

**CHALLENGES OF ADJUSTING TO THE NEW ENVIRONMENT: A CASE OF
NEWLY APPOINTED AND POSTED TEACHERS IN KAMPALA
SECONDARY SCHOOLS**

BY

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2001/HD04/814U

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**A RESEARCH DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN
PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE AWARD
OF A MASTER OF EDUCATION IN EDUCATION FOUNDATIONS
OF MAKERERE UNIVERSITY**

MAY 2010

DECLARATION

I Byamukama Gabriel, declare that this work has been out of my entire effort and has never been presented in any other institution by anyone for academic award.

BYAMUKAMA GABRIEL**DATE** _____

APPROVAL

This is to certify that this research report by Byamukama Gabriel entitled “Challenges of adjusting to the new environment by newly appointed and posted teachers, a case Kampala Secondary schools” has been written under my supervision and is now ready for submission to the School of Post Graduate Studies Makerere University with my approval.

Signed _____

Date _____

DR. EZATI BETTY

DEDICATION

The work is dedicated to my father Kamanyi Lawrence who laboured hard to ensure that I got sufficient education. I extend it to my dear wife Lillian and my children, David and Victoria on whose part a lot of sacrifice had to be made.

ACKNOWLEDGEMENT

A number of people have been instrumental in my efforts to complete this research dissertation. I wish to extend my appreciation and special thanks to my supervisor Dr. Ezati Betty for her professional guidance and tireless effort with which she supervised this study. I remain highly indebted to her.

My sincere gratitude is also extended to all the Staff of the School of education for always being there for me whenever I needed them. Their kindness and cooperation enabled me to obtain the necessary materials necessary for the compilation of this study and to finish up the write up.

I also thank fellow students of Master of Education Administration and Planning (Education foundations) 200– 2004 for their cooperation during the course. The Head teachers and in Kampala secondary schools that were visited who volunteered their responses. Their cooperation enabled me to solicit the views that made the compilation of this work possible.

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ABSTRACT

The study set to establish challenges of adjusting to the environment by newly appointed and posted teachers, a case Kampala Secondary schools. The problem of the study was uncertainty and anxiety in the lives of newly appointed and posted teachers as they adjust to the new environment, manage discipline and adjust to the teachers' code of conduct. The study was carried out along the following objectives; the new environment affects adjustment of newly appointed and posted teachers, discipline management measures of newly appointed and posted teachers enable them to overcome the indiscipline of students and the teachers' code of conduct helps in the adjustment of the newly posted and appointed teachers.

The study was conducted using a self administered questionnaire and interview guide. The study was analysed using descriptive statistics of the views of the respondents. Most of the frequency tables were drawn with the help of the Statistical Package for Social scientists 11.0 (SPSS 11.0) programme. It was analysed along the research questions that guided the study.

The findings of the study indicated that the teachers encountered the challenges of school routines, relationships with colleagues, lack of finances and attractive incentives and need for new orientation. Discipline management measures of newly appointed and posted teachers enabled them to overcome the indiscipline of students by building of the students' characters, establishing good relationships with the students and forwarding undisciplined students to administration. Lastly, the study found out that newly appointed and posted teachers have to adjust to the teacher's code of conduct, it is easy and proper to maintain professional attitudes towards colleagues and relate with the parents of the students in the monitoring of the students progress.

From the study, it was concluded that, the new environment affects adjustment of newly appointed and posted teachers because they encounter new challenges in the environment to which they are posted, involvement of newly appointed and posted teachers in the management of discipline in schools promotes discipline and the code of conduct is important in helping the new teachers adjust to the new environment.

From the study, the following recommendations were made; school administrators should establish a better work environment for newly appointed and posted teachers to easily adjust. This can be through routines that are reasonable, putting in place residences for teachers or availing them transport. School administrators need to help newly appointed and posted teachers in the implementation through attending to the indiscipline cases forwarded them, making them meet talk to parents of the undisciplined students, making the students write apologies, support them in counselling the students and enforcing school rules and regulations. And the newly appointed and posted teachers should be accessed the teachers' code of conduct. They have to be made aware of the teachers' code of conduct, be constantly reminded about it and be given a copy such that they understand the requirements of the teaching profession.

CHAPTER ONE

INTRODUCTION

Background to the study

The beliefs and expectations that individuals have regarding impending events commonly exert a major effect on their future experiences and behaviour. Research has found out that individual perceptions and expectations play an important role in career development (Bandura, 1997). One example of a profession associated with the formation of distinct personal expectations prior to labour market entry is that of teaching. Newly appointed teachers form expectations during the period of their training regarding their future occupation. If the expected or desired outcomes ultimately coincide with the actual ones, they will, in all probability, experience job satisfaction (Cranny *et al.*, 1992). If, on the other hand, there is a divergence between their expectations and the realities of the workplace, disappointment and dissatisfaction are likely to occur. This study thus looked at the challenges of adjusting to the environment by newly appointed and posted teachers considering the nature of the new environment, discipline management and the rules imposed by the teachers code of conduct.

Appointed teachers in Uganda are those who sit the Teaching Service Commission interviews and receive the Ministry of Education appointment letters and are offered posting instructions to serve in schools in any part of the country. The requirements for appointment in Uganda are a degree qualification for graduate teachers or a diploma qualification for grade five teachers. Graduate teachers are those that complete a three years Bachelor of

Science or Arts degree and those with a Bachelor of Science or Arts degree with a post graduate diploma in education. Grade five teachers are those with a Science or Arts diploma in Education. One is recognised as a teacher after being duly registered with the Ministry of Education and issued a teaching certificate. However, there has not been a big number of newly appointed and posted teachers since the government imposed a ban on recruitment of teachers in 1997. Kampala district has 20 government aided schools which qualify to receive newly posted teachers from the government (Ministry of Education and Sports, www.education.go.ug, 2007).

The concept of environment that was the basis of the study refers to is a space wherein elements exist and interact with one another for existence. It is the influences and resources in a system (WikiAnswers Corporation, 2010). In a school setting it is the space wherein the teachers exist and interact with one another. It includes the school buildings, students and teachers' atmosphere, school routine the regulations and resources like the library among others. For the concept of code of conduct, it refers to the principles, values, standards, or rules of behavior that guide the decisions, procedures and systems of an organization in a way that contributes to the welfare of its key stakeholders, and respects the rights of all constituents affected by its operations (International Federation of Accountants, 2007). Concerning discipline, it refers to a pattern of behavior that leads to a good social and moral development. The word comes from the Latin word "disciplinaire" which means "to impart education" or "to teach." It actually means to groom a person's behavior, etiquette and entire personality (Blurtit, 2010).

Research on the obstacles faced by new teachers has generally focused on the problems they encounter in the areas of teaching and learning (see for example, Bullough, 1992; Calderhead and Robson, 1991) and has neglected to consider the role of organizational variables (Weiss, 1999). However, surveys of leavers from the teaching profession or employed dissatisfied teachers have suggested that the main reasons for dissatisfaction and/or turnover include problems in the areas of school administration such as leadership and administrative support, school climate and teacher autonomy (Whitener *et al.*, 1997). They also say that new teachers suffer from high levels of stress on the job, a problem that can be improved by shifting the focus of teacher preparation to address the real-world discipline and teaching demands of today's classroom and by developing stronger mentoring and induction programs in schools.

In a study conducted in Brazil about the greatest challenges in keeping the new teachers hired, McLean (2004) noted that the greatest challenge to new teachers entering the classroom is classroom management followed closely by instruction and pedagogy. In a related finding, school managers believed that education institutions should do more to emphasize what it takes to manage a classroom and give their new teachers more exposure to experienced teachers and more knowledge of practical discipline strategies. In contrast to the challenges facing new teachers, principals said that the biggest challenges experienced were instruction difficulties, teacher burnout, and lack of respect, rather than classroom management.

Writing about "Methods of Proactive Classroom Management", Gettinger (1988) indicates that new teachers are often fearful about being judged, and since administrators are usually their official evaluators, the relationship between new teachers and administrators may, to the newcomers, feel somewhat tenuous. In addition, new teachers tend to take it more personally than their more experienced colleagues if the principal or other direct supervisors seem grumpy, disapproving, or dismissive-whereas this may be their personality or they may just be having a particularly bad day. New teachers can be so overwhelmed by job-related demands that they can forget that they have personal lives, too. Their new profession takes some getting used to - it's a demanding process which may put their private lives under stress as well. Classroom management is a complex issue. For new teachers, classroom management demands as well as adapting to the new environment has proved difficult due to insufficient guidance, induction and support from other members of staff, inadequate instructional materials in schools and at times students' indiscipline. In this case, the most important thing that school leaders can do to help novice new teachers succeed and stay on the job is to provide instructional leadership and be sure that all new teachers receive a quality induction experience, which includes ongoing guidance and support.

The context of the study was the challenges of adjusting to the environment by newly appointed and posted teachers looking at the variables of new environment, discipline management and the teachers' code of conduct and how they affected adjustment of new teachers. The recently appointed and posted secondary school teachers in Kampala district were in 2004/2005 and 2006/2007 financial years following the lifting of the ban on the recruitment of teachers. Only 20 teachers in 2004/2005 and 30 in 2006/2007 financial years

had been appointed and posted to 15 of the Kampala secondary schools according to statistics from the department of planning Ministry of Education. The situation in Kampala is that most schools are big with large staff and large students' numbers. Due to the urban environment, the discipline of many students is in question with declining strictness of schools due to removal of corporal punishment by the ministry of education and absence of teachers in schools due to part-timing. Strict observation of the code of conduct by most of the teachers is also in question due the harsh financial environment of the city that makes teachers part-time in many schools hence not having time to sit down in schools and participate in all school activities. All this makes it difficult for a new teacher to adjust to the new environment of the schools. The researcher was thus attracted to carry out the study to establish the challenges of adjusting to the new environment by newly appointed teachers in Kampala schools to make recommendations on how they can cope up with the challenge.

Problem statement

A major workplace disappointment in the first few years of employment can introduce uncertainty and anxiety in the lives of newly appointed teachers as they struggle to come to terms with a reality they had not previously anticipated or expected (Cotton and Savard, 1982). This causes failure to participate in all school routines, failure to fulfil all school activities and drool in the dark. The study set out to investigate the influence of the new environment, discipline management and the code of conduct and how they influence the adjustment of the newly appointed and posted teachers in the process of executing their duties in their new profession in secondary schools in Kampala district. This aimed at finding

solutions that can help in enabling newly appointed and posted teachers to adjust to their environment.

Purpose of the study

The purpose of the study was to assess the challenges faced by newly appointed and posted teachers when adjusting to the new environment, managing students discipline as well as obeying the teachers' code of conduct.

Specific Objectives

The study was guided by the following specific objectives

1. To find out how the new environment affected adjustment of newly appointed and posted teachers.
2. To investigate discipline management measures of newly appointed and posted teachers enabled them to overcome the indiscipline of students.
3. To find out how the teachers' code of conduct help the adjustment of the newly posted and appointed teachers.

Research questions

The study will be guided by the following research questions:

1. How does the new environment affect adjustment newly appointed and posted teachers?
2. How do the discipline management measures of newly appointed and posted teachers enable them to overcome the indiscipline of students?

