will not only strengthen the leader, but will also create an effective learning environment.

\textit{a)How school administrators can enhance ethical behavior in schools.}

Administrators should set up laws that help to uphold ethical behaviors in pupils as well as teachers and they should also set standards for behaving honorably, though usually unwritten but understood generally by the pupils, teachers and non-teaching staff. Schools have responsibility of teaching values to students although parents can also equally do the same from the homes where the students hail. The administrators should encourage pupils and teachers to read ethical books through rhetoric by society’s leaders since leaders have enormous influence in shaping behaviour. This can through watching televised shows and movies by caregivers, and providing rewards/punishments for certain behaviors. When the child is old enough to be accountable for the rules of courtesy, he or she may find it costly not to lie since deception is sanctioned.

Administrators should emphasize three qualities individuals must possess to make ethical decisions. The first is the ability to recognize ethical issues and to reason through the ethical consequences of decisions. Secondly, the ability to see what action is to be taken and thirdly, the effect(s) of the action(s). One of the elements of strategic thinking is very important. The second is the ability to look at alternative points of view, and deciding what is right in a particular set of
circumstances. This is similar to the ability to reframe. And the third is the ability to deal with ambiguity and uncertainty; making a decision on the best information available.

Administrators should emphasize adopting codes of conduct for teachers that can help to change their behaviour, as long as teachers are involved in designing and implementing these codes and effective enforcement procedures are established. Non-transparent criteria, payment of bribes to obtain accreditation, circumvention of the rules for accreditation (particularly through franchising), schools giving false information on their accreditation, creation of fake accreditation bodies, etc. A review of the policies adopted to cope with these problems in various countries, including Australia and the United States shows that certain measures can help to prevent such abuses, such as ensuring the independence of accreditation bodies, in order to avoid collusion of interests, or allowing the public access to the list of authorized accrediting agencies and of properly accredited school.

Most individual’s ethical development occurs before entering an organization. The influence of family, church, community, and school will determine individual values. The organization to a large extent is dealing with individuals whose value base has been established. This might imply that ethical organizations are those fortunate enough to bring in ethical individuals, while unethical organizations bring in unethical people. But it is not that simple. While the internalized values of individuals are important, the organization has a major impact on the behavior of its members, and can have a positive or negative influence on their values. One example of the development of ethical individuals is the service academies. In their admissions processes, the academies attempt to get individuals of good character with the values integral to the military profession. However, the academies also recognize that their core values may be different than
those prevalent in society, and they devote considerable effort to the development and internalization of their core values. As is evident from periodic breaches of integrity at the academies, e.g., cheating scandals, these attempts to instill core values do not always succeed.

Eraut suggests that the handling competence in ethical issues is emphasizing codes of conduct and on the other hand, these are not primarily about what professionals can do but about what they will do.\textsuperscript{23} According to this Eraut, one is supposed to understand that teachers are expected to comply with ethical issues. In other words, the moral standards of a teacher depend on the teacher’s willingness and ability to do something. For example, if a teacher is willing to behave professionally, he will do so and if he decides to act in an unethical manner, he will also do so. Therefore, one’s behaviors are based on one’s willingness and ability to do something.

The major core ethical principles that administrators can use for ethical standards are under four interrelated domains. These include: Trust, Care, Respect and Integrity. The ethical domains describe the essence of each core principle and illuminate the ethical dimensions associated with the core principle. On care, the ethical standards include compassion, acceptance, interest and insight for developing students’ potential. Members express their commitment to students’ well-being and learning through positive influence, professional judgment and empathy in practice. On respect, the ethical standards are 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. On trust, the ethical standard embodies fairness, openness and honesty. Members’ professional relationships with students, colleagues, parents, guardians and the public are based

\textsuperscript{23}Eraut, M. (1994) “Developing Professional Knowledge and Competence”
on trust. On integrity, it includes honesty, reliability and moral actions. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

### 2.3 Causes of unethical behavior.

In the past, the person that was most respected in any society was a teacher irrespective of any grade. People would get advice and counseling’s from teachers. Whenever they wanted someone to chair a meeting they would pick on a teacher. Teachers used to be the most trusted persons because they were knowledgeable and competent as far as their profession was concerned. However, today the situation is not the same. Teachers have completely changed their work not for moral support, but for profit gain.

The greed and dishonesty nature of human beings is among the major causes of unethical behaviours.²⁴

Globalization and the development of new technologies have encouraged the emergence of new form of academic fraud. A number of websites today offer the possibility of buying diplomas online or pursuing studies from non-accredited institutions. At the same time, the internationalization of student flows and job markets make it difficult to check on the authenticity of diplomas. As a result, the market is flooded with forged certificates and unaccredited diplomas. On the hand, some high institutions of learning in their quest for money (in terms of enrolment or application fees) are admitting more and more foreign students at the expense of the education standards. However, a number of initiatives aimed at curbing such

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²⁴See for example Machrine Birungi, ‘Head Teacher arrested for failure to pay teachers’ salaries’ www.ugandaradiionnetwork.com (accessed 26 July 2011). A head teacher used to collect money from students but he would not pay the teachers their salaries. This clearly depicts how some head teachers are which demoralizes the teachers and eventually leave the profession.
problems are proving effective. These include: entrusting the administering of exams to independent bodies, establishing centralized databases on university degree holders, sanctioning both the companies that are involved in awarding fake diplomas, developing codes of good practice, and providing a database of accredited institutions of learning.

In Uganda, the education system is still grappling with the problem of underfunding, and at times the system and bureaucracy in the flow of the finances to the local schools. Surveys have shown that the leakage of non-wage funds is a matter of serious concern: Between 87 per cent (Uganda) and 49 per cent (Ghana) of non-wage funds never reach the school level. Uganda was the first country to do a PET survey in 1996. Conducted in 250 government primary schools, 18 local governments, and three central government ministries, the results of the survey provided a stark picture of public funding on the front line. On average, only 13 per cent of the annual capitation grant (per student) from the central government reached the school between 1991 and 1995. Put differently, 87 per cent was used by local officials for purposes unrelated to education, and yet there was no evidence of increased spending in other sectors. Anecdotal evidence suggests that these funds were largely used for private gain, patronage politics or the funding of political activities, as indicated by numerous newspapers articles about indictments of district education officers after the survey findings were made public.

Weak policies in employment are another cause of unethical behavior. For example, School administrators employing unmarried teachers in schools have also seen the increase in immoral acts by teachers. There are high chances that unmarried teachers end up having relationships with pupils. In the New Vision of Saturday November 17th 2000, a headmaster in Luweero district was reported to have been responsible for impregnating a girl who was a student in the
same school\textsuperscript{25} It was reported that the headmaster was a bachelor, yet this is not allowed in the teaching profession. Unmarried men and women teaching pupils puts student on a high risk of becoming their sexual partners.

