

**INFLUENCE OF TEACHERS' PROFESSIONALISM ON TEACHER
PERFORMANCE IN BUSIRO COUNTY SECONDARY
SCHOOLS, WAKISO DISTRICT**

BY

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DECLARATION

I, NABUKENYA MARGARET, hereby declare that this dissertation is an original work produced by me, and to the best of my knowledge, has never been presented to Makerere University or to any other institution for any award, where necessary I have acknowledged the different authors whose books and articles I have cited.

Signed:

Nabukenya Margaret

Date:

APPROVAL

I certify that NABUKENYA MARGARET carried out this study and wrote the dissertation under my supervision. The dissertation has been submitted for award of a Master of Arts Degree in Education Management and Administration, School of Education, Makerere University.

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Date:

DEDICATION

I dedicate this dissertation to my beloved parents Mr. and Mrs. Muwonge Mukasa (R.I.P) for their parental love, zeal and the guidance given to me in my early years of academic life, to the Rt. Rev. Bishop Joseph Anthony Zziwa for his paternal love, spiritual, moral, and fiscal support, to Sr. Elizabeth Achieng without whose dear motherly care, love, concern, material and financial support I never would have achieved this degree. To my dear maternal uncle Professor Ignatius Kakande for his parental love, care, concern and financial support, to my dearest brothers and sisters, for their support and encouraging words all through my studies, and to all the members of the Little Sisters of St. Francis of Assisi in Central Region, who despite their meager financial resources, knew the value of education and sacrificed so much for me.

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ABSTRACT

The study aimed at examining the influence of teachers' professionalism on teacher performance in Busiro County secondary schools, Wakiso District. The study was guided by the following objectives: to establish the influence of the code of conduct (that is; respect, integrity, honesty, trust, fairness, service, equality) on teachers' performance in secondary schools, the perception of teachers towards the code of conduct in secondary schools and to establish the effect of commitment in terms of planning, assessment, and teaching on teachers' performance in Busiro County secondary schools, Wakiso District.

The study employed a combination of both quantitative and qualitative approaches. The quantitative approach used was a questionnaire and the qualitative approaches included use of interviews, focus group discussion, and documentary analysis. It utilized a cross-sectional sample survey design, which was largely descriptive and qualitative in nature.

The study made the following findings: The teachers' code does not have a significant relationship with teacher performance. The study also reveals that commitment does not have a significant relationship with teacher performance. The study also reveals that majority of teachers especially those in government and denominational private schools are committed to their work while those in for profit- making schools are less committed and this greatly impacts on their performance. The study further revealed that teachers have a positive attitude towards the teachers' code of conduct.

The study concluded that the results indicated that the code of conduct and teacher performance were not significantly correlated because it was well beyond the benchmark sig meaning that the code of conduct does not have a positive effect on teacher performance. The study also concluded that teachers who act more professionally and are aware of their obligation and duty to the teachers' code of conduct do perform well both in and outside class (extra-curricular activities). The study also concluded that teachers' performance is greatly associated with adherence to the teacher's code of conduct. The study also concluded that teacher commitment and teacher performance were not significantly correlated because the results were well beyond the benchmark sig. meaning that teacher commitment does not have a positive effect on teacher performance. The study concluded that teacher perception in terms of positive and negative attitudes affects teacher performance. In addition, a big number of respondents have a positive attitude towards the code of conduct for teachers. The study also concludes that what seems to be poor perception is a result of other factors such as poor remuneration, nature of the school and the implied school leadership and students.

It was therefore recommended that different authorities including teacher training institutions, Ministry of Education and Sports, schools and denominational education secretariates should avail to teachers personal copies of teachers' code of conduct. Furthermore, in order to enhance teachers' knowledge and perception of the code, there should be regular and refresher programmes in form of seminars, workshops among others through which teachers are educated on the value of behaving professionally, and lastly, the study recommends that in order to enhance teachers' commitment, emphasis should be laid on the need for teachers to act professionally. This could be done by applying the various remunerating aspects such as

improving on teacher working conditions, improving on teacher rewards and other related benefits like the fringe benefits.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teachers are an important factor in determining the quality of education that children receive. Their professionalization therefore has been a centre of much concern among educators and researchers (Nkwanga, 1992). Its importance is not only for repute, differentiation from members of other professions, but in a sociological sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in their teaching profession code of conduct. Though professionalism is the ultimate goal of all professions, poverty, poor remuneration and poor training at times constrain its attainment. There are many factors which influence teacher professionalism such as attitude of the different education stake holders towards the teacher, gender, age and duration of service. These all have a bearing to the teachers' professionalism and the implied performance in and outside class.