3. How does the teachers' code of conduct help the adjustment of newly posted and appointed teachers?

Scope

The study focussed on the challenges of newly appointed and posted teachers in secondary schools in Kampala district. Specifically, the study explored how these teachers adjusted to the new teaching environment in secondary schools of Kampala district, how they managed student's discipline in schools and how they adjusted to the teacher's code of conduct.

The geographical area covered was Kampala District. Kampala District is the Capital City of Uganda with a very high concentration of secondary schools. Secondary schools for study were selected from all the five Divisions of Kampala District. These are Rubaga, Kampala Central, Kawempe, Nakawa and Makindye.

Significance of the study

The study focussed on a fundamental aspect of teacher development, that is, challenges faced by newly appointed and posted teachers. The findings of the study are hoped to help;

In identifying the challenges faced by newly appointed and posted teachers so that they can be addressed by the relevant authorities either by organizing induction courses or other staff support programmes. This is likely to help teachers adjust to their new environment with convenience and appreciate the teaching career.

Provide a number of ways in which a teacher can promote good discipline in the classroom and the whole school in general. This is to reduce on the incidences of indiscipline in schools since well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions, which inhibit learning.

Provide knowledge to policy makers and implementers in the Ministry of Education and Government of Uganda as they attempt to improve the conditions of work of teachers in the country. Therefore, the recommendations of the study (report) provide feasible solutions to challenges faced by new teachers in secondary schools.

Extend knowledge not only policy makers, donor organisations but also to academicians involved in social research in the field of Education particularly in classroom experiences of new teachers in secondary schools in Uganda. It provides them ground for making further research for extension of knowledge on orientation of new teachers such that they properly adjust to their new environment.

The Conceptual Framework

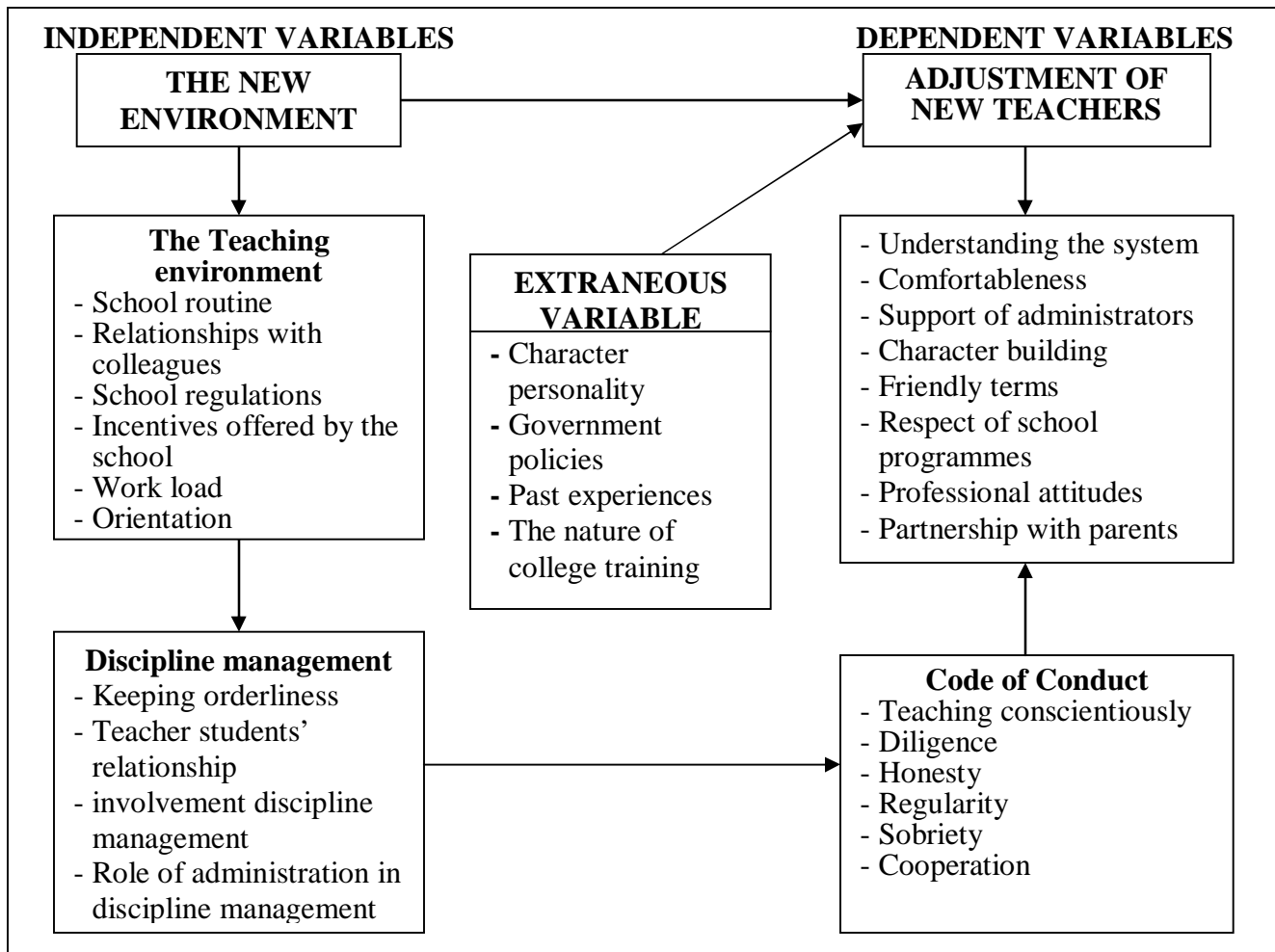


Figure I: Self drawn based on the ideas of Wayson and Lasley (1984) and Bandura (1997)

Figure: 1 above describes relationship between the variables of that were studied. The new environment was the independent variable the researcher studied. The independent variable had accruing variables which were studied and these are the teaching environment and its accruing variables of school routine, relationships with colleagues, school regulations,

incentives offered by the school, work load and orientation. Then there is the variable of discipline management with its accruing variables of keeping orderliness, teacher students' relationship, involvement discipline management and role of administration in discipline management. The last variable is the teachers' code of conduct and its accruing variables of teaching conscientiously, diligence, honesty, regularity, sobriety and cooperation.

The independent variables were studied in relation to the dependent variable of adjustment of new teachers that included understanding the system, comfortableness, support of administrators, character building, friendly terms, respect of school programmes, professional attitudes and partnership with parents. The study attempted to establish if these were the resultant of the independent variable of the new environment.

However, there were extraneous variables that may adjustment of the newly posted teachers other than the variable of the new environment. These include character personality, government policies, past experiences and the nature of college training. These were controlled during the study not to affect the results of the study under investigation. Questions related to them were not included in the instruments used by the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter looks at the various areas of research undertaken about new teachers and identifies the research gaps related to management of students' discipline and adjusting to the new teaching environment. It further shows how this study relates to, and builds upon the existing knowledge base. The literature is reviewed under sub themes: adjusting to teaching environment by new teachers, management of discipline in secondary schools and new teachers adjusting to the code of conduct.

The New Environment and Adjustment of the Newly Appointed Teachers

With tens of thousands of new teachers entering classrooms for the first time, it is revealed that school principals are most concerned about the lack of classroom management and instructional skills of the new teachers they recruit and hire. In addition, there is concern about the way teachers adjust to the new teaching environment, ensure students discipline in school and generally obey the teacher's code of conduct.

Weiss (1999) in his secondary analysis of perceived workplace conditions and first years teachers' morale, career choice, commitment, and planned retention in Sweden states that the following tips were given to new teachers to enable them adjust to new conditions. Learn about your school, district and how your school runs. Every school has acronyms for

specials, programs and paperwork. Don't be afraid to ask another teacher for help figuring all this out. You can't possibly know how a referral for special services is handled, how you get forms to get a bus for a field trip, etc. Finding all this out will make the first year go smoother. Along with this goes making the school secretary and the custodian your best friends. They actually run the school and can get you lots of good stuff like bookcases and extra paper. They are both very busy at the beginning of the year so try not to bother them too much at first.

He further indicates that they are advised to just teach the basic program. A teacher cannot possibly have a jillion centres up and running, thousands of books in your classroom library, individualized programs...just do the basics very well and learn your core curriculum. Always communicate with parents. Be positive and share your successes. Parents can be difficult for a new teacher. You will learn with time how to include them and yet not let them try to dictate what you do in the room and over plan for the first week. Know how to get your students through the cafeteria line and where to go for recess. It's the little stuff that will overwhelm you. Have procedures for EVERYTHING in place.

Importantly the literature above helps in pointing out that orientation for new teachers is important and the teachers themselves have to take effort to understand the environment and get acquainted to it through personal initiative to get properly adjusted. This study in the findings however discovered that it was found that school administrators have to make it a point to properly initiate the new teachers into the system through orienting them to the system of the school.

In a study conducted in the United States by Peter Harris Research Group, Inc (2004) about Supporting New Teachers, it was revealed that three categories of challenges faced by new teachers receive the greatest number of mentions from principals. The three categories are Classroom Management, Instruction and Pedagogy, and Social and Emotional concerns. Other categories include Workload, Administrative concerns, and Pay Rates. These are explained in detail as follows: Classroom Management challenges were mentioned by principals at all types of schools. Principals at schools with a majority of African American students were significantly more likely than principals at schools with a majority of white students to cite classroom management issues as one of the greatest challenges for new teachers.

Instruction challenges were significantly greater for new teachers at low-income central city schools than at low-income rural schools. Instruction concerns were cited more by elementary school principals than by principals of middle schools or high schools. Within the instruction category, principals of urban schools mentioned curriculum building and lesson planning as major challenges significantly more often than were principals at rural schools. Similarly, principals of schools with a majority of non-white students mentioned curriculum building and lesson planning as a major challenge for new teachers significantly more often than done by principals at schools with a majority of white students .

Social and Emotional concerns were mentioned most often as the greatest challenges for their new teachers by high school and suburban principals, particularly the issues of motivating,

adjusting to, and not giving up on students (Anderson and Prawat, 1983). This issue was significantly more of a concern for new teachers at schools with a mix of low- income and lower middle-income students than at schools with a majority of students from upper -middle and upper income households. A similar contrast applied to the issue of new teachers adapting to diversity and challenges associated with teaching low-income students. The intersection of diversity concerns, suburban schools, and lower-income students occurred several times in the survey, suggesting a dynamic similar to what is usually associated with urban schools.

On a positive note, Pashiardis (1996) reveals that education policymakers begun to experiment with various ways to recruit, prepare, and retain new teachers. For instance, many states now offer signing bonuses, loan forgiveness plans, and other incentives to go into teaching and to work in low-performing schools. Hoping to remove any barriers that might discourage talented people from entering the profession, many states in USA now offer alternatives to traditional, university-based teacher certification. Some states have created new teacher induction programs, designed to help smooth the often-rocky transition into the classroom. And others have tried to make teaching more attractive by offering merit pay, implementing career ladders, and giving rewards to teachers who achieve advanced professional certification.