2.5 Effects of unethical behavior by teachers on children

According to the National Association for Educating Young Children code of ethical conduct and guidelines for responsible behavior in early childhood education, teachers are required not to harm children. They are not supposed to participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. This principle has precedence overall others in this Code.\textsuperscript{26} When teachers violate this code, they are held liable. Teachers’ unethical behaviours affect children academically, mentally, and emotionally. The impact teachers make on students can affect them (pupils) both in and outside the classroom. Student perceptions of such unethical behaviours displayed by educators are valid and memorable. Such traits can influence a student negatively. Positive characteristics displayed by teachers, such as high expectations, have a positive effect on students, whereas negative behavior, such as negative feedback, can shape a student negatively.

2.6 Challenges faced by teaching professionals.

In Uganda today, the biggest challenge is the lack of teaching materials. Teachers in rural areas lack text books and for schools in rural areas, libraries and information services are lacking in


\textsuperscript{26}National Association for Educating Young Children (NAEYC) code of ethical conduct: Guidelines for responsible behavior in early childhood education, NAEYC Ethics Panel Office of the Executive Director 1509 1 6th Street, NW Washington, DC 20036-1426 p.58
most schools and this has been cited as the major factors that contribute to poor students’ performance. Some teachers teach basing on a few notes, and in other schools, they can hardly find chalk, in addition to the poor teaching conditions.

A number of teachers lack capacity building opportunities or refresher courses which can enable the teachers attain further skills. The teaching styles are the same old styles that were left behind by the missionaries. Relatedly, the current curriculum is old and outdated and is no longer applicable in the present situation.

Another challenge is the long period of training and the absence of a unified continuous professional development programme. These are linked and it is difficult to describe them separately. Many stakeholders feel that the two years for professional development are too inadequate for effective exposure to the theoretical content of all the subjects taught and involvement in the practicum. This is made worse by funding. Government pays small grants to colleges to cater for the programmes which cannot support tutors’ full involvement in programmes beyond their engagement with trainees in the classroom. Since the colleges cannot offer allowances, and the tutors have personal and family responsibilities to cater for, many go to work only when they are expected in class. Thus, the trainees interact with their tutors in structured space and lesson activity and interact for a limited time. Practicing teachers would have hoped to gain from professional development programmes but the current ones are considered fragmented and lack a systematic approach.

According to Bahikirwe (1992), the post-independence period witnessed a general outcry among all responsible Ugandans about the fallen sense of values, particularly of ethics nature in schools
and society at large. There was a widespread belief that ways of behaving taught by mission schools had been exemplary and supported by schools and had been exemplary and supported by a sound system of religious beliefs and practices and that the trend of deterioration of education.

The talk relating to the contrast between the pre-independence moral situations in schools increasingly became one of the frontal subjects of the public media.

**CONCLUSION**

In a nutshell, the writings advanced by the authors examined do not offer clear cut reasons justifying teachers’ unethical conducts despite of the fact that they are knowledgeable about all the codes of conduct. More so, the scholars do not provides ways how the challenges should be addressed from an ethical point of view.

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27 Bahikirwe (1992), The Relationship between Valves and Religious aim and Objectives in Uganda secondary schools Kampala.
CHAPTER THREE
METHODOLOGY AND RESEARCH DESIGN

3.1. Introduction

This section includes a research methodology overview, triangulated data collected which helped the researcher in answering the research questions in this study. It covers the area of research, study design, data collection methods, research procedure.

3.2 Research Methodology Overview.

A complete research methodology is illustrated below and displays the flow and relationship of the activities that were carried out in the research.

The methodology is described in detail in the following section.
3.3 Description of Methodology

Each of the methods used in the research are described to explain their purpose and application to the study. The methods are listed in steps in the order they were conducted, as described in the flow diagram above.

Initial Theoretical Model; Prior to conducting professional ethics research in earnest, an initial theoretical model was developed using literatures from different scholars from prior research and experience. The theories were integrated with ideas and they generated the pre-research. This model served as the baseline survey that generated concepts that were used during the inductive phase of research.

Value model development literature was reviewed from journals abstracts, relevant books sections and references from articles across works of education and organizations, collected together a value model was created. The theoretical framework was derived from the realm Individual Process Situation (RIPS) professional analysis model (2001) that is used to resolve ethical problems.

3.4 Study Design

The research design was formulated from the research question of the study that was carried out in Kampala and Kiboga districts. It involved samples from various schools and was conducted amongst the teaching staff, pupils and head teachers. The researcher used both qualitative and quantitative data collected from the random sampling. This research design is based on Creswell W. John who emphasizes the mixed method strategy he states that, ‘authors have elaborated on
the criteria that go into choosing a mixed approach from the many available to use.”

This method was used to collect data from the field with the intention of gaining an insight into people's attitudes, behaviours, value systems, concerns, motivations, aspirations, culture or lifestyles.

3.5 Area of study
The study was conducted in five administrative divisions of Kampala which included Central, Kawempe, Nakawa, Makindye and Rubaga for Kampala District. The following schools were selected: Buganda Road Primary School, Nakasero Primary school, City Parents School, Makindye Mother Care Kindergarten Primary Parents School, Aga Khan Primary School, Nakivubo Blue Primary School, Bat Valley Primary School, Lubiri Primary School, Mengo Primary School, St Joseph Primary School Nsambya, St Peters Primary School Nsambya, and for Kiboga District research was conducted in, Nakitokolo Primary School, Buwasa Primary School, Building Tomorrow Academy Kiyamba, Malangalaata Primary School, Building Tomorrow Lutiise Academy, Kigando Primary School, Bukhli Primary School, Kyakubaga Primary School, Biskia Primary School these will represent other areas in the country.

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3.6 Study Population /Target Population

<table>
<thead>
<tr>
<th>Category of the population</th>
<th>Total number in the population</th>
<th>Number included in the sample</th>
<th>Sample method used</th>
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</thead>
<tbody>
<tr>
<td>Head teachers in Kiboga districts</td>
<td>Government head teachers 87 Private head teacher 16 Total 113</td>
<td>8</td>
<td>Random sampling Total population X respondents 100</td>
</tr>
<tr>
<td>Head teachers in Kampala districts</td>
<td>Government head teachers 634 Private head teachers 362 Total 996</td>
<td>12</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Primary teachers</td>
<td>No access to total number of teachers</td>
<td>40</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Primary pupils</td>
<td>No access to total number of pupils</td>
<td>66</td>
<td>Random sampling</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>126</td>
<td></td>
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</tbody>
</table>

Source: [www.schoolguideuganda.comschool/district](http://www.schoolguideuganda.comschool/district) Kiboga /Kampala accessed 28th August 2012

3.7 Sample Size and Sampling Strategies

Sampling techniques refer to the procedure a research uses to select the needed study sample (Kombo and Tromp, 2006). The study employed the following sampling techniques namely stratified random sampling, simple random sampling, convenience and purposive sampling. Stratified random sampling is a process of selection a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion (Gay 1996). This was employed to access 60 because according to (Gay 1996.116) using the questionnaires. The research 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-group in the population were represented in the sample in the same proportion as they existed in the population. This enables all respondents to have an equal and independent chance of being selected for the sample.
Sample 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 three members in each of the schools’ disciplinary committee and ninth member was selected.