1.1 Background to the study

Before the advent of colonialism there was no school to train teachers and there were no trained teachers (Ssekamwa, 1997). Most of the teaching was done informally at home, in clan meetings or in peer gatherings (Roscoe, 1915). And so in the traditional African society, teacher professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, trust among others (Muwagga, 2006). With the coming of the missionaries between 1877 and 1879, formal

education begun though the teaching was being carried out under verandahs (Ssekamwa, 1999). Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Ssekamwa, 1997). A professional is a person who has received training in theory and practice in a discipline for a long period of time and usually constrained by a code of conduct. The curriculum which basically constituted the 3Rs (that is; Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens (Nkwanga, 1992). The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited. This was the humble beginning of the emphasis of teachers' conduct in Uganda which underlies this study. As Wandira (1971) observed about early recruitment,

“Each missionary could make an effort to further the spiritual, mental and pastoral training of such individual workers who by grace... need special training for the work of the ministry”.

The early recruitment and routine of teachers both in the school and outside it was monitored by his conduct. The missionary view of teacher-professional conduct was gauged against the Bible and Clergymanship (Nkwanga, 1992). A teacher who could avoid intoxicating drinks, got married in church and regularly attended church services, such teachers' works could be appreciated. Despite this emphasis on the puritanical conduct of teachers, less emphasis was put on content and pedagogy.

In 1925, a department of education was established in Uganda to oversee education in the protectorate and the colonial government then started normal schools to train teachers. Since most of these schools were run by missionaries, puritanical conduct was emphasized among teachers and those who found it difficult to comply with these standards found their way to private schools (Ssekamwa & Lugumba, 1973). The pre-independence era in Uganda's education system therefore witnessed a high degree of teacher's discipline and high respectability in regard to the core values such as; integrity, trust, equality, service, fairness, honesty and respect in their profession (Mamdan, 1976).

Historically, therefore, one can note that in Uganda teachers' professionalism has developed over the years. The 1950s saw the development of teaching as a profession as noted by Ssekamwa (1999). Those who took up the profession became professional teachers and these came to be termed as persons who have undergone formal training in a Primary Teachers Colleges (PTCs), National Teachers Colleges (NTCs) or a University College (Ssekamwa, 2000). Teacher professionalism therefore became a major source of contention between the different stakeholders in Uganda (Muwagga, 2006), and due to the growing autonomy that was given to educators, it has remained one of the most influential attributes of education today (Ilukena, 1999). Therefore, teacher professionalism has had relevant significance in education and thus emphasizes both academic and professional obligations (Ssekamwa, 1997).

Upon attainment of independence in 1962, the Government of Uganda took education as one of its priorities to create a pool of manpower and accelerate economic development (Wandira, 1971). The training of teachers was intensified at all levels. Uganda had graduate teachers

from Makerere University, diploma holders from NTCs and Grade III teachers with a certificate in education from Primary Teachers' Colleges. It can also be noted that the independent governments in Uganda have emphasized the secularization of education through the Teaching Service Commission (TSC) and the legacy of puritanical emphasis on teachers' conduct still survives in these schools.

Society expects teachers to be exemplary but much as this is so, it is unfortunate that the liberalization of education in Uganda in the early 1990s, and the increase in private secondary schools in post independence Uganda has eroded most of the core values espoused in the code of conduct for teachers (Nkwanga, 1992). Hence, this has led teachers to develop a negative attitude towards the code thereby leading many to have a low perception, and thus resulting into many problems such as teachers' disrespect of their profession, hence leading to poor students' performance, indiscipline, unending strikes, truancy and other delinquent behaviors of students among others (Nsereko, 1997). There is an increased report of dysfunctional plus poor job performance by most teachers in Uganda and the argument and blame is placed on poor professional conduct by some teachers (Emojong, 2008). It is from the liberalization of education that allegations that the existence of private secular secondary schools and government secondary schools and those which are denominational but government aided coupled with lose control by the Ministry of Education has had an impact on teachers' professionalism and the implied performance (Muwagga, 2006).

By professionalism it is meant the basis of our contract with society and this embeds in it a professional code of ethics or conduct. According to Wandira (1986), teacher professionalism

means a teacher adhering to the teaching code of conduct. Therefore, teacher professionalism affects the role of the teacher and his or her pedagogy, which in turn affects the student's ability to learn effectively. Teacher training emphasizes both academic and professional obligations whereby the professional obligations imply teacher's professionalism (Ssekamwa, 1997). Teachers' professionalism has developed over the years. On the other hand today teachers' professionalism is referred to as the teachers' code of conduct (Ilukena, 1999). By teachers' code of conduct one refers to principals, values, standards, or rules of behavior that guide the decisions, procedures and systems of a school in which teachers work and in a way that (a) contributes to the welfare of its key stakeholders, and (b) respects the rights of all constituents affected by its operations (Wandira, 1986). It could also refer to the expected professional standards of behaviour of members of a profession governed by professional code of conduct (Nkwanga, 1992).