Bandura (1997) however, pointed out that reformers largely overlooked one other important source of influence on new teachers, namely, the building-level school administrator. School administrators especially principals play a crucial role in the lives of novice teachers. Ideally,

they serve as mentors and advocates, helping to ensure that the new teacher learns the lay of the land, makes a smooth transition into the classroom, receives adequate professional and personal support, resolves conflicts with colleagues and community members, and so on. In the best circumstances, the principal serves as an instructional leader, too, providing new teachers with guidance on matters related to curriculum development, teaching style, parent relations, classroom discipline and more.

While some new teachers may be lucky enough to be taken under the wing by sympathetic colleagues or department heads, it is the principal, above all who has both the resources and the institutional responsibility to serve those all-important mentoring functions. In short, the principal can and should be a key influence in the lives of new teachers, helping to turn raw novices into seasoned, successful professionals. Eliophotou (2004) in his study about the effect of an educational administration course on the expectations of pre-service teachers indicated that strategies to provide additional on-the-job support to new teachers garnered the most support from school leaders. A majority of principals cited in-school support as the best resource for helping new teachers succeed. Of those principals surveyed who had first-year teacher programs in place, 50 percent said that more teacher support would be the best way to initiate teachers into the new teaching environment.

The above was important to the study because it points out the school administrators of schools in Kampala district such as head teachers have to put place measures such as merit incentive as it was done in the U.S.A or increase salaries in order to economically empower the teachers such that they easily adjust to the new environment. Again importantly it is

pointed out that head teachers have to mentor new teachers. Therefore head teachers in Kampala schools have to give proper orientation and mentor the newly appointed teachers for instance by conducting them around the school, giving them copies of the teachers code of conduct, arranging meetings with parents and have staff meetings and get together with the old colleagues in the school. This will lead to proper adjustment of the newly appointed and posted teachers.

Discipline Management Measures and Control of Indiscipline of Students

Lasley and Wayson (1982) indicate that “discipline most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption”. Variations on this definition are offered by Gettinger (1987), Strother (1985), and many others. Researcher William Wayson notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary.

Lasley and Wayson disagree, regarding these activities as a natural part of the educational process, and quotes educator James Hymes, who defines discipline as, “...the slow, bit-by-bit, time-consuming task of helping children to see the sense in acting in a certain way.” Whatever their exact definition, most researchers and writers seem to agree that nowhere is it more true that "an ounce of prevention is worth a pound of cure" than in disciplining young people in educational settings.

According to Whitener et al (1997), the development of students' self-discipline is a goal of the schools. Self-discipline is regarded as a constructive form of discipline that contributes to

individual growth. Staff members work with students to maintain good conduct at all times in the schools and at all school activities in such areas as the district's civic beliefs. These expectations include conduct during lunch hour, transportation to and from school, and educational trips. Teachers and other certified educational employees should maintain discipline in the schools in the interest of the safety of students and the establishment of an environment conducive to learning.

Weiss (1999) indicates that acceptable discipline includes engagement of students in purposeful activities and in constructive use of time. Emphasis should be placed on development of self-discipline according to the level of maturity of the child. Acceptable expectations should be clearly defined for the student. Corrective disciplinary measures should be positive in nature. Every effort should be made to see that the child understands the reason for correction and the purpose of measures taken. If the measures taken do not result in correction of the situation, the teacher may remove the child from the classroom. However, this step should be taken only after other efforts to handle the situation have not succeeded and the student has been advised that the behaviour may result in removal from the classroom. In relation to this, the study sought to find how newly appointed and posted teachers in Kampala secondary schools handled discipline matters and find how discipline can be handled properly such that they integrate in schools without big hitches.

Importantly it is indicated that the newly appointed teachers have to get involved in the management of students discipline. This is because they have to put sense in students hence

helping individual growth of students. Head teachers have to involve the newly appointed and posted teachers in the management of students' discipline.

Merriam (1998) revealed a number of ways in which a teacher can promote good discipline in the classroom. He or she has to know school guidelines for discipline procedures, fair, positive and consistent. He or she had to be the kind of person young people can like and trust: firm, fair, friendly, courteous, enthusiastic and confident. Try to keep your sense of humour. Provide a list of standards and consequences to parents and students. Make sure they are consistent with district and building policy. When in doubt, ask a colleague or your principal. Keep your classroom orderly. Maintain a cheerful and attractive classroom rather than a disorderly one that might encourage disruptive behaviour. Get to know your students. Learn their names quickly and use them in and out of class. You will soon develop a sixth sense for anticipating trouble before it begins, but don't act as though you expect trouble. If you do, you will almost certainly encounter some. Learn the meaning of terms, especially slang used by students.

He further indicates that the teacher has to begin class on time and in a businesslike manner. Make learning fun, interesting and relevant to the students' lives. Poor planning and a full curriculum can provoke disruptions. Praise good work, good responses and good behaviour. Don't threaten or use sarcasm. Never use threats to enforce discipline. Never humiliate a student. Avoid arguing with students. Discussions about class work are invaluable, but arguments can become emotional encounters. Let the students know you care. Determine jointly with the class what is acceptable in terms of behaviour and achievement and what is

not. Show interest in what students say whether or not it pertains directly to the lesson. Treat students with the same respect you expect from them. Be mobile, walking around the room as students work or respond to instruction. Keep your voice at a normal level. If "disaster" strikes and you trip over the wastebasket, don't be afraid to laugh at yourself.

The above helped in establishing what newly appointed and posted teachers were doing in the maintenance of discipline as they adapted to the new environment. The study helped in suggesting appropriate possible ways for new teachers on how to handle discipline in schools. Importantly, the teachers need to know the school rules and regulations. Head teachers have to see to it that there are school rules and regulations. They have to ensure that the newly appointed teachers are availed those rules and regulations such that they are able to get involved in the management of discipline.

Duke (1989) indicates that commitment, on the part of all staff, to establishing and maintaining appropriate student behaviour as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behaviour. Duke (1989) writes...what is known about the organization of orderly schools is that they are characterised by commitment to appropriate student behaviour and clear behaviour expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans.

Regarding clear and broad-based rules, Wayson and Lasley (1984) revealed that rules, sanctions, and procedures are developed with input from students are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.

Furthermore, a warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities. In addition, many poorly disciplined schools have principals who are visible only for "official" duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students speaking to them by name, and expressing interest in their activities (Wayson, et al., 1982).

According to the above, it is imperative that head teachers need not to be absent from their stations all the time and leave work to the teachers as in most cases especially for the newly appointed and posted teachers may be indecisive on certain discipline matters. Head teachers have to ensure they are visible in schools and can employ the practice of management by walking about (MBWA) such that their presence is felt in schools as a discipline control strategy.

Further research findings by Short (1988) indicate that Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed. This helped the study in finding out ways of ensuring that head teachers are involved in the helping of newly appointed and posted teachers developed appropriate discipline management skills and are helped in settling major cases which they can not settle on their own. Discipline issues can not be left to teachers. Some important discipline matters require the attention of head teachers.

In school environments with excellent preventive discipline problems still arise and must be addressed. Of the many practices in use, which ones have researchers identified as effective in remediation of school discipline problems? Not surprisingly, the answer depends on the severity of the problems. For the discipline issues faced by most schools, research supports the use of the following practices, many of which are applicable at either the school wide or classroom levels: Punishment, in some forms. Researchers (Cotton and Savard 1982, Docking 1982) have found punishment to be an effective method of remediation of individual misbehaviour and therefore improving school order if the punishment is; commensurate with the offence committed. Draconian punishments are ineffective, as discussed further on, perceived by the student as punishment. Punishments can sometimes be too light--or even unintentionally reinforcing to students. Effective, frequently used punishments include depriving students of privileges, mobility, or the company of friends,

delivered with support. Students often need encouragement to improve their behaviour and assistance in learning how to do so.

Other practices discipline practices include, counselling. Counselling services for misbehaving students are based on the assumption that target students lack insight and understanding regarding their own misbehaviour. There is also in-school suspension. In-school suspension programs which include guidance support, planning for change, and opportunities to build new skills have been demonstrated to be effective in improving individual student behaviour and thus increasing school order (Cotton and Savard, 1982). Then there is contingency contracting. Research supports the cooperative development and use of contingency contracts, which specify the sanctions students will face if they do not behave in accordance with the terms of the contract (Cotton and Savard 1982) and then increasing parent involvement. Gottfredson (1989) and others have found that increasing parent involvement is a critical element in improving order in troubled schools.

In addition to this general, strongly supported list of practices associated with well-disciplined classrooms, researchers have identified other approaches, which are effective in establishing and maintaining positive, orderly classroom environments. For example, engaging in misbehaviour is sometimes a response to academic failure, and some researchers and reviewers (e.g. Cotton and Savard 1982; Gettinger 1988; and Lasley and Wayson 1982) have noted improvements in classroom order when marginal students are provided opportunities to experience academic and social success.

Anderson and Prawat (1983) and others have noted that many students simply do not perceive a connection between their level of effort and the academic or behavioural outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events. Nor, oftentimes, do they have the skills to identify inappropriate behaviour and move from inappropriate to appropriate behaviour. Researchers have observed behavioural improvements in settings where students are taught to attribute their success or failure to their personal effort, and in which they (1) learn to check their own behaviour and judge its appropriateness; (2) talk themselves through a task, using detailed, step-by-step instructions; and (3) learn and apply problem-solving steps when confronting classroom issues.

Brophy (1983), Gottfredson (1986, 1988), and others have also noted that the use of cooperative learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among racial/ethnic groups--all of which are related to reductions in the incidence of misbehaviour.

The work of other researchers (e.g., Ornstein and Levine 1981) has also revealed that it is beneficial for teachers to use humour to hold student interest and reduce classroom tensions and to remove distracting materials, such as athletic equipment or art materials that encourage inattention or disruption.

Research focused on the beginning-of-the-year behaviour of elementary and secondary teachers has shown that the above-mentioned effective management practices produce much

more positive outcomes when they are enacted from the very first day of school. Research shows that teachers who are ineffective managers at the beginning of the year find it very difficult to establish and maintain control in their classrooms later on (Evertson, et al, 1983). This was important to the study in finding appropriate ways of helping new teachers develop discipline management skills. It helped in the drawing of research instruments.

The above importantly points out proper disciplinary measures needed to be implemented in schools. Therefore schools should implement disciplinary measures that not punitive but corrective. The new teachers have to know these such that they guide the students.

Adaptation of new teachers to Teacher's Code of Conduct

A code of conduct helps to clarify and define the values that are important in guiding the behaviour of a specific group, particularly in relation to interactions with clients, consumers or colleagues (Torda, 2004). The documentation of the qualities and moral principles underlying acceptable behaviour within a particular profession ensures that implicit understandings among members about 'what is right and proper' are explicitly stated (Newman, Coombe, Arefi, Davidson & Humphries, 1999). Stonehouse, (1991) has suggested that an agreement about an ethical code is especially important in professions where members have power or influence over the life of another. Another distinguishing feature of a code of ethics is that it is typically generated and monitored by the members within a profession, whereas governing requirements such as policy statements, licensing regulations and legal obligations are usually imposed and monitored by outside authorities

A teacher's code of conduct may serve several purposes. It attempts to ensure high standards of competence in the teaching field strengthen the relationships among its members and promote the welfare of the community which it serves. Codes of conduct are generally regarded as an altruistic means of protecting the rights of clients (in this case student) by ensuring that professionals/teachers act morally. However, critics assert that codes of conduct may be used by some professions as a means of protecting their own status, for example, by excluding practitioners without adequate qualifications (Sockett, 1993, cited in Kennedy, 2001).