3.8 Data Collection.

Individual data gathering at this stage was characterized by extensive consultation of several different forms. The English language was used in the interview to provide data. Information was also gathered through the use of prepared questionnaires. In addition, discussion guides were made available to individuals and organizations preparing briefs in response to the school invitation for feedback.

a) Data Collection Method and Instruments.

Below is table showing the overview of the data collection method.

<table>
<thead>
<tr>
<th>Individual Collection of Data.</th>
<th>Method of collection</th>
<th>Tool / Instrument used</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline survey</td>
<td>Questionnaires</td>
<td>Teachers &amp; Pupils</td>
</tr>
<tr>
<td></td>
<td>In-depth interviews</td>
<td>Set of questions a long a recorder.</td>
<td>Head teachers</td>
</tr>
</tbody>
</table>

Interviews were conducted in all the 20 schools. Each Head teacher was given an interview of 45 minutes, and then questionnaires were distributed to 66 pupils and 40 teachers. The results from the interviews were gathered and the questionnaires were collected from the pupils from the schools.
b) Population and Selection of the Sample.

The sample size was 126 respondents 20 head teachers, 40 teaching staff and 66 pupils.

N=126

<table>
<thead>
<tr>
<th></th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20</td>
<td>40</td>
<td>66</td>
</tr>
</tbody>
</table>

A list from different government schools was obtained from city council education section according to their divisions. These schools were assigned numbers from the first to the last respectively. These numbers corresponding to the names of schools were then written on small pieces of paper which were folded and placed together in small boxes according to their divisions. From these boxes, the researcher then randomly picked fives schools from each box thus making a total of 20 schools.

c) Selection of Respondents.

A list of all teaching staff was obtained from the 20 schools which were selected to participate in the study. The names of teaching staff from each school were got from the head teachers. Those were written on small pieces of paper which were folded and placed in different boxes according to the schools. Four teaching staff and three pupils were selected in each school that is one pupil got from primary five, six and seven respectively.

3.9. Procedure

The researcher organized the research questions depending on the nature of the respondents and in line with the objectives of the study. The researcher then proceeded to the field. In the field she distributed consent form to the respondents and then distributed the questionnaires to pupils and teachers. Interviews were conducted with head teachers. Questionnaires were filled in by
teachers and pupils and collected from the respondents by the researcher. Interviews were recorded and the information transcribed. This whole process generated data.

3.9.1 Data Analysis

The 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.

Quantitative data analysis was processed using both 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 meaning of the collected data, and made it verbal. The data was then turned into frequency counts and frequency tables.

The responses of the subject from opinion oriented self-administered questionnaire (SAQs) were computed into frequency counts percentages. Later, it was summarized and tabulated for easy presentation, assessment analyses and interpretation.

Expressions like a bigger number (90%), and the least number (10%) were used to describe the findings. Thereafter the study hypothesis was tested by use of person product moment correlation coefficient technique and students two sample test.

3.9.2 Constraints

Unethical behaviors are immeasurable and one can hardly say that a person is 99% immoral. It’s not as an experiment or science where one measures percentage or quantity. All information gathered in most cases are estimates which make it hard for one to make a clear analysis. In terms of hardship in the process of data gathering, some head teachers defended their teachers which made the analysis a bit contradictory and secondary and the transcribing process was time consuming and expensive.
1.9.3 The Ethical Considerations.

The core principles of ethical considerations include the Informed consent, which is a mechanism for ensuring that people understand what it means to participate in a particular research study so that they can decide in a conscious, deliberate way whether they want to participate. As a researcher you are supposed to have:

Respect for persons which requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives.

Respect for communities should also be considered. It confers on the researcher an obligation to respect the values and interests of the community in research and wherever possible to protect the community from harm. We believe that this principle is, in fact, fundamental for research when community-wide knowledge, values, and relationships are critical to research success and may in turn be affected by the research process or its outcomes.

Beneficence: This requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved.

Justice also requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate.
In general, data collection activities that require more than casual interaction with a person require individual informed consent from that person, regardless of whether community-level permissions exist. Examples of such activities include in-depth interviews and focus groups. The person should be told: The purpose of the research, what is expected of a research participant, including the amount of time likely to be required for participation? Expected risks and benefits, including psychological and social. The fact that participation is voluntary and that one can withdraw at any time with no negative repercussions. How confidentiality will be protected, the name and contact information of the local lead investigator to be contacted for questions or problems related to the research.
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the study conducted on professional ethics of primary school teachers. The data for this study were collected from primary school pupils, teachers and head teachers. From the pupils, particular emphasis was put on primary seven, six and five since this is a stage where psychologically pupils can grasp some basic ideas about life such as discipline, responsibility and what they ought to do. Data from the respondents was collected by the use of questionnaires and in-depth interviews. Pupils, teachers and head teachers were asked to give their views and opinions on the subject under study.

Table: 4.1 Background characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number (N=126)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>66</td>
<td>52.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>40</td>
<td>31.7</td>
</tr>
<tr>
<td>Head teachers</td>
<td>20</td>
<td>15.9</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A total number of 126 (N=126) respondents were interviewed or given questionnaires to answer. The respondents were of three categories namely; pupils, teachers and head teachers. 52.4% of the respondents were pupils, 31.7% were teachers and 15.9% were head teachers.

4.2 THE DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

A total of 40 teacher respondents (between the ages, 25 to 40 years) were interviewed. The following table presents a summary of the respondents’ social demographic profiles of the
primary school teachers. These profiles include respondents; gender, age, marital status, education and duration in employment. Individual variables are discussed below.

Table 4.2.1.1 Teachers’ social demographic profile (n=40)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency (n=40)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-25 years</td>
<td>10</td>
<td>25.0</td>
</tr>
<tr>
<td>26-30 years</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>31-35 years</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>36-40 years</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Married</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Grade 111</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Non response</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>&lt;2 years</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>2-5 years</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>11-15 years</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>&gt;15 years</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Research.

From the above table, 60% of the teachers were female and 40% male. Out of the 40 teachers, 57.5% had served as primary teachers for a period of 2 to 5 years and 22.5% had served for a period 11 to 15 years. 17.5% had served for less than 2 years and only 2.5% had served for more than 15 years as primary teachers. This shows that most primary teachers are still new in the profession. 25% were aged between 20-25 years, 47.5% were aged between 26-30 years and 12.5% were aged between 31-35 years, while 15% belonged to the age group of 36-40 years.

**Education of the respondents (teacher)**

Majority (70.0%) of the teacher respondents interviewed said that they had acquired Grade 111 education, 17.5% had grade 11 and only 7.5% had diplomas.