Professionalism has been found out to be the most challenging approach to mandated content while motivating, engaging, and inspiring aspect of preparing new teachers (Freidson, 1994). Talbert and McLaughlin (1996) define professionalism as "the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, values, and role behaviors." Professionalism means that teachers fully accept the challenges of teaching which are reflected in the three primary indicators of professionalism namely; responsibility, respect and risk taking (Hyland, 2002). Teachers' professionalism as per this study is taken to be teachers' adherence to the code of conduct, teachers' commitment, and teachers' perception of the code of conduct and so, by code of conduct one refers to the core values which include; respect, honesty, integrity, trust, equality, service, fairness, and tolerance, teachers' perception refers to

teachers' attitude (that is positive and negative) towards the teachers' code of conduct and commitment refers to dedication, willingness, cooperation, voluntarism, belongingness, excitement, and pride.

The researcher also adopts the International dictionary's meaning of a 'teacher' and then 'perception'. A teacher is "one who teaches or instructs learners to acquire knowledge or skills usually with the imparting of necessary incidental information and the giving of incidental help and encouragement". On the other hand, perception is a sensory impression or mental image derived from past experiences (Namugwanya, 2006). As per this study, perception refers to the positive and negative attitude of teachers, towards the core values of the code of conduct for teachers. Performance on the other hand refers to how well or badly an individual, organization, group or institution does something or some task (Nampa, 2006). On the other hand, Otemo (2004) defines performance as the consistent ability to produce results over prolonged periods of time and in a variety of assignments. Thus, this research treats job performance of teachers as planning, teaching, and assessment which are reflected in setting objectives, evaluating lessons, organization, extra duties, time management, and lesson planning, preparing schemes of work, creating a conducive environment, using various methods, strategies, and ensuring discipline and records of work and lastly giving students exercises, examinations, quizzes, and debates.

This study therefore viewed job performance of teachers as an outcome of teachers' professionalism and thus invoked two Theories of Teleologism which begun with the philosophies of Aristotle (348BC) and Deontologism propounded by Kant (1724-1804) (Russell, 1996). The Theory of Teleologism implies duty and moral obligation being inherent

in one's actions. Moral obligation presupposing an obligation to perform an act because that act fulfills one's code of conduct, cultural dictates, religion or professional obligations, These are in lieu of respect, integrity, equality, trust, service, honesty and fairness. On the other hand by Deontology, it implies an end or good which lies both in the duty, spiritual dictates tradition and conventions of society (Gonsalves, 1989).

Teacher performance in Busiro County, Wakiso District is observed to be going down. Muzaale (2008) reports that there is poor performance of secondary teachers in Busiro County, Wakiso District which is reflected in the poor results of the students they are teaching. Nakabugo (2008) reports on the poor performance of teachers that is as a result of their late coming to school thus leading to students missing their morning lessons, having little time for consultation and obtaining poor grades. She attributes this poor performance to teachers' absenting themselves from schools and hardly giving monthly tests and continuous assignments to students. The same author has further asserts that most head teachers are never in offices to execute their duties; defilement rate by some teachers is at its pick and use of vulgar language before students in class. Emojong, (2008) & Miti (2008) reports that teachers do not give exercises to students, teachers miss classes without strong reasons and are irregular at school. The district reports 2006, 2007, and 2008 also reveal that there is persistent poor performance in examinations, staff turnover and students' indiscipline.

1.2 Statement of the problem

Teacher performance is looked at as one of the ways in which academic excellence in schools can be enhanced, motivates students to work hard, reflects teachers' competence and brings

out teachers as agents of social change (Manana, 2005). Unfortunately, Nampa (2006) comments that the performance of teachers has sunk, and Wakiso district reports (2007) and Waiswa (2009) comment that students are often left without being given class work, they are defiled, teachers absent themselves from school duties, come late and leave early and head teachers are hardly seen in their offices executing their duties. This failure to fully embrace their duties is breeding several negative results such as low and poor academic performance, student indiscipline, and student turn-over. In turn, this is affecting teachers' adherence to their code of conduct, their attitude towards the core values of the code of conduct, their dedication, willingness, voluntarism, belongingness, cooperation, excitement and pride. If the current situation is not urgently addressed, it may increase immorality that may eventually paralyze the profession of teachers. While several sources such as news articles and education stakeholders are reporting a decline in teachers' performance in different parts of the country, none is looking at teachers' professionalism as a likely factor that may be playing a major role. This concern therefore drives the researcher to examine how teacher professionalism influences teachers' performance in Busiro County secondary schools, Wakiso District.

1.3 Purpose

The purpose of the study was to establish the influence of teachers' professionalism on teacher performance in Busiro County secondary schools, Wakiso District.

1.4 Objectives

The study aimed at achieving the following specific objectives;

1. To establish the relationship between the teachers' code of conduct and teachers' performance in Busiro County, secondary schools, Wakiso District.