Writing about ways in which teachers can adjust to new environment, Gottfredson (1989) revealed that a teacher should be flexible. That schedules and lesson plans are a must, but one needs to be ready to switch things around at the last minute because of an unannounced assembly or fire drill, or other unexpected event. Always have in your filing cabinet three or four filler activities all ready copied for the class. This will be a lifesaver whenever one of those unexpected events occurs. This was important to the study as the study aimed at discovering how newly appointed and posted teachers meet schedules and how they are able to beat deadlines.

It is also important to establish good relationships with parents. Make sure you keep in touch with them through notes or phone calls. Just a brief note, once a month, to each parent telling them something positive that you've noticed about their child will go a long way. And if you make a goal of 5-6 notes a week it shouldn't be at all time-consuming. If you notice a problem with a student, immediately voice your concern to the parent- don't be afraid, most

of them really appreciate it, and you won't hear the angry phrase "Why didn't I know about this before?" sometimes parents will get angry at you, even if you're following school policy, doing everything right. It's not fair- but stay calm, polite, and respectful. After they are gone, or have hung up, let the principal know what has happened so that he or she can back you up if the parent should complain. This was important in making the instruments of the study since it aimed at finding out how newly appointed and posted teachers have been able to relate with parents as they adjust to the new environment and make proposals on what they ought to do.

In addition a new teacher should develop good relationships with all school members. When you eat lunch, don't just sit with your grade level. Make sure that at some point you drop by each teacher's classroom just to chat. By the end of the year a new teacher will feel comfortable going to anyone of them for help and advice. This also will open the door for some valuable class interaction.

More to that (Kennedy, 2001) indicates that a new teacher should be willing to share what he/she has. As new teachers, there isn't a lot, but some new ideas, resource, or even talents that other teachers might be interested in.

Watch what you say, where you say it, and to whom you say it to. Whether you're in the staff room, the hallway, or even your own classroom, especially as a new teacher, be diplomatic when expressing your thoughts or opinions.

It is also advised to have fun, use your sense of humour, be confident in yourself and your abilities, it's okay to make mistakes (Pashiardis, 1996), they are valuable learning experiences, show enthusiasm for what you are teaching and finally, enjoy your class.

Stonehouse (1991) indicates that one of the situations a new teacher bumps into rather quickly is the old guard against the new upstarts. In staff meetings, it is advised not try to jump in too quickly with sayings like "I think we should try this." Spend much time listening and then when asked; express your opinion and reason(s) for it. Make an effort to become part of the team. This is because change sometimes takes longer than ones wishes. It is much better to have support for an idea than unspoken resistance that could undermine its success. Don't hesitate to ask the old timers for help, suggestions and recommendations. Most of them love to offer advice based on experience to help you develop methods that will work best for you. This was important in the drawing of instruments of the study. It helped in finding how newly appointed and posted teachers relate with old teachers and helped in finding ways of how this can be made easy for them.

The above points out how it is imperative for teachers to have and understand the teachers' code of conduct. Head teachers have to ensure that each teacher is availed a copy of the teachers code of conduct. As found out in the study, it will help in following school programmes, conduct themselves appropriately, avoid slanderous and unfair criticism against colleagues and properly relate with parents in the monitoring of students progress.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, selection of respondents, data collection methods, and research procedure and data management and analysis.

Research design

The researcher used a cross-sectional survey design by which information was gathered from a sample of population at particular time. The cross-sectional survey method was selected for use due to its ability to gather different views about interests, attitudes and concerns of various newly appointed teachers in Kampala District. The study used both qualitative and quantitative research design. The qualitative methods enabled the researcher develop, analyze, interpret and generalize data and information (Amin: 2004, p 26), from the sample population, against the major themes and issues under investigation.

Area of study and target population

The study was conducted in secondary schools in Kampala District, which is the capital city of Uganda. This was because Kampala has a concentration of schools which are urban, semi urban and even rural giving the researcher a representative sample. Kampala district is composed of 5 divisions that Kampala Central, Kawempe Division, Makindye Division,

Nakawa and Rubaga Division. These divisions are further sub divided in to 8 constituencies and district is bordered by Mpigi District in the south and the rest is bordered by Wakiso district

Study sample

A sample of 41 newly appointed and posted teachers was included in the study. Newly appointed teachers were found in 15 out of the 20 government aided schools scattered in Kampala district. The schools had a total of 50 teachers posted in 2004/2005 and 2006/2007 financial years that were all intended to be studied. However, the researcher was able to retrieve 41 questionnaires out of 50 distributed. All the 41 were accurately completed by the respondents. For the case of interviews, 9 head teachers and 6 deputy head teachers were interviewed after frantic attempts.

Data Collection instruments

A number of instruments were used during collection of data. Both primary and secondary data was collected and the major instruments used included:

Questionnaires

This was the major instrument used in data collection. Questionnaires were administered to new teachers. The questionnaires comprised both closed and open-ended questions formulated by the researcher to investigate how new teachers adjusted to the new teaching environment, manage student's discipline as well as obeying the teacher's code of conduct.

The questionnaire was used because by nature of the study, it required respondents to express their feelings and these can be easily captured by using a questionnaire.

In – depth Interview guides

In-depth Interview guides were designed and administered to head teachers and deputy head teachers. The key informants for in depth interviews included 9 head teachers and 6 deputy head teachers of only those schools that had received newly and posted teachers. This was purposely intended to get more information and compare with that given by new teachers in the general structured questionnaire. This tool was purposively administered to these key informants because they directly dealt with newly appointed and posted teachers to secondary schools.

Validity of instruments

Validity refers to truthfulness of findings, accuracy and quality of instruments used to obtain data about the phenomenon under study. Content validity which literally means the amount of substance in the study (Enon, 2002) was measured under this study. The questions and interview guide were given to a fellow Master of Education (Education Foundations) student, professional consultants so as to make constructive criticisms and the supervisor. Final corrections were made after a pilot study. The questions were made more clear, logical and valid for the study.

Content related test validity for both the questionnaires and the interview guide were obtained through inter-judge with two research consultants. Each rated the questions on a two

point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges rating on either side of the scale and dividing by two and getting the average. The average was divided over the total items to obtain CVI.

Questionnaire CVI=0.80

Interview guide CVI=0.72

The above result proved that the instruments were valid since they fell between +1.00 and -1.00 which indicates relationship (Fraenkel and Wallen: 1990). The calculation of CVI is indicated in the validity appendices (Six and Seven)

Reliability of the instruments

Guba and Lincoln (1989) suggest that reliability in the traditional sense is quality expressed as “dependability” or “consistency” in qualitative research. Merriam (1998) indicates that such dependability is established by a statement of position, triangulation, and an audit trail, all of which were used in this study. To have high data quality, triangulation of methods was used. Objectivity was ensured in data collection. The study relied on probes in the interviews to capture in-depth information. The questionnaires were subjected to peer review so that the wording in the questionnaire could be content analyzed to ensure reliability.

Reliability of the questions based on the Likert type five-point scale was established using SPSS 11.0 Reliability Analysis Scale (Alpha co-efficient). This was because of its easy and

automatic applicability and fitted a two or more point rating scale. The instruments of the research were 13 questionnaires of the pilot study.

Calculation of the reliability is indicated in the Reliability Appendix (8) obtained at; Alpha (α) = .8150 Standardized item alpha (α) = .7807. This proved the instruments reliability since it was higher than the recommended .70 ((Fraenkel and Wallen: 1990).

Research procedure

A copy of the letter of introduction from the school of Education, Makerere University was presented to the Planning Officer Ministry of Education who then availed statistics of the recently newly appointed and posted teachers to Kampala secondary schools and then the researcher proceeded to the schools. The researcher visited head teachers or their deputies in individual schools who introduced him to new teachers on their staff for the administration of the questionnaires and interviews.

Data management and analysis

The interview/observation guides and questionnaires were edited for accuracy, consistency and completeness of information before leaving the field. Thereafter editing was done at the end of each working day of collecting data from the field.

With closed-ended questions, pre-coded answers from semi-structured interviews were given a coding frame based on themes and sub-themes developed. This was done by looking through each question and answers to particular variables. Data from the semi-structured

interviews was entered in a computer and Statistical Package for Social Scientists (SPSS 11.0) programme used to analyze it. The percentage number of respondents according to variables such as; sex, age, education level and responses in quantitative data were computed and presented using tables.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter is a presentation, analysis and interpretation of the findings of this study. The purpose of the study was to establish the challenges faced by newly appointed and posted teachers in Kampala secondary schools. The findings derived from the responses obtained by use of questionnaires and face to face interviews from the respondents. Fifty questionnaires were distributed in all the government secondary schools but only forty one were retrieved fully completed with appropriate data. Fifteen face to face interviews were conducted on the head teachers and deputy head teachers. Each research question was treated separately discussing the descriptive statistics and responses from structured questions and face to face interviews.

Question One: How does the new environment affect adjustment newly appointed and posted teachers?

This question was derived from the first objective of the study which sought to find out if the new environment affected adjustment of newly appointed and posted teachers. A number of items were presented to respondents in relation to establish the relationship between the variables. They included, school routine, relationships with colleagues, school regulations, incentives offered by the school, work load, orientation and how they enabled adjustment to the new environment.

In the first place, the study looked at appropriateness of the school work routine that affect adjustment of newly appointed and posted teachers. The results are presented in Table (I).

Table I: Responses of Newly Appointed Teachers on Appropriateness of the School Work Routine

Work routine	Frequency	Percentage (%)
Signing arrival and departure books	29	70.7
Morning parade	34	82.9
Assemblies	39	95.1
Teaching lessons	41	100
Games and sports	30	73.1
Marking exercise and tests	41	100
Staff meeting and briefings	41	100
Making lesson plans	41	100
Keeping general cleanliness and counselling sessions for students	41	100
Supervising debates and seminars	39	82.9

The statistics in Table 1 concerning the appropriateness of the school work routine show that the majority of the respondents 29 (70.7%) indicated that they signed arrival and departure books, 34 (82.9) attended morning parade, 34 (82.9%) attended assemblies, 41 (100%) taught their lessons, 30 (73.1%) supervised games and sports, 41 (100%) marked students' exercises and tests, 41 (100%) kept general cleanliness and counselling of students and 39 (82.9) supervised debates and seminars. This indicates that the newly appointed and posted teachers largely participate in work routine.

The study then looked at the item concerning relationships with colleagues a factor that also affects the adjustment of the newly appointed and posted teachers in adjusting to the new environment. The results are presented in Table 2.