Marital status; Seventy five percent (75.0%) were married, 20.0% were single and 5.0% were divorced.

**4.2.1.2 Pupils demographic characteristics (n=66)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>39.4</td>
</tr>
</tbody>
</table>
A total of 66 male and female pupils were involved in this research. Pupils from primary six and seven were provided with structured questionnaires to tick their responses. The following data consists of pupils’ demographic characteristics. It was established that most pupil respondents (93.9%) were young people between the 13-15 age group, and the other group was in the 10-12 (4.5%) age group. The age of pupils is significant because at a young age many pupils tend to copy others and they are usually swayed by their educators as well as peer group pressures that may result in indiscipline.

### 4.3 THE CAUSES OF UNETHICAL BEHAVIOR AMONG PRIMARY SCHOOL TEACHERS

In order to unravel the mystery behind the continued misconduct of primary teachers in their profession, the study revealed various aspects that are explained in detail below. The researcher was curious and wondered ‘why primary teachers continue to act immorally yet they know the professional codes of conduct.

**Table: 4.3.1 Advantages teachers have over the learners**

<table>
<thead>
<tr>
<th>Physical</th>
<th>Frequency (n=40)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Not sure</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>Physical</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>Mental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>90.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Moral welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Yes</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Sexual relationship with learner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Yes</td>
<td>34</td>
<td>85.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Sexual relationship with a fellow teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Using learner labour for personal private gains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The interactions between teachers and learners may take various forms with aspects such as physical, mental and moral. The teachers obviously are at an advantage which they may exploit at the learners expense. This is worsened when the code of conduct is not enforced seriously.
A ‘yes’ response means that it is always right to refrain from taking advantage on the learners or that it is wrong to take advantage on the learners, while a ‘no’ response means that one should not refrain from taking advantage or that one should in fact take advantage or exploit on the learners. In order to identify the causes of unethical behavior in primary school teachers, the researcher first explored in detail on whether the teachers have sufficient knowledge on what they ought to do.

The respondents were asked whether it is right for teachers to refrain or abstain from exploiting a privileged relationship with the learners based on various aspects of advantage of teachers versus their learners that include physical, mental, moral welfare, sexual relationship with the learners, sexual relationship with a fellow teacher and using the learners’ labour for personal private gains.

On whether it is right for teachers to refrain or abstain from exploiting a privileged relationship with the learners based on physical advantage, the results show that 90.0% said yes, 5.0% said no and 5.0% were not sure.

Teachers were asked whether it is right for them to abstain from exploiting a privileged relationship between the learners based on the mental aspect and 90.0% of them said yes it is right to refrain from such exploitation while 5.0% said no and 5.0% were not sure.

Responding to whether it is right for teachers to abstain from exploiting a privileged relationship between learners on moral welfare, 87.5% of the teachers said yes, 7.5% said no and 5.0% were not sure.

On the issue of whether it is right for teachers to abstain from exploiting a privileged relationship between the learners based on a sexual relationship with the learners, 85.0% of the primary teachers overwhelmingly said ‘yes’ while 12.5% said ‘no’ and 2.5% did not respond.

On whether it is right for teachers to abstain from exploiting a privileged relationship between the learners on sexual relationship with a fellow teacher, 80.0% said yes, 17.5% said no and 2.5% non-response
On whether it is right for teachers to abstain from exploiting a privileged relationship between the learners on using the learners’ labour for personal private gains, 20.0% said yes, 10.0 % said no and 67.5% were not sure and 2.5% did not respond.

Table: 4.3.2 Teaching staff observation and respect of the teacher’s code of conduct (n=40)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very true</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>True</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Non response</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher sought the teachers’ feelings about observing and respect for the teacher’s code of conduct. A total of 90% said that it is very true or true to respect and observe the teachers code of conduct, although they never provided whether observe it in practice.

Another question was on the teachers possessing the teachers’ code and the response is indicated below.

Table: 4.3.3 Possession or access to a copy of the teacher’s code of conduct (n=40)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>35</td>
<td>87.5</td>
</tr>
</tbody>
</table>
The researcher asked the teacher respondents on whether they have in their possession or access to a copy of the teacher’s code of conduct and only 2.5% said yes, the rest i.e. 97.5% provided responses ranging from not being sure (87.5%) and 5.0 never responded and 5.0% said that they never possessed the code of conduct. This is actually telling since non possession of the code of conduct means that they do not read it nor put its stipulations into practice. No wonder teachers continue to break the conduct expected of them. On the hand teachers are not to blame for the entire cause of ethical crisis the situation in which they operate or carry out their work is not conducive because teacher payments/salary or wages are low therefore they end up exploiting what resources are available.

### 4.4 HOW SCHOOL ADMINISTRATORS CAN ENHANCE ETHICAL BEHAVIOUR IN SCHOOLS

Probably the key to the continued misbehavior of the teaching staff towards the pupils may be found in the way primary school administrators’ deal with unethical behavior in schools. These administrators play a very crucial role in ensuring ethical standards in the primary school, to protect the pupils in primary schools from being offended. Among the many questions that were asked, school administrators were asked whether their teachers are familiar with the conditions of service and terms of work.

The researcher investigated from the school administrators whether the teachers under their control are familiar and aware of their terms of service including having to abide with the code of conduct as shown in the following table;

<table>
<thead>
<tr>
<th>Non response</th>
<th>2</th>
<th>5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table: 4.4.1  Assessment of teachers and their knowledge of terms of service by head teachers (n=20)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most head teachers (75.0%) said that their teachers are aware of the conditions and terms of their service and it was only 25% who said that their teachers are not acquired with the conditions of their service.

When asked to provide an exact number of those who are not familiar, some 20.0% responded that their teachers are familiar with the terms of service, 25.0% said that their teachers aren’t familiar with the terms of service because they are not trained but declined to provide their number, while 55.0% never provided a response. So no exact number was provided as shown in the table below;

Table: 4.4.2  The number that is not familiar with the terms of service and the reason (n=20)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All know</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Don’t know because they are not trained</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Non response</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Head teachers and their role in the development of the professional ethics of staff

Head teachers disclosed that they have been offering professional ethics to their teachers through the provision of advice, sensitization of teachers on the code of conduct, emphasizing that they behave in an exemplarily way. That would superb if the effort claim made a positive impact on the teachers. The following table shows that 40.0% of the head teachers offer their teachers sensitization and other help to endure that they uphold professional ethics while 60.0% said that they offer mainly correction and advice to the teachers.

Table: 4.4.3 The role of Head teachers in the development of the professional ethics of staff (n=20)

<table>
<thead>
<tr>
<th>Help offered</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitize them</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Advise and correct them</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The researcher was curious to know whether head teachers might admit that their teachers do engage in the breach of the code of conduct and which codes of conduct are mostly breached, the answers to this were quite surprising since most head teachers said that their teachers do not breach the code of conduct which is quite surprising since they admit to correcting the same teacher. The following table shows that 65.0% said that none of their teachers breaches the code of conduct while some 35.0% admitted that their teachers do breach the code of conduct.
Table: 4.4.4  on breach of the code of conduct n=20

<table>
<thead>
<tr>
<th>Breach of the code of conduct</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None breaks it</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>Yes some e.g. alcoholism</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The issues involved in the breach of the code of conduct include being drunk at school during class time and being absent from school during work time.