2. To establish the relationship between teachers' commitment in terms of planning, assessment, and teaching and teachers' performance in Busiro County secondary schools in, Wakiso District.
3. To find out the perception of teachers towards the teachers' code of conduct in Busiro County, secondary schools, Wakiso District

1.5A Research Questions

The study was guided by the following research questions:

1. How does the teachers' code of conduct contribute to teacher performance in Busiro County secondary schools, Wakiso District?
2. How does teachers' commitment in terms of planning, assessment, and teaching contribute to teacher performance in Busiro County secondary schools, Wakiso District?
3. What is the teachers' perception of the teachers' code of conduct in Busiro County secondary schools, Wakiso District?

1.5B Research Hypotheses

1. The teachers' code of conduct has a positive relationship with teacher performance in Busiro County secondary schools, Wakiso District.
2. Teachers' commitment in terms of planning, assessment, and teaching a positive relationship with teacher performance in Busiro County secondary schools, Wakiso District.
3. Teachers' perception of the teachers' code of conduct affects teacher performance in Busiro County secondary schools, Wakiso District.

1.6 Scope of the study

The study was carried out in Wakiso District, Busiro County secondary schools. It focused on establishing how the teachers code of conduct, commitment influence teacher performance, and teachers' perception of the teachers' code of conduct. The District is bordered with Luwero District in the North, Mukono District in the West, Kalangala District in the South, Kampala District in the South-West, Mubende District in the East, and Kiboga District in the North-East (See Appendix VII). The study focused on the core values of the code of conduct, attitude of teachers towards the core teacher values and commitment. For teacher performance, the study focused on planning, teaching and assessment. The respondents targeted were head teachers, deputy head teachers, classroom teachers, and heads of disciplinary committees, local government and education officials in charge of teachers and members of the Boards of Governors (BOGs).

1.7 Significance of the study

The study was to be of help to a number of people namely: the Ministry of Education and Sports (MoES), District Educational Officials, BOG, teachers, head teachers, and other related stakeholders.

The MoES officials and district education officials it was hoped were to benefit from the study findings in a number of ways namely: they will have benchmarks for the effective and efficient supervision of their teachers, put in place counseling services, repost and punish misguide teachers exposed by these findings and hence improve the quality of teachers and education.

The members of the Board of Governors will realize the importance of teacher professionalism in enhancing teacher performance and hence put measures in place that will help teachers love and respect their profession all of which will help groom professionally responsible teachers. It was also hoped that the study would draw teachers' attention to have respect for their profession and especially the underlying values, responsibilities and aspirations which are eloquent testimony to the profession's commitment and to their own performance and hence they will re-appraise these core values of the code.

The study findings it was hoped would enrich scholars with new knowledge, theories, and methodologies needed and in future add their researched knowledge on professionalism and the implied performance of teachers thereby fill the gaps that this study has left. The study findings it was hoped, was to enrich head teachers with proper administrative procedures needed in managing secondary schools and other institutions of learning, and also be able to make fundamental transformational changes in ensuring teacher development programmes that are in line with teacher professionalism.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents the Theoretical review, Conceptual framework, and Literature review. The literature review was done under titles which correspond to the study objectives namely; influence of teachers' code of conduct on teacher performance, influence of teachers' commitment on teacher performance, and teachers' perception of the code of conduct on teacher performance.

2.1 Theoretical Review

The study on teachers' professionalism and teacher performance in Busiro county secondary schools, Wakiso district adopted two Theories namely; Teleologism and Deontologism. The Theory of Teleologism implies duty and moral obligation inherent in one's actions (Gonsalves, 1989). Moral obligation presupposing an obligation to perform an act because that act fulfills one's ethical code of conduct, cultural dictates, religion and professional

obligations. This alludes to Kant's categorical imperative, which maintains that one should do to others what one would like others to do to one. The Theory of Deontology was propounded by Kant (1724-1804) and it presupposes that people should adhere to their obligations and duties when analyzing an ethical dilemma, meaning that a person should follow the obligations to one's individual or society because upholding one's duty is what is considered ethically correct (Kamm, 1996). For example adhering to the core values of the code of conduct, that is, respect, integrity, fairness, among others, being committed, and having a positive perception of the code of ethics to mention a few. A teacher who follows these theories produces very consistent decisions since they are based on the individual set duties. According to Aristotle, Kant and Bergson (384 BC ff)'s Teleological and Kant (1724-1804) Deontological Theories, self-obligations and other disciplinary aspects like planning, teaching, and assessment were cited in this study to explain teacher performance.