Table 2: Responses of Newly Appointed Teachers' on Relations with Colleagues

Relations with colleagues	Frequencies	Percentages
Sharing notes	41	100.0
Financial relations	25	60.9
Attending colleagues' parties and weddings	39	95.1

Table 2 shows that 41 (100%) respondents indicated that they shared notes with their senior colleagues, 25 (60.9%) had financial relations with their senior colleagues while 39 (95.1%) attended parties and weddings of their colleagues. On items 3,4 and 5 concerning knowledge of the school rules and regulations, whether the teaching load was manageable and if the incentives offered were attractive, the responses were 22 (53.6%), 15 (35.6%) and 7 (17.0 %) respectively. However, the results for items on manageable load and attractive incentive indicate that a minority of 15 (35.6%) and 7 (17.0%) respectively indicating that the newly appointed and posted teachers had high load and were not satisfied with the incentives offered.

The respondents were asked to show the kind of orientation they received in the schools to which they were posted. The results are presented in Table 3.

Table 3: Responses of Newly Appointed Teachers on Orientation Received

Orientation received	Frequencies	Percentages
Staff meetings and briefings	40	98.0
Introduction on Assembly	36	88.0
Touring the school premises	30	73.0
Receiving stationery	40	95.0
Introduction in the classrooms	38	93.0
Non of the above	01	02.0

According to Table 3 on the orientation given to the new teachers when they joined the schools, 40 (98%) indicated that they attended staff briefings and meetings, 36 (88%) were introduced on school assembly, 30 (73.0%) were guided on tours around the school and school facilities, 40 (95.0%) received teaching stationary and 38 (93.0%) were introduced to students in the class rooms. Only 1 (2%) of the teachers said that he received no induction at all that he was just sent to the classroom.

The study then looked at a number of variables of the environment that affect adjustment of newly appointed and posted teachers. Data collected from the respondents is presented in Table 4.

Table 4: Responses of Newly Appointed Teachers on how the New Environment Affects Adjustment of Newly Appointed and Posted Teachers

Question items	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
1. The work routine is appropriate	6	14.6	25	61.0	5	12.2	5	12.2	-	-
2. There are relations with colleagues	5	12.2	22	53.7	6	14.6	8	19.5	-	-
3. You aware of the schools regulations	6	14.6	16	39.0	-	-	14	34.1	5	12.2
4. The school offers attractive incentives	-	-	7	17.1	8	19.5	17	41.5	9	22.0
5. Work load given affects adjustment	-	-	12	29.3	8	19.3	14	34.1	7	17.1
6. You received orientation	6	14.6	24	58.5	6	14.6	5	12.2	-	-

Key: Qn= Question, F= Frequency, %= Percentage, SA=Strongly Agree, A=agree, U=undecided, D=disagree, SD-strongly disagree.

The results in Table 4 show that the majority of the newly appointed teachers found work routine being appropriate to enable adjustment, relationship with colleagues enabling proper adjustment in the new environment, knowledge of all the regulations that govern the schools and received helpful orientation from the administrators. This is because there is majority statistical data on the items of question of the research that “what is the relationship between the new environment and adjustment of newly appointed and posted teachers.” The results for question item one are 31 (76%) strongly agreeing and agreeing, 27 (66%) strongly agreeing and agreeing on question item two, question item three 22 (53.6%) strongly agreeing and agreeing and question six 30 (73%). The respondents indicated that they easily adjusted to the new environment because conditions were appropriate for them.

However, some did not agree with the kind of incentives and work load offered as indicated in Table 4 and expected improvement in all the spheres of the environment particularly need for the schools to offer other attractive incentives beside government salary and reduction of the work load. The majority of the respondents on those issues is 26(64%) and 21(51%) disagreeing and agreeing respectively. They were not satisfied with the incentives and the kind of work load in enabling adjustment and expected improvement in the incentives and a minimum work load order in order to be able to adjust to the new environment.

During face to face interviews with the administrators, they pointed out that the routines were manageable because they are time-tabled and it’s not that all of them are held at the same

time. They indicated that importantly, they helped them to learn the cultures of the schools, get to know the students and colleagues and keeping punctuality. However, three head teachers from day schools indicated that some of the routines like morning parades were a problem for the new teachers to easily adjust to the environment since the schools did not have accommodation for all the teachers and that at times money is not available to provide them transport allowances that would enable easy locomotion.

Concerning how the relationships with colleagues affected their adjustment to the environment, the respondents pointed out the responses in table one. They indicated that they were able to get varied assistance from the senior teachers including teaching notes and financial help and attended colleagues parties and weddings. One teacher pointed out that man is a social being that lives in communities. That he needed the relationship to adjust to the environment because he was not an island. In the face to face interviews, all the head teachers and the deputies indicated that they emphasised and encouraged the existence of relationships. One head teacher pointed out the school policy for instance that in case of a teacher's wedding, every teacher had to contribute financially and attend the party. That this helped more especially in the integration of the new teachers.

Regarding the knowledge of school rules and how they helped them adjust to the environment, the teachers indicated that they knew some of the rules but definitely not all. In fact one teacher pointed out that regarding some matters its like drooling in the dark especially in the handling of the students offences because he was never given a copy of the regulations. Another teacher pointed out that there were no clear ways of doing things hence

taking decision becoming a difficult task while some teachers pointed out that the rules were rigid to allow their discretion and at times their end up ignoring some cases not to be misunderstood since the process at times is long because it involves writing statements, discussing with administrators and disciplinary committees and at times having meetings which is disturbing. The teachers views make it apparent that head teachers must give copies of school rules to the new teachers such that they stop drooling in the dark, there be specific guidelines for handling individual cases depending on the gravity and the rules have to be made flexible such that new teachers who fear to use their discretion can be allowed to use it especially in cases of minor magnitude hence easily adjusting to the new environment other than becoming apprehensive.

In relation to salary and allowances, the response was negative especially with teachers from day schools. They pointed out that, there were no attractive monetary incentives especially after the introduction of Universal Secondary Education where by students did not have to pay hence leading to the reduction of PTA allowances by some school head teachers and total scrapping of the allowances by others claiming reduced funds. The teachers pointed out that for some head teachers this was possibly due to opportunistic interests because even before they were reluctant in paying the allowances even though all the students were paying and now they had got the excuse of reduced funds. However, for some schools, the teachers indicated that the head teachers genuinely could not pay because of small numbers of students and reduced funds because the senior ones were not paying. The teachers pointed out that there is need for increase of salaries to cover up the gap of P.T.A allowances.

The teachers however pointed out that there were some none monetary incentives which at least reduced on their monetary problems. These included break tea and lunch. For those in big and boarding schools, there were some other monetary incentives not PTA allowances though not satisfactory that helped them to easily adjust in the new environment. These included marking allowances, transport allowances and responsibility allowances.

During face to face interviews with the administrators, they were in agreement with the teachers. All the head teachers and deputies indicated that newly appointed and posted teachers find a problem of adjusting to the new environment due to low incentives in terms of salaries and allowances that are below to the life styles they expect as diploma and university graduates.. One head teacher pointed out that this kind of situation is demoralising that the young teachers end up hating the teaching career even before they have settled in it. Another head teacher pointed out that the institutions of learning should have it on the curriculum to teach the students that the teaching profession is not profiteering money making venture but a service. Therefore the new teachers should come out of the institutions well prepared such that they do not get disoriented.

Responding to the work load, the majority of the teachers, 88% indicated that they had a teaching load of over 20 lessons besides other activities like sports, weekly duty, marking students' exercises, tests and exams and other responsibilities which made work too much. The teachers suggested that there was need for more teachers, a reduced load to be able to prepare lessons and schemes of work and that the work load should be proportionate to incentives. During the face to face interviews, all the head teachers and deputies pointed out

the lack of teachers because the Ministry of Education was not sending enough teachers. That work was heavy for the newly appointed and posted teachers to adjust to the environment easily. Therefore, the government should remove the ban on the recruitment of teachers to fill the missing gaps.

During the face to face interviews when the head teachers were asked the guidance they gave the newly appointed and posted teachers to adjust them to the new environment, they all pointed out those views pointed out by the teachers indicated in table I above. Therefore it is necessary to have an orientation period for the new teachers introducing them to fellow staff, students and guiding them around school facilities.

Question Two: How do the Discipline Management Measures of Newly Appointed and Posted Teachers enable them to overcome the Indiscipline of Students?

This question was derived from the second objective of the study which sought to establish if the discipline management measures of newly appointed and posted teachers enabled them to overcome the indiscipline of students. A number of items were presented to respondents in relation to establish the relationship between the variables. They included, keeping orderliness among students in the class, relationship with students, their involvement in the management of discipline and how the administration helped them in the administration of students' discipline.

Table 5 below, indicates the disciplinary measures by rank the newly appointed and posted teachers pointed out which they employed in their schools to maintain discipline.

Table 5: Disciplinary Measures Employed by Teachers in Ranks

S/N	Type of punishment	Frequency	Percentage (%)
1	Reward of Good behaviour	19	49
2	Counselling	15	36
3	Threats	5	10
4	Enforcing rules and regulations	2	5
5	Corporal punishment	00	00
	Totals	41	100

In response to how they handled discipline, generally all the teachers pointed out the ways in the table above as the measures by which they managed discipline cases and that is forwarding them to administration, meeting parents, making them write apologies, enforcing school rules and regulations and counselling and even ignoring some of the minor cases. They generally ranked punishment for enforcement of discipline as follows from the most common to the least used: Rewarding good behaviour 19 (49%), Counselling 15 (36 %), Threats 5 (10 %) and Enforcing rules and regulations 2 (5 %). They all indicated that they did not give corporal punishment because it had been abolished by the Ministry of Education.

The researcher then studied the management of discipline by the newly posted teachers to overcome the indiscipline of students. Table 6 below shows data collected from newly appointed and posted teachers on the influence of discipline management measures on student's discipline in school

Table 6: Responses of newly appointed and posted teachers on how discipline management measures enabled them to overcome students' indiscipline

Question Items	SA		A		U		D	
	F	%	F	%	F	%	F	%
7. Your ways of orderliness promote discipline	9	22.0	21	51.2	5	12.2	6	14.6
8. Disciplinary measures you employ build the students' character	10	24.4	22	53.7	9	22.0	8	19.5
9. You maintain good relationship with students	5	12.2	22	53.7	5	12.2	9	22.0
10. You are involved in the Management of the discipline	10	24.4	22	53.7	9	22.0	-	-
11. Administration helps you in the management of students' discipline	7	17.1	18	43.9	7	17.1	9	22.0

Table 6 shows that there is unanimous agreement by the majority of the teachers on all the items. The frequencies and percentages for issues concerning whether the ways of keeping orderliness among students in the classroom promote discipline, the disciplinary measures employed helped in the building of the students' character, maintaining good relations with students, involvement in the management of the discipline of the entire school and the administration being helpful in the management of students' discipline by the newly appointed and posted teachers had higher frequencies and percentages, that is question seven 30(72.5%) strongly agreeing and agreeing, question eight 32 (78%) strongly agreeing and agreeing, question nine 27 (66%) strongly agreeing and agreeing, question ten 32 (78%) strongly agreeing and agreeing and question eleven 25 (61%) strongly agreeing and agreeing.