On who recruits the teachers, 80.0% of the schools surveyed said that it is the district service officials which do the recruitment hence following the ministry code of conduct. While 20% said that they recruit the teachers using the interview method and also basing on the academic qualifications of the applicant as shown in the following table;

Table: 4.4.5  On criteria in recruitment

n=20

<table>
<thead>
<tr>
<th>Criteria in recruitment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>District recruits</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>Academic qualifications and interview</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The head teachers provided various challenges towards the effort to guide staff to uphold ethics and those considered to be the prime challenges include poor teaching conditions (20.0%), negative attitude towards ethics such as poor dressing code (20.0%) especially for young female teachers and the negative attitude extend to teachers regarding correction to harassment (35%) as in the following table.
Table: 4.4.6  The challenges encountered in trying to guide staff to uphold professional ethics

n=20

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor teaching conditions</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Poor dressing</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Teachers regard it as harassment</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Non response</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The community is a very important tool in ensuring that teachers working from the area have professional ethics in esteem. This can be done by say reporting unbecoming behavior to the authorities as well as getting involved in ensuring that pupils do not misbehave say by escaping from school or steal from the neighborhood. However the research showed that the community is not helpful at all (85%), the researcher took it to be because these schools are near the town.

Table: 4.4.7  The community and its involvement in helping staff to uphold professional ethics

n=20

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not helpful</td>
<td>17</td>
<td>85.0</td>
</tr>
<tr>
<td>Non response</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The community is so crucial for the success of any efforts in ensuring ethical conduct; it is for this reason therefore, from the table above, that head teachers were asked whether community involvement was helpful. To that effect 85% of head teachers said that it was not helpful and 15% never responded.

4.5 THE EFFECTS ON CHILDREN OF UNETHICAL BEHAVIOUR AMONG TEACHERS

Teachers act as role models to the learners before them and the conduct of teachers’ weighs heavily on the minds of pupils. It is therefore apparent that the conduct of teachers is often adopted by pupils who often find a teacher playing the role of a parent given the modern life where children spend most of their time at school and less and less time with their parents. The role that the teacher plays cannot be underestimated. Unethical behavior by teachers is quickly implanted on the clean minds of primary pupils who move on to grow doing what is undesirable adopted from their teachers and end up being rebellious. The researcher therefore was interested in investigating how unethical behaviors of professional teachers affect the children and how can we protect the pupils in primary schools from being offended by immoral primary school teachers.

On whether the pupils do attend lessons every day, 37.9% said yes while 53.1% said no another 3.0% were not sure. Every day refers to weekdays from Monday to Friday that is supposed to be study days. The issue of absenteeism is checked by whether pupils attend lessons every day. The 53.1% who said no highlight the fact that absenteeism exists on the side of pupils.

Table: 4.5.2 Pupil attendance of lessons

(n=20)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>37.9</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>53.1</td>
</tr>
</tbody>
</table>
On whether the pupils do attend lessons every day, 37.9% said yes while 53.1% said no another 3.0% were not sure. Every day refers to weekdays from Monday to Friday that is supposed to be study days. The issue of absenteeism is checked by whether pupils attend lessons every day. The 53.1% who said no highlight the fact that absenteeism exists on the side of pupils.

**4.6 THE ETHICAL CHALLENGES FACED IN THE TEACHING PROFESSION**

Failure by teachers to teach every day is a prime form of misconduct especially when it becomes routine. It is part of the code of conduct that teachers do teach in order to fulfill their obligations.

**Table: 4.6.1 Teachers and teaching**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>47.0</td>
</tr>
<tr>
<td>Non response</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>Not sure</td>
<td>24</td>
<td>36.4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Non response</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From the above table pupils were asked to tell whether their teachers do teach everyday 47% of the pupils said no and only 7.6% said yes, a significant number were not sure (36.4%) or didn’t know (1.5%) as presented in the following table.

The following table is a summary that illustrates the responses from the pupils who took part in this research on various aspects that determine pupil views on themselves and their teachers. Pupils do learn and adopt many of their actions from their teachers. Their answers are highlighted below

Table: 4.6.2 pupils and teaching

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>65</td>
<td>98.5</td>
</tr>
<tr>
<td>Non response</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Copying in exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>8</td>
<td>12.1</td>
</tr>
<tr>
<td>False</td>
<td>57</td>
<td>86.4</td>
</tr>
<tr>
<td>Non response</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Reporting others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>43</td>
<td>65.2</td>
</tr>
<tr>
<td>False</td>
<td>21</td>
<td>31.8</td>
</tr>
<tr>
<td>Non response</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td><strong>Crib notes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td>False</td>
<td>59</td>
<td>89.4</td>
</tr>
<tr>
<td>Non response</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Copying others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td>False</td>
<td>61</td>
<td>92.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Helping others in test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>12</td>
<td>18.2</td>
</tr>
<tr>
<td>False</td>
<td>54</td>
<td>81.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbally helping others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>True</td>
<td>13</td>
<td>19.7</td>
</tr>
<tr>
<td>False</td>
<td>39</td>
<td>59.1</td>
</tr>
<tr>
<td>Non response</td>
<td>14</td>
<td>21.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
A crucial and very important aspect hinges on the respect accorded to teachers by the pupils. An overwhelming 98.5% of these surveyed pupils concurred that it is good to respect teachers and only 1.5% never provided a response. Respect of teachers by pupils is something that flows from good example. If teachers respect themselves and each other, the pupils likewise do learn to respect them. Pupils also provided their views in a scenario of instead of failing an examination paper it is better to copy and 12.1% of the pupils said that it is true, while the majority 86.4% said false.

Many students 65.2% observed as true that in case of a sexual relationship between a teacher and a pupil it is wise to report the relationship to the authorities, while 31.8% pupils said that it is false, this means that they would rather leave the relationship to go on without reporting it to authorities. On whether it is right to used crib notes in order to answer test questions some 6.1% of pupils said that it is true and 89.4% false, 4.5% non-responded.

On copying from another student in an examination if the teacher doesn’t see you 7.6% of the pupils said that it is true and the majority 92.4% said it is false. Helping someone; on helping someone such as a friend to cheat on a test or examination 18.2% of the pupils said it is true or okay and 81.8% said it is false. Verbally passed answers in an exam by a teacher are good favors from teachers. On verbal favors or help provided by a teacher during an exam or test are good, 19.7% of the pupils said that it is true, 59.1 said false and 21.2 never responded.