2.2 Conceptual Framework

The study took teacher performance as the main variable of interest (dependent variable) and saw teachers' professionalism as the explanatory or Independent variable that was influencing teacher performance. From Aristotle [384 BC], Kant and Bergson Teleological and Kant's (1724-1804) Deontological Theories, (Section 2.1), Fig. 2.2 provides a model or framework, that relates the variables in the study;

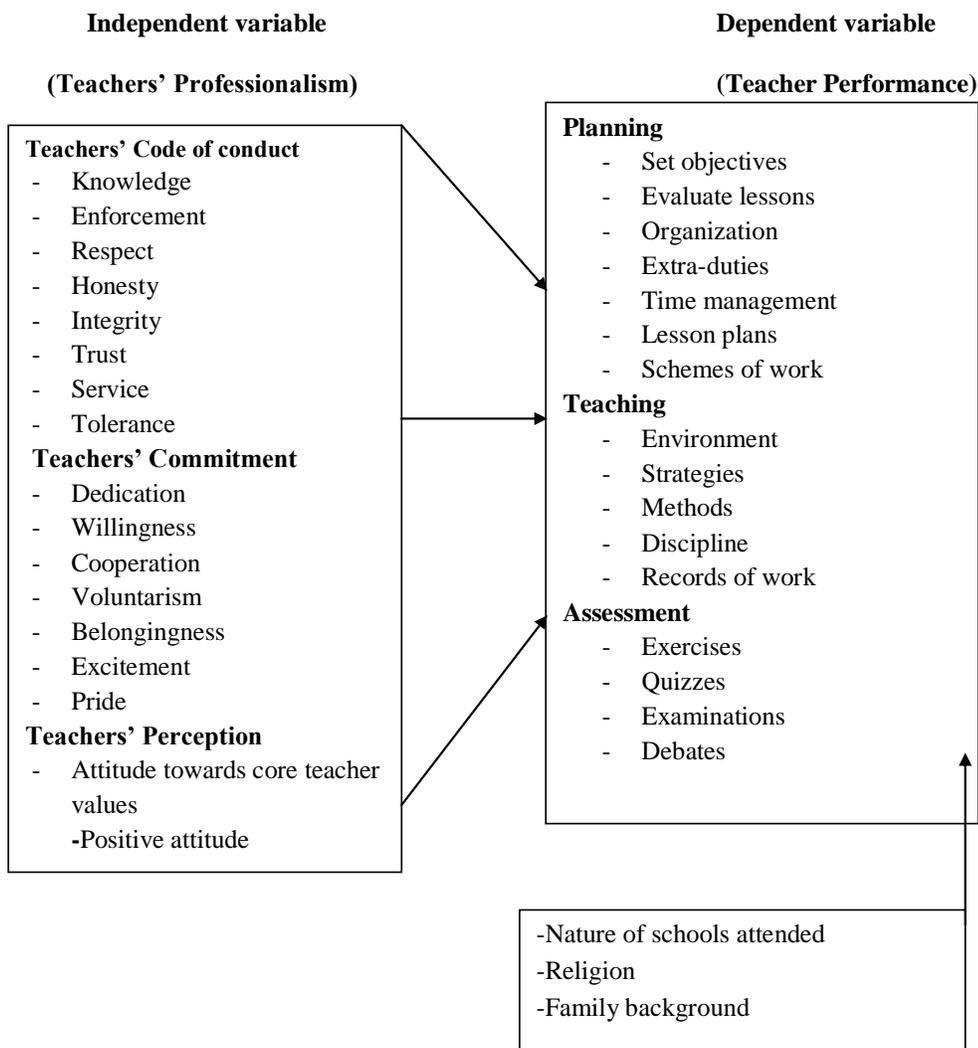


Fig 2.1 Conceptual framework or model relating teachers' professionalism to teacher performance

The conceptual framework in Fig 2.1 proposes that professionalism means adhering to the code of conduct which implies trust, respect, fairness, integrity, tolerance, equality, service and honesty which in turn depict the perception of teachers which is conceptualized as attitude towards core teacher values and in turn enhances commitment which is conceptualized as dedication, willingness cooperation, voluntarism, belongingness, excitement, and pride. Teachers' code of conduct, teachers' perception of the core teacher values and commitment in turn enhance planning which is looked at in terms of setting objectives, evaluating lessons, organizing extra-duties, time management, lesson planning and schemes of work. These in turn facilitate teaching, which implies creation of good environment, having good strategies, methods, discipline and records of work. Teaching however enhances assessment, which implies giving of exercises, quizzes, debates and examinations. The third Box provides the extraneous variables where it is assumed that teachers who have come or have had a good education background, that is nature of schools, have a good religious and family background even without a teachers' code will be committed and will act professionally.

2.3 Review of Related Literature

2.3.0 Introduction

This study, which focused on teacher professionalism, examined the relationship that exists between the teachers code of conduct, commitment in Busiro County secondary schools, Wakiso District and also sought to find out the perception of teachers towards the code of conduct.