Concerning problems involved in the management of discipline, the majority indicated that the students were unruly; they do not listen to the teachers. Generally it was pointed out that there is lack of time to follow the students' cases to conclusion because of heavy teaching

and co-curricular load. The teachers indicated that load should be minimal and reasonable such that they have enough time to attend to disciplinary and social issues of the students.

The majority of the teachers 34 (83%) indicated that they try to shape the characters of students through involving them in the management of the classrooms by making each student the watch dog over the other, supervise behaviour during meals and always make the students understand why they are to be punished and even at times determine the punishment before punishing them. During interviews with the administrators, all head teachers and deputies pointed out that punishments are not punitive but corrective. One head teacher indicated that as a rule teachers' are made to discuss with students all disciplinary matters and the students have to first accept the punishment before they are punished. This implies that students should always be made to understand why they are being punished than punishing them out of anger.

Concerning relationships with the students as the teachers managed discipline while adjusting to the new environment, the majority pointed out that they had healthy relationships with the students because, this made students interested in their subjects, receive the problems of the students and handle them accordingly and then promoted cordial co-existence which is good for teaching and learning situations. The teachers tried to ensure that they were not at loggerheads with their students.

The teachers indicated that they were involved in the management of discipline. They generally pointed out that the students' cases are normally discussed by the entire staff and

that above all there is input of teachers' effort in the making and amending of school regulations. In the face to face interviews, all the head teachers and deputies indicated that management of discipline was the matter of the entire staff. That matters are discussed in staff meetings and teachers committees. One head teacher pointed out that teachers are involved in the management of the students discipline since they have more time with the students than the administrators and so understand the students better.

The teachers indicated that in the management of discipline they had the help of administration which helped them to adjust to the environment. That at times they hand over the cases to the administration, head teachers counsel them and big punishments like those which involve suspension or dismissal of the students are effected by the head teachers. In the face to face interviews, all the head teachers and deputies pointed out that they always tried to be there for the teachers. One head teacher indicated that to improve teachers discipline management skills, he holds annual workshops for them to which he invites consultants in management to educate them on how to manage students.

Question Three: How does the teachers' code of conduct help the adjustment of newly posted and appointed teachers?

This research question was derived from the third objective of the study which sought to find out if the teachers' code of conduct help in the adjustment of newly posted and appointed teachers. A number of items were presented to the respondents to establish the relationship between the variables that is if understanding of the code of conduct by the newly appointed teachers helped them adjust in their new environment without great hitches as it is always

assumed. They included, teaching conscientiously, with diligence, honesty and regularity, finding teaching difficult that at times teachers find themselves indoctrinating the learners towards your tenets, dogma or doctrine, obtaining permission to be absent, not teaching while under the influence of alcohol drugs, discussing programmes with the heads of departments and cooperating with other teachers in carrying out the programmes and maintaining professional attitudes towards colleagues, avoiding derogatory language.

Table 7 below, shows the responses of newly appointed teachers on observation of the teachers' code of conduct in their schools.

Table (VI) Responses of newly appointed teachers on observation of the teachers code of conduct

Code of conduct Items	Frequency	Percentage (%)
1. Following of school programmes		
a) Morning parade	34	82.9
b) Assemblies	39	95.1
c) Teaching lessons	41	100
d) Games and sports	30	73.1
e) Staff meeting and briefings	41	100
f) Keeping general cleanliness and counselling sessions for students	41	100
2. Supervising debates and seminars	39	82.9
3. Teach while sober	41	100
4. Maintain professional Good attitudes towards colleagues	41	100
5. You relate well with the parents in the monitoring of students		
a) On visitation days	28	68
b) Parents individual visits to the schools	38	93
c) During class days	6	15
d) When the parent is summoned	41	100

The teachers in response to observation of the teachers' code of conduct generally indicated that they attempted to uphold the teachers' code of conduct. On the item concerning

execution of their duties 34 (82.9 %) indicated that they attended morning parades, 39 (95.1%) attended assemblies, 41 (100%) taught their lessons, 30 (73.1) trained and attended Games and sports, 41 (100%) attended staff briefings and meetings, keeping general cleanliness of the school, counselling sessions for students, 39 (82.9) supervised students debates and seminars and in boarding schools, 41 (100%) indicated that they supervised among others. However, still some teachers pointed out that at times some unavoidable situations may prevent them from following all the programmes yet the administrators may not understand this. In the face to face interviews, all head teachers and deputies pointed out that all the school programs were a must for all teachers though some teachers try to dodge some of them especially the co-curricular. One head teacher pointed out that in the annual appraisals, teachers' involvement in all programs is involved and so this makes them try hard to get involved in all the programs.

On the matters of maintaining sobriety while at school avoiding being under the influence of alcohol, drugs or come to school while drunk in question item 13, all the 41 (100%) teachers indicated that they kept sober and still all the teachers (100%) indicated that they easily maintained professional attitudes towards colleagues, avoiding derogatory, slanderous and unfair criticism against colleagues. The teachers indicated that, they try to talk nicely to colleagues, be gentle and listen to each others views. However, 15 (37%) teachers indicated that at times problems between colleagues come up. One teacher pointed out that some colleagues are at time insensitive leading to clashes. During the face to face interviews with the head teachers and deputies, the majority of the head teachers and deputies that is 97%

indicated that they tried to ensure that this was observed by briefing teachers during meetings.

In regard of relationship with parents to monitor the progress of students, 28 (68%) teachers from 10 schools pointed out that, on visitation days they discuss with the parents and 38 (93%) from all the schools indicated that when the parents come individually, 6 (15%) of teachers from 2 schools indicated that during school weeks when the parents have to visit their children in classes and all teacher said that they consulted with parents say when a child is sent to bring the parent to settle an issue. However, 30(73%) teachers specified that it's not that all parents turn up when they are required. Some 8(20%) teachers pointed out that some parents at times refuse to cooperate and understand the problems of their children.

Table VII shows the findings of the views collected from newly appointed and posted teachers on how the demands of the code of conduct helped them in adjusting to the new environment.

Table 8: Frequency distribution and how the teachers' code of conduct helped in adjustment of newly posted and appointed teachers

Question Items	SA		A		U		D	
	F	%	F	%	F	%	F	%
12. You follow programmes in the execution of duties	5	12.2	16	39.0	6	14.6	14	34.1
13. You teach while sober	14	34.1	20	48.8	7	17.1	-	-
14. You maintain professional Attitudes towards colleagues	7	17.1	19	46.3	8	19.5	7	17.1
15. How well do you relate with the parents in the monitoring students	7	17.1	18	43.9	8	19.5	8	19.5

From table 8, the teachers agree that they follow the demands of the code of conduct and helped them in adjusting to the new environment. When those who strongly agree and those

who agree are combined, it shows that the majority of the teachers concur that it's possible to follow programmes in the execution of duties, they do not teach while under the influence of alcohol drugs or come to school while drunk, it's easy to maintain professional attitudes towards colleagues, avoiding derogatory slanderous and unfair criticism against colleagues and they relate with the parents of the students in the monitoring of the students progress. In the question items, for question twelve it was 21 (51%), question thirteen 34 (83%), question fifteen 25 (61%) and question sixteen 25 (61%) respectively. The respondents indicated that their schools provided them with copies of the code of conduct and that they observed it hence helping them to adjust to the new environment. They pointed out that, they followed programmes in the execution of duties, taught while sober not under the influence alcohol, drugs or come to school while drunk, maintained professional attitudes towards colleagues and related with the parents in the monitoring students which all enabled them to adjust to the new environment by being accepted in their new environment and doing their work perfectly.

The teachers pointed out that the code of conduct was important in their adjusting to the new environment by setting guidelines that promoted morality and hence becoming good teachers. They were not expected to teach under the influence of alcohol, drugs or come to school while drunk. All teachers pointed out that this was immoral and unacceptable. They informed the researcher that their teachers' code of conduct did not allow it and thus enabling them to adjust to the new environment.

However, as indicated in table 8 above, 8(20%) teachers pointed out that some parents at times refuse to cooperate and understand the problems of their children making hard the

work for the teacher hence causing anxiety and uncertainty as they adjusted to the new environment. During the face to face interviews, all the head teachers and deputies indicated that they tried to ensure that teachers related with the parents in the monitoring of the progress of the students. Generally, the head teachers and deputies pointed out that, they organised meetings between parents and teachers, invited parents on special days like visitations to discuss the progress of the students with the teachers and calling of individual parents to discuss with teachers if an individual student had a peculiar problem which made the newly appointed and posted teachers develop a good rapport with the parents hence adjusting to the new environment..

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the discussion of the results derived from the data presented in chapter four. The discussion leads to varying conclusions and a number of recommendations that are presented later. This part of the study discusses the results along the following research hypotheses; the new environment is related to the adjustment of newly appointed and posted teachers, the measures of discipline management by the newly appointed and posted teachers influence students' discipline and the teachers' code of conduct highly influences adjustment of the newly appointed and posted teachers to the new environment. The following are the discussions on the findings based on the three hypotheses that guided the study.

Discussion of Question One: How does the new environment affect adjustment newly appointed and posted teachers?

The study found out that newly appointed and posted teachers in adjusting to their schools face the challenge of the new teaching environment. In the first finding, the study revealed that they encountered routines like; signing in the arrival and the departure books, attending morning parades, assemblies, teaching lessons, marking students exercises and tests, games and sports, attending staff briefings and meetings, lesson plans, supervising preps for the boarding schools, keeping general cleanliness of the school, counselling sessions for students, debates and seminars among others which they had to adjust to.

The finding above is in agreement to the findings of other scholars, Weiss (1999) in his secondary analysis of perceived workplace conditions and first years teachers' morale, career choice, commitment, and planned retention in Sweden, he advised new teachers to learn about your school, district and how your school runs as finding this out will make the first year go smoother. This is as with the finding of the study that points out that there is encounter of school routines which the newly appointed teachers have to adjust to. Understanding of work place conditions helps one to prepare himself according to how the system runs hence easily adjusting to the new environment.

In the study it was found that newly appointed teachers have the challenge of establishing relationships with colleagues as they try to adjust to the new environment. Establishing relationships is important to the newly appointed and posted teachers because it enables the new teachers to get assistance from the senior teachers including teaching notes, feel at home, have work harmony, support in times of need such as financial support and have friends. This is also in agreement with the findings of other scholars, Weiss (1999) still pointed that for new teachers, it was important make best friends with the school secretary and the custodian. They actually run the school and can get you lots of good stuff like bookcases and extra paper. They are both very busy at the beginning of the year so try not to bother them too much at first. As with the researcher's finding relationships help the teachers easily fit in the new environment as they help the teachers get whatever assistance is necessary.

In another finding, the study found out that they faced a challenge of finances and so need salary and attractive incentives to help them adjust to the new environment. The study revealed that it's necessary for the government to increase teachers' salaries and Head teachers are also expected to always squeeze some money to support the new teachers amidst scarcity.