4.7 CONCLUSION

The above presented data shows overwhelmingly the opinions of the stakeholders for this study. It shows clearly that the conduct of teachers and management in a primary school setting directly and indirectly affects primary school pupil behavior.
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter summarizes the findings of the study that aimed at enhancing professional ethics in the primary teaching profession and drew conclusions and gave recommendations.

5.2 Causes of unethical behavior among primary school teachers

Although teachers gave many responses to show that they are knowledgeable on what they ought to do when asked whether it is right for teachers to abstain from exploiting a privileged relationship between the learners on using learner labour for personal private gains 20.0% said yes, 10.0% said no and 67.5% not sure 2.5% non-response. This actually showed that they are not knowledgeable despite claiming so. Most head teachers (75.0%) said that their teachers are aware of the conditions and terms of their service, when asked by the researcher whether they have in their possession or access to a copy of the teacher’s code of conduct, only 2.5% of the teacher respondents said yes, the rest i.e. 97.5% provided responses ranging from not being sure (87.5%) to saying that they never possessed the code of conduct. A code of conduct for the teacher is like a bible to a priest, it is inconceivable for a priest to preach without thorough knowledge of the bible, therefore in equal measure it is inconceivable for one to imagine a teacher to know and practice the codes enshrined in the code of conduct for the teachers without possessing a copy nor reading it.
In the opinion of the researcher, written words often carry more weight in the perception of humans than verbal and therefore the lack of copies containing the code of conduct in the possession of teachers is a worrying scenario that was discovered in almost all the schools surveyed. Without the code of conduct in the hands of those who must carry out practically the stipulations enshrined in it therefore one major sign of the continued moral decay among the primary teachers for how can one be expected to observe codes he/she doesn’t read and understand. Without continued reading of these codes teachers are left ignorant of the contents in them and this ignorance is manifested in the lack of practice of the codes and hence in the increased lack of observance of such morals. Therefore, the apparent knowledge of the professional code of conduct is not put into practice hence resulting into no change in the conduct of primary teachers despite the claimed knowledge.

Head teachers (65.0%) said that none of their teachers breaches the code of conduct while some 35.0% admitted that their teachers do breach the code of conduct. Head teachers disclosed that they have been offering professional ethics to their teachers through the provision of advice, sensitization of teachers on the code of conduct, emphasizing that they behave in an exemplarily way. It should also be noted that some primary school teachers gave as harassment the effort of some head teachers in correcting unbecoming behavior which the researcher interprets as disrespect of legitimate authority.

The period of training and the absence of a unified continuous professional development programme. These are linked and it is difficult to describe them separately. As a researcher I feel that three years are inadequate for effective exposure to the theoretical content of all the
subjects taught and involvement in the practicum. This is made worse by the funding. Government pays small grants to universities to cater for the programmes, which cannot support the lecturers full involvement in programmes beyond their engagement with students in the classroom. Since the universities cannot offer allowances, and the lecturers have personal and family responsibilities to cater for, many go to work only when they are expected in class. Thus, the students or teachers to be interact with their lecturers in structured space and lesson activity and see little else of them. Practicing teachers would have hoped to gain from professional development programmes but the current ones are considered fragmented and lack a systematic approach.

Research results show that the community is not helpful at all (85%), the researcher took it to be because these schools are located near the town.

Generally the potential for individuals and organizations to behave unethically is limitless. Unfortunately, this potential is too frequently realized which necessitates the existence of laws, rules, stipulations and codes such as the teacher code of conduct. It is not too difficult to recognize how individuals can knowingly engage in unethical practices with such mentalities. Professional may base on the following: Pretending the behavior is not really unethical or illegal, excusing the behavior by saying it's really in the organizations or your best interest, assuming that the behavior is okay because no one else would ever be expected to find out about it and lastly expecting your superiors to support and protect you if anything should go wrong.
5.3 The way school administrators deal with unethical behavior in schools

When asked to provide an exact number of those who are not familiar with the terms of service, some 20.0% of the head teachers responded that their teachers are familiar with the terms of service, 25.0% said that their teachers aren’t familiar with the terms of service because they are not trained but declined to provide their number, while 55.0% never provided a response. So no exact number was provided. Head teachers disclosed that they have been offering professional ethics to their teachers through the provision of advice, sensitization of teachers on the code of conduct, emphasizing that they behave in an exemplarily way. That would be superb if the effort claim made a positive impact on the teachers. The results showed that 40.0% of the head teachers offered their teachers sensitization and other help to ensure that they uphold professional ethics while 60.0% said that they offer mainly correction and advice.

The findings in the answers were quite surprising since most head teachers said that their teachers do not breach the code of conduct which is quite surprising since they admit to correcting the same teachers. The following table shows that 65.0% said that none of their teachers breaches the code of conduct while some 35.0% admitted that their teachers do breach the code of conduct. The issues involved in the breach of the code of conduct include being drunk at school during class time and being absent from school during work time. The head teachers provided various challenges towards the effort to guide staff to uphold ethics and those considered to be the prime challenges include poor teaching conditions (20.0%), negative attitude towards ethics such as poor dressing code (20.0%) especially
5.4 How unethical behaviors of primary school teachers affect the children

The study findings revealed that the behavior of primary teachers is a significant factor that affects pupils and eventually the state of discipline or indiscipline among pupils evidence through pupil absenteeism. The study has also found out that children have good knowledge of what good discipline entails as evidenced from their responses on how they view on some practical aspects.

Parents have insufficient time to stay with their children which eventually contributes to children ending up learning foreign behavior. Reporting to authorities any student having a sexual relationship with a teacher was one of the issues pupils had to answer, the findings to this were telling as any students 65.2% observed as true that in case of a sexual relationship between a teacher and a pupil it is wise to report the relationship to the authorities, while 31.8% pupils said that it is false, this means that they would rather leave the relationship to go on without reporting it to authorities. A good number of students would hence fear to report another who is involved in a sexual relationship with their teacher. But, why so? Pupils learn from the elders and since in the modern time pupils spend most time at school, many things they do are learnt from these schools. So a culture of fear is partly entrenched among pupils, which is not a good development.

5.5 The ethical challenges faced in the teaching profession

A common saying shows that ‘man eats from where he works’. The implication of such a view is that man should earn what he has worked for. The question whether a teacher should be paid a salary when he/she absents himself from duty is an ethical challenge that is frequently faced by schools especially the pupils who miss classes. Failure by teachers to teach every day is a prime
form of misconduct especially when it becomes routine. It is part of the code of conduct that teachers do teach in order to fulfill their obligations. It was found out from pupils that only 47% of their teachers do teach every day. This is very serious since education provision is a right. On the other hand teachers are not to be entirely blamed for the poor education standards in Uganda. Today you find that teachers in the primary section get a net salary of twenty hundred and sixty thousand Ugandan shilling (260,000) yet the cost of living is so high. With that salary it’s very hard for a person to sustain his or her own family. That is why the system is so corrupt teachers are fed up of the profession and thus they end up not teaching.