In general, literature revealed that the code of conduct is talked about by a good number of researchers though they do it in different contexts and it is valued and respected so much by the teachers because it acts as a guide to all, and that teacher's commitment is closely connected to their work performance (Cheng, 1993). As regards perception, various researchers do talk about it but they seem to have different ideas many of which do not bring out a clear picture of how teachers perceive their code of conduct.

2.3.1 Teachers' Code of conduct and teacher performance

Teaching is governed by the professional code of conduct in the 1962 teachers' conditions of service (Nkwanga, 1992). In this regard different authors and researchers on teachers' performance maintain that the code of conduct is very vital for enhanced teacher performance in Busiro County secondary schools, Wakiso District. For example, McKee and McArdle (2007) revealed that professionalism goes hand in hand with performance and they state that one of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. Unfortunately they do not show how actually the code influences actual teachers' performance. On the other hand, Ssekamwa (2000) reveals that the code is very important to teachers and teachers who observe their code of conduct through exhibiting a sense of responsibility, respect, decency, integrity, trust,

honesty, service, and equality for student learning, have a sense of efficacy, and a critical component of professionalism. Ssekamwa (2000) however does not indicate the use of the code towards teachers' actual performance. According to Aifinca (2004), the code is made up of a totality of core values surrounding the teacher as a human person and as a social being but these are within his confines as society permits. Unfortunately the importance of these core values and their realistic stance on man's educational enterprise are in most cases underscored especially in educational fields and particularly in Busiro County secondary schools that are found in Wakiso District.

Boyer (2002) quoting a World Bank policy study on education in Africa notes that most African teacher colleges and schools of education in universities are in a crisis. That is; they are producing too many graduates of dubious quality and relevance, teachers inclusive, and they seem to generate too little new knowledge. His observations are very good but they fall short of revealing the value problem in most liberalized teacher colleges and schools of education thus affecting teachers' performance in secondary schools particularly the ones in Busiro County, Wakiso District. Genza (2008) reveals that teachers, by the very nature of their profession are meant to be role models and authority figures to convey moral values by living up to the code of conduct. Unfortunately, he does not show how the teachers' code of conduct influences their performance in secondary schools in Wakiso district. Kigongo (1994) laments that there seems to be very little and nothing elaborate on the subject of core values as laid down by the code of conduct in formal education. Kigongo (1994) presents some good work and his findings reveal a lot, and though his focus is on secondary education but he is not focusing on the code of conduct in Busiro County secondary schools in Wakiso District.

Unfortunately, this may not be the case in Busiro County secondary schools of Wakiso District as Opuda-Asibo (2002) noted that teacher colleges and schools of education in universities serve many other purposes which are at times negative, for example, they are multi-national knowledge channels, and at times even ignore the interests of their own societies thus producing teachers that do not conform to the commands of their ethics. These observations seem realistic but fall short of mentioning the value problem created by teacher colleges and schools of education in universities' cultures and values other than those of their society. According to Saha's (1991) findings, teacher colleges and schools of education in universities in Africa are supposed to play a leading role in almost everything. This scholar's findings seem to be good but upon close observation it is evident that they apply what is observed in a few instances and generalize it on all teacher colleges and schools of education in university enterprises elsewhere in the world. These have very good findings for the value problem in education. However they do not delineate the code of conduct as a source of value problem in teacher performance.

Blakemore and Cooksey (1981) have observed that the high professional conduct expected of teachers may especially be irksome to young male teachers. They find it difficult to adjust to these expectations. The two researchers here observe that these young teachers may need an outing often with members of the opposite sex and visit night clubs or watch movies. While their observation and finding is very good and educative, the two researchers do not actually bring out a clear picture of how the code of conduct for teachers influences teachers' performance in Busiro County secondary schools in Wakiso district. Nkwanga (1992) set out

to establish the effectiveness of teacher education on the professional conduct of primary school teachers. The researcher concluded that the social environment in and around the school, age and personality have a lot of impact on teacher's professional conduct as does teacher education. Much as Nkwanga's (1992) findings are good, he however does not bring out a clear picture of how exactly the code of conduct for teachers does influence their performance particularly in Busiro County secondary schools, Wakiso district.

Stinnett and Hugget (1956) report that apart from professional codes, social norms and denominational traditions of foundation bodies all have pressure to bear on teachers, therefore if professional ethics are to be inculcated in the pre-service teachers, religion and moral education have to be part of him. As a matter of fact, this is very good, but Stinnett and Hugget (1956) leave out the aspect of how the real code of conduct for teachers do influence their performance. They put much of their emphasis on ensuring that religion and moral education are being taught so that they become part of the teachers' life. Further stating, Safari (2003) set out to establish the role of chaplains in the moral formation of students in catholic founded secondary schools and he found out that there is a purpose of moral formation in secondary schools, and it is about the moral upbringing of secondary school students. The chaplain has a role to play in the moral upbringing of secondary school students given his background training at the center of which was spiritual and moral formation. Safari (2003)'s findings are excellent but his focus is mainly on the moral upbringing of secondary school students. He does not look out for the moral upbringing of Busiro County secondary school teachers in Wakiso and later on how their code of conduct influences their performance.