The above finding is an agreement with Pashiardis (1996) who reveals that education policy makers in the United States of America devised various ways to recruit, prepare, and retain new teachers. For instance, many states now offer signing bonuses, loan forgiveness plans, and other incentives to go into teaching and to work in low-performing schools. Hoping to remove any barriers that might discourage talented people from entering the profession, many states in USA now offer alternatives to traditional, university-based teacher certification. Some states have created new teacher induction programs, designed to help smooth the often-rocky transition into the classroom. And others have tried to make teaching more attractive by offering merit pay, implementing career ladders, and giving rewards to teachers who achieve advanced professional certification. Therefore, as with the researcher's finding, the newly appointed teachers need financial support to get to their fit hence easily adjusting to the new environment.

The study also found out that the orientation for newly appointed and posted teachers by the administrators when they join the schools helps them in adjusting to the new environment. Such orientation includes staff meetings and briefings where they are introduced, introduction on the assembly, tours around the school and school facilities, receiving

teaching stationary and being introduced to students in the class rooms. This enables them to know the institutions they have joined. This is in agreement with the findings of Bandura (1997). He pointed out that the school administrators especially principals play a crucial role in the lives of novice teachers. Ideally, they serve as mentors and advocates, helping to ensure that the new teacher learns the lay of the land, make a smooth transition into the classroom and receive adequate professional and personal support. Therefore, it is imperative that the newly appointed and posted teachers are helped by the school administrators to understand the new environment.

Discussion of Question Two: How do the Discipline Management Measures of Newly Appointed and Posted Teachers enable them to overcome the Indiscipline of Students?

The results of the study indicated that the discipline management measures of newly appointed and posted teachers enabled them to overcome the indiscipline of students. The teachers pointed out the following ways by which they manage discipline cases; forwarding them to administration, meeting parents, making them write apologies, counselling and enforcing school rules and regulations. They generally ranked punishment for enforcement of discipline as follows from the most common to the least used, rewarding good behaviour, counselling, threats and enforcing rules and regulations. Apparently the punishment depends on the gravity of the offence committed. They also pointed out that school administrators played a big role in helping them in discipline management because some issues need their involvement.

The findings of other scholars in the field of discipline concur with the findings on the newly appointed and posted teachers and how they maintained discipline. Merriam (1998) revealed a number of ways in which a teacher promote good discipline in the classroom are knowing school guidelines for discipline procedures and praising good work, good responses and good behaviour. Duke (1989) indicates that commitment, on the part of all staff, to establishing and maintaining appropriate student behaviour as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behaviour. Duke (1989) writes that what is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behaviour and clear behaviour expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans all that were generally observed by the researcher during the study. As with the findings of the study, it is important that the newly appointed and posted teachers maintain the discipline of the students for this makes them have control over their work situation.

Further research findings by Short (1988) indicate that Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed. This helped the study in finding out ways of ensuring that head teachers are involved

in the helping of newly appointed and posted teachers develop appropriate discipline management skills.

The study established that the newly appointed and posted teachers tried to help in the building of the students' characters. That this was through involving students in the management of the classrooms by making each student the watch dog over the other, supervise behaviour during meals and always make the students understand why they are to punished and even at times determine the punishment before punishing them. The study established that punishments are not punitive but corrective and so teachers always try to not to be punitive but corrective as they handle students' discipline.

The above finding also concurs with the findings of other scholars. Weiss (1999) indicates that acceptable discipline includes engagement of students in purposeful activities and in constructive use of time. Emphasis should be placed on development of self-discipline according to the level of maturity of the child. Acceptable expectations should be clearly defined for the student. Corrective disciplinary measures should be positive in nature. Every effort should be made to see that the child understands the reason for correction and the purpose of measures taken. If the measures taken do not result in correction of the situation, the teacher may remove the child from the classroom. However, this step should be taken only after other efforts to handle the situation have not succeeded and the student has been advised that the behaviour may result in removal from the classroom. This indicates that, teachers have the challenge of developing the self discipline of the students, therefore as with the researcher's finding, teachers' help in building the students characters.

The study further found out the newly appointed and appointed teachers tried to maintain good relationship with students with the students as they tried to adjust to the new environment. The majority pointed out that they had healthy relationships with the students because, this made students interested in the subject, got the problems of the students and handled them accordingly and then promoted cordial co-existence which is good for teaching and learning situations. The teachers tried to ensure that they were not at loggerheads with their students.

The above finding also agrees with the findings of other scholars, Merriam (1998) revealed a number of ways in which a teacher can promote good discipline in the classroom. He suggested that they have to be fair, positive and consistent. One has to be a kind of person young people can like and trust. The teacher has to let the students he/she cares. He added that the voice has to be voice at a normal level. This is as with the finding of the study that newly appointed and posted teachers tried to maintain good relations with the students hence becoming acceptable to them thus adjusting to the new environment. Wayson et al., 1982 are also in agreement. They pointed out that a warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities.

The administration of schools should be helpful to the newly appointed and posted teachers in the management of students' discipline. They hand over the cases to the administration,

head teachers counsel them and big punishments like those which involve suspension or dismissal of the students are affected by the head teachers. Head teachers have to always be there for the teachers and help to improve teachers discipline management skills, by holding workshops in which they can be taught management skills. The findings of other scholars are in agreement with the above finding, Eliophotou (2004) in his study about the effect of an educational administration course on the expectations of pre-service teachers indicated that a majority of principals cited in-school support as the best resource for helping new teachers succeed. Of those principals surveyed who had first-year teacher programs in place, 50 percent said that more teacher support would be the best way to initiate teachers into the new teaching environment. Therefore, as with the finding of the study, support to the newly appointed and posted teachers in the handling of students discipline helps overcome maladjustment in their new schools.

Discussion of Question Three: How does the teachers' code of conduct help the adjustment of newly posted and appointed teachers?

The study found out that newly appointed and posted teachers adjust to the challenges of teacher's code of conduct which include attending morning parades, assemblies, teaching lessons, Games and sports, attending staff briefings and meetings, supervising preps for the boarding schools, keeping general cleanliness of the school, counselling sessions for students, debates and seminars among others. They indicated that they attended them helping them to gain acquaintance with the new environment. School programmes are a requirement for all teachers though some teachers try to dodge some of them especially the co-curricular.

This finding is in line with the findings of other scholars. Gottfredson (1989) revealed that a teacher should be flexible. That schedules and lesson plans are a must, but one needs to be ready to switch things around at the last minute because of an unannounced assembly or fire drill, or other unexpected event. Always have in your filing cabinet three or four filler activities all ready copied for the class. This will be a lifesaver whenever one of those unexpected events occurs. As with the findings of the study, the newly appointed teachers have to be ready to attend to the schools activities.

The study found out that the newly appointed and posted teachers attempted to maintain proper and professional attitudes towards colleagues, avoiding derogatory, slanderous and unfair criticism against colleagues. The teachers indicated that, they tried to talk nicely to colleagues, be gentle and listen to each others views. However, of course at times problems between colleagues come up as some colleagues are at time insensitive leading to clashes. Good relations help the newly appointed and posted teachers adjust easily n their new schools.

Gottfredson (1989) findings agree with the above finding. He revealed that a new teacher should develop good relationships with all school members. When you eat lunch, don't just sit with your grade level. Make sure that at some point you drop by each teacher's classroom just to chat. By the end of the year a new teacher will feel comfortable going to anyone of them for help and advice. This also will open the door for some valuable class interaction. More to that (Kennedy, 2001) indicates that a new teacher should be willing to share what he/she has. As new teachers, there isn't a lot, but some new ideas, resource, or even talents

that other teachers might be interested in. Therefore, as with the findings of the study, it is essential newly appointed and posted teachers establish relations with the old colleagues they find in the schools as it helps them understand the new environment.

Lastly the study established that teachers laboured to relate with the parents of the students in the monitoring of the students progress through meetings between parents and teachers, on special days like visitations and when come to discuss with teachers on invitation if an individual student had a peculiar problem. Teachers pointed out that however at times some of the parents do not understand and end up not cooperating with the teachers.

Other scholars contend with above finding. Gottfredson (1989) revealed it is important to establish good relationships with parents. Make sure you keep in touch with them through notes or phone calls. Just a brief note, once a month, to each parent telling them something positive that you've noticed about their child will go a long way. And if you make a goal of 5-6 notes a week it shouldn't be at all time-consuming. If you notice a problem with a student, immediately voice your concern to the parent- don't be afraid, most of them really appreciate it, and you won't hear the angry phrase "Why didn't I know about this before?" sometimes parents will get angry at you, even if you're following school policy, doing everything right. It's not fair- but stay calm, polite, and respectful. It is thus revealed that newly appointed and posted teachers have to establish relations with the parents of the children they teach if they are to be able to teach properly in their new schools. The relationships with the parents help them manage the students.

Conclusions

In the findings of the study many important observations were made and the following conclusions;

1. The new environment affects adjustment of newly appointed and posted teachers. This is because they encounter new challenges in the environment to which they are posted. These include, school routine, relationships with colleagues, regulations that govern schools, financial challenges, the work and need for orientation given to new teachers in relation to how they helped in adjusting to the new environment.
2. Discipline management measures of newly appointed and posted teachers enabled them to overcome the indiscipline of students. These measures include rewarding good behaviour, counselling, threats and enforcing rules and regulations. This was established from a number of variables that included; the ways used by these teachers in keeping orderliness in classrooms, how their disciplinary measures built the students' character, the relationships between them and the students, their involvement in management of discipline in the entire school and the role of administration in the management of students' discipline.
3. The code of conduct is important in helping the new teachers adjust to the new environment. This was established from positive relationships that were discovered from a number of issues such as following school programmes in the execution of duties, teaching not under the influence of alcohol, drugs or coming to school drunk, maintaining professional attitudes towards colleagues, avoiding

derogatory slanderous and unfair criticism against colleagues and how these teachers related with parents of students.

Recommendations

From the foregoing conclusions, it is recommended that;

1. School administrators should establish a better work environment for newly appointed and posted teachers to easily adjust. This can be through timetabling them in all routines such that they get involved in every school activity, providing residences or transport to those who can not be accommodated. They should immediately be availed with school regulations and access the payroll more easily. Head teachers should through PTA support the new teachers amidst scarcity such that they are able to sustain themselves and be efficient not to part-time in private schools to top up the government pay. Head teachers should also mentor the new teachers through orientation
2. School administrators need to help newly appointed and posted teachers in the implementation of discipline to enable them overcome the indiscipline of students. This can be through providing them chance to forward cases of indiscipline to administration, making them meet talk to parents of the undisciplined students, making the students write apologies, support them in counselling the students and enforcing school rules and regulations.
3. The newly appointed and posted teachers should be accessed the teachers' code of conduct to help them adjust to the new environment. They have to be aware of the teachers' code of conduct, be constantly reminded about it and be given a copy

which they should hold as their Bible. This helps them understand their responsibilities like attending morning parades, assemblies, teaching lessons, triaging games and sports, attending staff briefings and meetings, supervising preps for the boarding schools, keeping general cleanliness of the school, counselling sessions for students, debates and seminars among others.

Areas for further research:

1. Challenges faced by fresh graduate teachers in secondary schools in Kampala secondary schools.
2. Remuneration of teachers in private secondary schools and their work attitude in Uganda.