5.6 Conclusion

The above discussion shows clearly the important aspects that the researcher considered as crucial issues necessary about the state of professional ethics in primary schools in Uganda.
CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter contains the summary of findings of the study that aimed at enhancing professional ethics in the primary teaching profession and drew conclusions and gave recommendations.

6.2 Summary of findings

The interactions between teachers and learners may take various forms with aspects such as physical, mental and moral. The teachers obviously are at an advantage which they may exploit at the learners expense. This is worsened when the code of conduct is not enforced seriously. In order to identify the causes of unethical behavior in primary school teachers, the researcher first explored in detail on whether the teachers have sufficient knowledge on what they ought to do. The difference is usually possession of knowledge or lack of it.

6.3 Conclusions

Basing on the above findings, the following conclusions were drawn;

There is a general lack of knowledge on what is entailed in the primary teachers’ professional code of conduct by primary teachers. The primary schools and head teachers have not yet done enough in terms of discipline enforcement among their teaching staff as well as cooperating with parents and neighbors to follow up the issue.
There is low vigilance and effort on the side of the Head teachers and communities in ensuring the enforcement of the code of conduct evidenced by the notable level of indiscipline among primary school teachers that include but not limited to drunkenness and dressing revealing and short clothing which are undesirable acts as pupils do learn from their teachers and so urgent actions need to be taken in multidimensional way by engaging various stakeholders since the problem of indiscipline is complex. However one cannot entirely blame the teachers due to their (teacher) working condition. Teachers work under very poor conditions, wages are so low, with no motivation. They are despised by the community this affects their working abilities and hence affecting their performance.

Primary school pupils’ conduct is greatly affected by teacher discipline and ethical observations since teachers in many circumstances act as role models to pupils. The decline in ethical behaviors however, can also be attributed to government policy. In the education sector schools are divided into two sectors, that is private and government division. Private Sector schools are individually owned and in most cases are for commercial purposes, government schools are for the public and they are set up to help communities since private schools are for commercial purposes. Education has become a business where by what is important in the system is the passing of examination. Schools have given up the old teaching culture that emphasized knowledge and acquiring skills. This has led to bad practices like examination malpractices. Then when it comes to government schools salaries are so low and this demoralizes teachers and they eventually do not perform their duties well, to worsen the matter the government sector lacks supervision and is causes the lagging behind in performance and producing a lot of failures in the primary sector. The private sector is take advance of this situation to exploits teachers well as students who are taught to pass exams.
There are many challenges faced in schools but teacher absenteeism is the greatest ethical challenge faced in primary schools

6.4 Recommendations

Basing on the above conclusions, the researcher puts down the following recommendations:

- The study recommends that primary teachers be sensitized, counseled and educated on the need for being disciplined. Above all the researcher suggests that every primary teacher be provided with a printed copy of the professional code of conduct with respect to his/her work. And the contents be explained every year at the beginning of the school term. The researcher suggests that a special fund be set aside and prominent and people of good example such as religious leaders, politicians, business people, academicians and others be invited and facilitated to give seminars on good discipline and counseling at primary schools.

- Secondly the parents and community need to meet regularly the school authorities to ensure that they know and appreciate the need for good discipline. The parents need to understand their central role in ensuring good discipline to their children. This is possible with constant and frequent interaction between parents, teachers, religious leaders and persons who are able to advise them. Parents need to know that ensuring discipline in their children is mainly their role and not leave that role to teachers alone. However they need to appreciate the very important part that the teachers play since the teachers have do interact with the pupils for most of the time during the term, therefore cooperation of
the parents with the school authorities is paramount for a successful strategy to ensure proper teacher discipline.

- Thirdly, pupils need to be educated and sensitized about the importance of their role in observing discipline. This will be possible through their interactions between the teachers, parents and the community. The researcher recommends that the government should implement a policy of including discipline and career guidance in schools. Likewise there should be a serious effort to incorporate some of the traditional values into the primary teaching system. For example the roles of the uncles, aunties and neighbors should be reinstated since most respondents agree that the traditional methods were far better than the current methods, these individuals should be allowed to visit schools and provide their input in order to ensure good disciplined primary teachers.

- The government should motivate primary teachers through the increment of their salaries so as to ensure reductions in teacher absenteeism.

6.5 Conclusion

In order to ensure ethical conduct in primary schools, it requires concerted effort from all stakeholders that include the head teachers, teachers, parents, pupils, the community, religious leaders, nongovernmental organizations as well as the government. Resources should rather be employed to ensure ethical conduct in primary schools so as to eventually train and develop successful responsible citizens.
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Philadelphia


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## Appendix A

### List of Respondents

<table>
<thead>
<tr>
<th>Selected Schools In Kampala District</th>
<th>Teachers</th>
<th>Head teachers</th>
<th>Pupils</th>
</tr>
</thead>
</table>
| Buganda Road Primary School         | 1. Namirembe Mary  
2. Ronald Mukibi       | 1-Turyasingura Beatrice | 1-NagayiFarida-P5  
2-Mulindwa Henry P6  
3-Nabukunya Hope P7  
4-Kato Farouk-P6  |
| Nakasero Primary School             | 1. Kabanda Jennipher  
2. Nakunda Daniel       | 1-Sengendo David | 1-Tumiisime Phiona-P5  
2-Mwunguzi Trevor-P6  
3-Nabukera Margret-P7  |
| Bat Valley School                   | 1. Semakula John  
2. Makubya Fred       | 1-Baziwa Sarah | 1-Kukundawe Peace-P5  
2-Bagaya Rogers-P6  
3-Sendi Brian-P7  
4-Mbazi-P5  |
| City Parents School                 | 1. Christine Ampire  
2. Akello Beatrice       | 1-Isagala Martin | 1-Lule Herbert-P7  
2-Nichole Mwesigye-P6  
3-Nakamante Florence-P5  |
| Nakivubo Blue Primary School       | 1. Semakula Deo  
2. Nantamu Beatrice       | 1-Kizza Lwanga | 1-Namuswe Justine-P7  
2-Namatama Annette-P6  
3-Mugizi Isaac-P5  
4-Nassali Rhoda-P7  |
| Nakivubo Settlement School         | 1. Muteefu Muhman  
2. Nabwejje Annet       | 1-Elungat Vincent | 1-Nanteza Susan-P7  
2-Godfrey Kasamba-P6  
3-Godfrey Bukanya-P5  
4-Kulabako Josephine P5  |
| Kitebi Primary School               | 1. Namakula Tracy  
2. Kimera Godfrey       | 1-Ssenfuma Godfrey | 1-Nasamba Harriet-P7  
2-Sandra Karamagi-P6  
3-Kuku Maureen-P5  |
| Makindye Mother Care Kindergarten Primary Parents School | 1. Christine Namagembe  
2. Muteesi Peace       | 1-Kamoga Richard | 1-Mukuye Davis-P7  
2-Mukalazi Micheal-P6  
3-Nabankyema Violet-P5  |
| St Joseph Primary School            | 1. Kabagambe Peter  
2. Nabisere Jane       | 1-Sr Mary Agatha Namugwanya | 1-Namubiru Jennipher-P7  
2-Nabunya Farida-P6  
3-Nagayi Winnie-P5  |
| St Peters Primary School            | 1. Kalazi Jude  
2. Mutawe Henry       | 1-John Mary Mpoza | 1-Bidandi Ivan-P7  
2-Namweje Lillian-P6  
3-Atim Florence-P5  |
| Selected School In Kiboga District  |                       |               |        |
| Nakitokolo Primary School           | 1. Kakungulu Paul  
2. Kakande Hamuza       | 1-Nsubuga Charles | 1-Nabwato getrude-P7  
2-Nabaawesi joy-P6  
3-Kirabo susan-P5  |
| Buwasa Primary School               | 1. Nasikombi Flavia  
2. Bukira Evelyn       | 1-Aturinda Victoria | 1-Nantume carol-P7  
2-Makumbi frank-P6  
3-Nansamba rose-P5  |
| Kiyamba Primary School Building Tomorrow Academy | 1. Kyoby Herbert  
2. Kakoza Ibrahim       | 1-Mirembe Judith | 1-Namukasa Esther-P7  
2-Semaula Denis-P6  
3-Namukwaya Rose-P5  |
<table>
<thead>
<tr>
<th>School</th>
<th>Name 1</th>
<th>Grade</th>
<th>Name 2</th>
<th>Grade</th>
<th>Name 3</th>
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<td>Asiimwe Dauncan</td>
<td>P7</td>
<td>Nabaliwa Agnes</td>
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<td></td>
<td>Agaba Mathew</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Building Tomorrow Lutiise Academy</td>
<td>Mukasa Robert</td>
<td>P6</td>
<td>Jennipher Bunkwaise</td>
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<td></td>
<td>Nabunjo Grace</td>
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<td>Mukisa Henry</td>
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<td>Kyengeza Muslim School</td>
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<td>Kabogoza Ahmed</td>
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<td></td>
<td>Kimera Augustine</td>
<td></td>
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Appendix B