2.3.2 Teachers' Commitment and Teacher performance

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. To this effect, many writers of journal articles on teacher commitment have identified this element of commitment as one of the most critical but important factor for the future success of education and secondary schools in terms of their performance. Cheng (1999) report that teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes toward school. This researcher's observation is good, but he does not indicate how commitment influences the performance of teachers especially in Busiro County secondary schools in Wakiso District.

Kanter (1974) reveals that teachers are thought to have commitments to the social context in which they work, that is the social system. However, the overarching assumption is that teacher commitment is not one dimensional, but has many layers and dimensions. As a matter of fact this could be very correct, but Kanter (1974) as a researcher does not bring out clearly how commitment influences teachers' performance particularly in Busiro County secondary schools in Wakiso District. Mutchler (2005) notes that results indicate that factors influencing

teachers' professional commitment, center on their culturally and / or ideologically - based dedication to making a difference for students and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment. While Mutchler (2005) reports so, he actually does not indicate the actual influence of commitment on teacher performance in Busiro County secondary schools in Wakiso District. In reporting further on the factors that are most important to teachers' organizational commitment, Mutchler (2005) says that teachers are grounded in the quality of their relationships with fellow teachers and other school employees specifically the extent to which they enjoy mutual support in managing the work of teaching, and experience respectful relationships in the workplace. However, his study leaves out the influence of commitment on teacher performance in Busiro County secondary schools in Wakiso District.

Joolideh and Yeshodhara, (2009) in their studies revealed that Indian teachers had better organizational commitment in the affective and normative components, and Iranian teachers were found to have better organizational commitment in the continuance component. In both countries age groups and subjects taught by teachers did not have any influence over their organizational commitment. However, Joolideh and Yeshodhara's studies do not talk about the situation in an African continent and later on in Busiro County secondary schools in Wakiso District but their studies are in an Asian continent. Namutebi (2006) while carrying out her study on reward management practices and commitment of teachers reported that there are a number of challenges affecting the use of rewards in ensuring the commitment of teachers in the secondary schools in Wakiso district in Uganda. However, Namutebi's (2006) study scope is limited to rewards, which is a very small aspect that can boost teacher

performance in secondary schools in Wakiso District. She ignores the issue of dedication and identification with the school.

On the other hand, Acom (2007) argues that some factors such as voluntarism, cooperation, and belongingness are significantly different from others in terms of being commitment drivers and this is the case in private secondary school in the greater Kampala. She however does not bear in mind that commitment aspects differ according to individuals especially in Busiro County secondary schools in Wakiso District. In his study on Teachers' self-esteem, sex, qualification and commitment to teaching, Ejuu (2005) gave an empirical report that there was no significant difference in self esteem among the male and female teachers, neither was there a statistically significant relationship between self-esteem and teachers' academic qualification in secondary schools in Uganda. Hence, while many studies show commitment as an important factor in teacher performance, others (Namutebi, 2006; Mutchler, 2005) do not show any, suggesting that the correlation between these two is far from certain, hence the need for this study to test the correlation between commitment and teacher performance in Busiro County secondary schools in Wakiso district.

Quinn (1997) set out to make an assessment of the effects of teacher professionalization by examining the relationships between a selected set of characteristics, traditionally associated with professions and professionals, and one of the most important aspects of the quality and performance of teachers: their commitment to their teaching careers in United States of America. The analysis shows that there are indeed, school differences in teacher commitment, and there are also significant relationships between school-level characteristics and

commitment and that some characteristics of professionalization are related to teacher commitment and some are not. While Quinn (1997)'s study findings are very important but she leaves out the aspect of how a teachers' commitment influences that teachers' performance particularly in Busiro County secondary schools , Wakiso district. Riley (1997) investigated on the changes in teacher commitment for each teacher in each school as a function of four of each teacher's background demographic characteristics (sex, education, teaching experience, and race) and random error basing mainly on the mentoring programmes that are given to teachers. The results of this investigation suggested that a school having a mentor program to assist beginning teachers is less important for teacher commitment than is the quality of assistance provided to new teachers. That is, simply offering formal mentoring programs did not appear to improve the commitment of teachers. But, the average commitment of teachers increased if, according to the teaching staff as a whole, new teachers were effectively assisted in matters of discipline, instruction, and adjustment to the school environment, whether from a mentor program or some other mechanism. While these findings seem to be very good, they do not bring out a clear picture of how teachers' commitment influences their performance in Busiro County secondary schools, Wakiso district.