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APPENDIX I: LETTER OF INTRODUCTION

APPENDIX II: QUESTIONNAIRE FOR NEWLY APPOINTED TEACHERS

School of education
Makerere University
P.O. Box 7062
Kampala

Dear Respondent,

This questionnaire is for the purpose of helping Mr. Byamukama Gabriel a student of Master of education in education foundations of Makerere University, to obtain information that will assist him to write a dissertation that is a partial requirement for this course. It is NOT meant for any other purpose; and the information provided herein will be kept with utmost confidentiality. You are therefore kindly requested to cooperate in answering the questions honestly to provide the required information. The topic of study is “*Challenges faced by newly appointed and posted teachers in Kampala Secondary schools*”

Thank you.

SECTION A: BACKGROUND CHARACTERISTICS

(Please tick in the box the appropriate response)

1. Sex of the respondent?

Male () Female ()

2. What is your education level?

(a) Diploma in education () (b) B.A Education ()

c) BSc Education () (d) Masters Degree ()

e) Others specify.....

SECTION (B)

Tick the appropriate column on how feel about Challenges faced by newly appointed and posted teachers in Kampala Secondary Schools.

ADJUSTING TO THE TEACHING ENVIRONMENT BY NEW TEACHERS					
ITEM	SA	A	UN	DA	SD
1. The school work routine is appropriate to enable you adjust to the new environment?					
2. The relationship with colleagues enables proper adjustment in the new environment?					
3. You are aware of all the regulations that govern this school?					
4. Apart from your monthly salary, the school offers other attractive incentives?					
5. The work load given affects adjustment to the new environment positively					
6. The orientation given to you as a new teacher by the administrators when you joined this school was helpful?					
THE MANAGEMENT OF DISCIPLINE IN SECONDARY SCHOOLS					
7. Your ways of keeping orderliness among your students in the classroom promote discipline?					
8. The disciplinary measures you employ help in the building of the students' character?					
9. You maintain good relationship with students?					
10. You are involved in the management of the discipline of the entire school?					
11. The administration has been helpful to you in the management of students' discipline?					
ADAPTION OF NEW TEACHERS TO THE TEACHERS' CODE OF CONDUCT					
12. Its' possible to follow programmes in the execution of your duties?					
13. You have tried not to teach while under the influence of alcohol, drugs or come to school while drunk?					
14. Its easy to maintain professional attitudes towards colleagues, avoiding derogatory slanderous and unfair criticism against colleagues?					
15. You have been able to relate with the parents of the students in the monitoring of the students progress?					

Key: SA= strongly agree A= agree UN= undecided DA= disagree SD= strongly disagree

SECTION C:

Instructions: Kindly give your personal views on the following questions.

Adjusting to teaching environment by new teachers

1. Outline your school work routines?

2. How have these helped you to adjust to the new environment?

3. What are the reasons for a relationship between and your fellow staff members?

4. State the problems you find in teaching in this School following the rules and regulations

5. Have they affected adjustment to the new environment?.....

6. Mention the incentives offered besides your salary and briefly show how they have affected your adjustment to the new environment.

7. How many periods do you teach per week?
 (a) Less than 10 lessons (c) Over 20 lessons
 (b) 10 to 20 lessons (e) Any other (specify).....
8. What changes do you suggest on the work load and why?

9. What kind of orientation were you given on joining the school and how was it helpful?

Management of discipline in secondary schools

10. What do you do in order to enforce discipline among your students (*rank your response in terms of 1, 2, 3 etc.*)
 a) Corporal punishment b) Counselling
 c) Threats d) Enforcing rules and regulations
 e) Rewarding good behaviour
 Others specify.....
11. What problems do you encounter when disciplining your students?

- 12. Please mention how you have tried to solve each of the above mentioned challenges.....
.....
.....
- 13. Is there a relationship between you and the students? Show the reasons for this relationship?
.....
.....
- 14. Describe how the school administration has involved you in the management of school discipline.
.....
.....
- 15. Has the school administration been helpful to you in the management of discipline? Show how.
- 16.
.....

Adaptation of new teachers to teacher’s code of conduct

- 17. Describe how you have been able to follow the school programs in the execution of your duties
.....
.....
- 18. Show how it has been possible for you to keep professional relationships with colleagues.....
.....
.....
- 19. How and when do you relate with the students in the execution of duties?
.....
.....

END

Thanks for your cooperation

APPENDIX III:

INTREVIEW GUIDE FOR HEADTEACHERS

Dear Respondent,

This questionnaire is for the purpose of helping Mr. Byamukama Gabriel a student of Master of education in education foundations of Makerere University, to obtain information that will assist him to write a dissertation that is a partial requirement for this course. It is NOT meant for any other purpose; and the information provided herein will be kept with utmost confidentiality. You are therefore kindly requested to cooperate in answering the questions honestly to provide the required information. The topic of study is “*Challenges faced by newly appointed and posted teachers in Kampala Secondary schools*”

Thank you.

SECTION A: ADJUSTING TO TEACHING ENVIRONMENT BY NEW TEACHERS

A1. How many newly appointed and posted teachers do you have in your school?

.....

A2. What type of guidance do you give the newly appointed teachers to enable them adjust to the new environment?

.....

A3. Apart from their monthly salary does the school offer them other incentives and how do the newly appointed and posted teachers manage on the meagre government salary?

.....

SECTION B: MANAGEMENT OF DISCIPLINE IN SECONDARY SCHOOLS

B1. How do you help the new students in the management of discipline in the school?

.....
.....
B2. Describe the nature of punishments you encourage the new teachers to use and why use those punishments?

.....
.....
.....

B3. How does management involve the newly appointed teachers get involved in the management of the discipline of the entire school?

.....
.....
.....
.....

SECTION C: ADPTATION OF NEW TEACHERS TO TEACHER’S CODE OF CONDUCT

D1. How do you make it possible for newly appointed and posted teachers in your school to follow all the programs of the school?

.....
.....
.....

D2. Describe the ways that you use to ensure that the newly appointed and posted teachers easily integrate with the old colleagues.

.....
.....
.....

D3. What are the methods are employed by your school to bring newly appointed and posted teachers and parents together in the monitoring of the students progress?

.....
.....
.....

Thanks for your cooperation.

APENDIX IV: FREQUENCIES OF THE RESPONDENTS

The school work routine is appropriate to enable you adjust to the new environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	14.6	14.6	14.6
	agree	25	61.0	61.0	75.6
	undecided	5	12.2	12.2	87.8
	disagree	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

The relationship with colleagues enables proper adjustment in the new environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	12.2	12.2	12.2
	agree	22	53.7	53.7	65.9
	undecided	6	14.6	14.6	80.5
	disagree	8	19.5	19.5	100.0
	Total	41	100.0	100.0	

You are aware of all the regulations that govern this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	14.6	14.6	14.6
	agree	16	39.0	39.0	53.7
	disagree	14	34.1	34.1	87.8
	strongly disagree	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

Apart from your monthly salary, the school offers other attractive incentives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	7	17.1	17.1	17.1
	undecided	8	19.5	19.5	36.6
	disagree	17	41.5	41.5	78.0
	strongly disagree	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

The work load given affects adjustment to the new environment positively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	12	29.3	29.3	29.3
	undecided	8	19.5	19.5	48.8
	disagree	14	34.1	34.1	82.9
	strongly disagree	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

The orientation given to you as a new teacher when you joined this school was helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	14.6	14.6	14.6
	agree	24	58.5	58.5	73.2
	undecided	6	14.6	14.6	87.8
	disagree	5	12.2	12.2	100.0
	Total	41	100.0	100.0	

Your ways of keeping orderliness among your students in the classroom promotes discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	9	22.0	22.0	22.0
	agree	21	51.2	51.2	73.2
	undecided	5	12.2	12.2	85.4
	disagree	6	14.6	14.6	100.0
	Total	41	100.0	100.0	

The disciplinary measures you employ help in the building of students' discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	24.4	24.4	24.4
	agree	22	53.7	53.7	78.0
	undecided	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

There is a relationship between you and your students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	12.2	12.2	12.2
	agree	22	53.7	53.7	65.9
	undecided	5	12.2	12.2	78.0
	disagree	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

You are involved in the management of the discipline of students of the entire school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	24.4	24.4	24.4
	agree	22	53.7	53.7	78.0
	undecided	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

The administration has been helpful to you in the management of Discipline of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	17.1	17.1	17.1
	agree	18	43.9	43.9	61.0
	undecided	7	17.1	17.1	78.0
	disagree	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

It's possible to follow the school programmes in the execution of your duties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	12.2	12.2	12.2
	agree	16	39.0	39.0	51.2
	undecided	6	14.6	14.6	65.9
	disagree	14	34.1	34.1	100.0
	Total	41	100.0	100.0	

You have tried not to teach under the influence of alcohol, drugs or come to school while drunk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	34.1	34.1	34.1
	agree	20	48.8	48.8	82.9
	undecided	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

It is easy to maintain professional attitudes avoiding derogatory, slanderous and unfair criticisms against colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	17.1	17.1	17.1
	agree	19	46.3	46.3	63.4
	undecided	8	19.5	19.5	82.9
	disagree	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

You have been able to relate with the parents of the students in the monitoring of the students progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	17.1	17.1	17.1
	agree	18	43.9	43.9	61.0
	undecided	8	19.5	19.5	80.5
	disagree	8	19.5	19.5	100.0
	Total	41	100.0	100.0	

APPENDIX V: VALIDITY INDEX OF THE QUESTIONNAIRE

Judges	Relevant	Irrelevant
Judge 1	28	10
Judge 2	33	5
61		

$$\text{CVI} = 28 + 33 = 61$$

$$61/76 = 0.80.$$

APPENDIX VI: VALIDITY INDEX OF THE QUESTIONNAIRE

Judges	Relevant	Irrelevant
Judge 1	7	2
Judge 2	6	3
13		

$$\text{CVI} = 7 + 6 = 13$$

$$13/18 = 0.72$$

Key

CVI=Content validity index

APPENDIX VI: RELIABILITY INDEX

***** Method 2 (covariance matrix) will be used for this analysis

RELIABILITY ANALYSIS - SCALE (ALPHA)

	Mean	Std Dev	Cases	
1.	Q2	2.6923	.4804	13.0
2.	Q3	3.5385	.8771	13.0
3.	Q4	3.2308	.4385	13.0
4.	Q5	3.8462	.5547	13.0
5.	Q7	3.2308	1.2352	13.0
6.	Q8	3.6154	.9608	13.0
7.	Q9	3.3846	.9608	13.0
8.	Q10	2.6154	.6504	13.0
9.	Q11	2.6154	.9608	13.0
10.	Q12	3.3846	.9608	13.0
11.	Q13	3.3077	1.1094	13.0
12.	Q14	2.9231	.4935	13.0
13.	Q15	2.8462	.5547	13.0
14.	Q1	2.0000	.0000	13.0
15.	Q6	2.0000	.0000	13.0

* * * Q1 has zero variance

* * * Q6 has zero variance

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 13.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
3.1716	2.6154	3.8462	1.2308	1.4706	.1599	

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
.2149	-1.0000	1.0000	2.0000	-1.0000	.4561	

Reliability Coefficients 13 items

Alpha = .8150 Standardized item alpha = .7807