Interview guide for the Teachers

Dear participant,

I kindly introduce you to a student who is carrying out research on professional ethics among primary school teachers in Uganda: A case study of selected schools in Kampala and Kiboga districts. The purpose of this interview guide is to obtain your sincere reaction and responses on the above study as a teacher. The study will provide solutions and recommendations for the improvement of ethical behaviors in primary schools. Your views are highly respected and treated purely confidential

Please fill free to give your views on the items given by answering the questions and indicate your choice by putting a tick (√) on the answer you choose.

Name……………………………………………………………………(optional)

School name ........................................................................

District………………………………………………………………

Section A
1- Respondent’s number ......./......./......./

2- Gender Male ☐ female ☐

3- Age ...........

4- Marital status

Single ☐

Married ☐

Separated /divorced ☐

Widow /widower ☐

5- Level of qualification

Grade 11 ☐

Grade 111 ☐

Others specify .................................................................
Diploma  □
Degree  □

**6-How long have you been employed**

< 1 year  □
2- 5 years □
6-10 years □
11-15 years □
> 15 years □

Is it right for teachers to refrain/abstain from exploiting a privileged relationship between learners on the following aspects?

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<th>Yes</th>
<th>No</th>
<th>Not sure</th>
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<td>Physical</td>
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<td>Mental</td>
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<td>Moral welfare</td>
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<td>Sexual relationship</td>
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<td></td>
</tr>
<tr>
<td>Sexual relationship</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Using learner labour</td>
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</table>

Should all the teaching staff observe and respect the teacher’s code of conduct.

Very true  □
true      □
very untrue □
not sure  □

Do you have a copy of the teacher’s code of conduct in your school?

Yes □
No □
not sure □

Thank you for your cooperation
Appendix C

Interview guide for the Head Teachers

Introduction

Dear participant,

I kindly introduce you to a student who is carrying out research on professional ethics among primary school teachers in Uganda: A case study of selected schools in Kampala and Kiboga districts. The purpose of this interview guide is to obtain your sincere reaction and responses on the above study as a head teacher. The study will provide solutions and recommendations for the improvement of ethical behaviors in primary schools. Your views are highly respected and treated purely confidential

Bio data

Name………………………………………………………………………………..(optional)

School name ………………………………………………………………………

District……………………………………………………………………………..

Respondents number …./…./……/

Sex   male               female

Age

1- Are all teachers familiar with the teachers’ condition of service and terms of work.

…………………………………………………………………………………………………………………………………………………………………………………………

2- If you know, how many are not familiar and why?

…………………………………………………………………………………………………………………………………………………………………………………………

3- Do you (the head teacher) help the staff to participate in development of professional ethics? How do you do it?

…………………………………………………………………………………………………………………………………………………………………………………………
5-How else do you enforce the observation of the code of professional conduct on all teachers under you in accordance with law, regulations and other provision of the teaching service?

6 – Do teachers in your school breach the code of conduct? If yes which code is most breached?

7-Are the punishment given effective? Are they of corrective purpose or for purity?

8-Do you have staff development programs? What programs are there to ensure that teaching staff is satisfied with its work?

9-What criteria are considered when recruiting the teaching staff?

12 What social and academic interactions are there between students and teachers support staff and head teachers?

14-What challenges are encountered in trying to guide staff to uphold professional ethics?

15-How does the community around get involved in helping staff to uphold professional ethics?

Thank you for your cooperation
Appendix D

Pupils’ Questionnaires:

Name………………………………………………………………..(optional)

School name …………………………………………………

District…………………………………………………………

Section A
1- Respondent’s number ......../......../........./

2- Gender Male □    female □

3- Age ..........

Please trick once unless the instructions order you to trick more than one time

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<thead>
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<th></th>
<th>Yes</th>
<th>No</th>
<th>I’m not sure</th>
<th>I do not know</th>
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<tbody>
<tr>
<td>Do you attend all lessons every day?</td>
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<td></td>
<td></td>
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<tr>
<td>Do all your teachers teach every day?</td>
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</table>

Please use true or false

1- It is good to respect your teachers       true □    false □

2 -Instead of failing an examination paper its better to copy in an examination

   True □    false □

3- It’s wise to report any student who is having a sexual relationship with a teacher

   True □    false □

4- Is it good to use crib notes on a test    true □    false □

5 -Copying from another student in an examination is okay if teacher does not see you

   True □    false □

6- Helping someone to cheat on a test or examination is okay, if she or he is your friend

   True □    false □

7 – Verbally passed answers in an exam by a teacher are good favors from teachers

□ □
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 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 entered 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 cooperate 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 teachers; and
• Maintain and keep in a safe manner records of learners’ performance in examinations to enable him 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 him 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.

• Enrol 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, favour,
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 himself 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 him 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 authorised 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.