Choy, Shan, Hun, & Bann (1993) investigated on teacher professionalization and teacher commitment in 'A multilevel analysis' where they found out that those proponents of teacher professionalization have an argument that an improvement in the commitment of teachers is one of the outcomes most likely to be positively affected by the new teacher reform efforts. Their argument further is that increasing the commitment of teachers is an important first step in the process of school reform: they continue to state that professionalization of teachers'

results in higher commitment, which then positively affect teachers' performance, and in return ultimately lead to improvements in student learning. Not surprisingly, teacher commitment has been the subject of a great deal of educational research. Choy et al (1993)'s study findings seem good but they do fall short of indicating how this commitment of teachers positively or negatively influence teachers' performance in Busiro County secondary schools, Wakiso district.

2.3.3 Teachers' perception of the code of conduct and teacher performance

Any meaningful education entails exchange and transfer of values, knowledge, beliefs and skills. It is a conscious process designed to change or bring about behavior patterns of individuals in each society towards desirable or worthwhile ends as perceived by society. (Ssekamwa (1997) and Nsereko (1994) insist that no knowledge is merely for its own sake, it must affect the conduct of the graduate teachers positively or negatively. Ssekamwa and Nsereko further bring out some good idea but leave out the aspect of teachers' perception of the code of conduct. It is true, the code of conduct implications pivot on how access to teacher education affects the conduct of teacher graduates but the perception of teachers is left out. According to Kneller (1971), core values of the teachers' code are a very vital component in analyzing teacher education. These core values must be emphasized because they go beyond mere speculation. Kneller (1971) does a good job to make a mention of the core values of the code, but he however does not indicate what the perception of teachers is as regards the code of conduct in Busiro County secondary schools, Wakiso district.

Mugarura (2006) investigated on teachers' perceptions of institutional factors affecting

students' academic performance in advanced level secondary schools in Bundibugyo District and his findings were that teachers' perceptions are that institutional factors influence academic performance of students and that lack of materials, the way teachers interact with students, teaching methods used and institutional management practices influence academic performance in secondary schools. His findings and conclusions are very good but do not qualify for the study in question. They leave out the need to get to know what the perception of teachers is as regards their code of conduct. According to Muwagga (2006), the code of teachers' conduct is an extensive domain of teacher professionalism which also deals with ethics (the nature of good and evil, the problem of human conduct and man's ultimate objective or "end" Ethics or "ethos" in Greek examines customs or human conduct and is equivalent to moral, which is similar to the Latin word "mores" which means customs or behavior. However, much as Muwagga (2006) tells us about what a code is, he does not bring out what the perception of teachers is as per the code of conduct in Busiro County secondary schools, Wakiso district. Customs or behaviors and the perception of teachers are of great concern to the study since they are direct pointers to the moral or value implications of any meaningful teacher education.

Aiftinca (2004) concludes that the appreciation of values on basis of acquired knowledge, judgment, sensitivity, the experience of values and the transformation of some of them into objectives and ideals both on the individual and the social level is the guiding education and representing the practical side of the code of conduct. He does well to point it out but he does not tell us what the perception of teachers in Busiro County secondary schools actually is. In his study on the effects of administrators' perception on the growth of teachers' association,

teachers' participation in improving their economic growth in the education system, Biryomumaisho (2004) discovered a moderate positive and very significant relationship between education administrators' perception of the Uganda teachers' association and the growth of teachers' association and that there was a weak positive and significant relationship between education administrators' perception of the teachers' association and teachers' participation in their economic condition. This could be true, but unfortunately, Biryomumaisho study did not tamper to look out for what teachers' perception in Busiro County secondary schools is towards the code of conduct for teachers, he focuses mainly on the perception of administrators.

On the other hand, Rubamanya (2002) investigated the influence of biology teachers' perceptions of the scientific method on the development of scientifically oriented students at O'level and his findings were that teachers had different perceptions of the scientific method, during teaching and applied its stages selectively rather than the method in whole; secondly, that different teachers' perceptions of the scientific method influenced their application of the method in teaching, and consequently, the development of scientifically oriented students. Rubamanya (2002) study findings are very good but they do fall short of checking out what the perception of teachers is as per the code of conduct in Busiro County secondary schools, Wakiso District. Nyberg (1990) perceives the code of conduct for teachers as a tool that constitutes the values that every teacher should uphold. He believes that for a person to be morally upright and stand out to represent the teaching profession for teachers, such a person must have the proper following of the code of conduct for teachers as well as moral training and education. This also upheld by Plato and Aristotle who hold the same belief that for a

person to be moral as an adult, he must have the proper moral training and education as a child. Nyberg's (1990) study revelations are good but do not focus on the teachers' perception of the code of conduct for teachers in Busiro County secondary schools, Wakiso district.

Howe (1986)'s study findings on the other hand, view teachers' perception of the code as an attitude to life, sum total of one's feelings that are attached especially on the core values stressed, beliefs, and prejudices which are partly inherited and partly acquired in the process of living through formal and informal education. The code there fore can be seen as an intellectual exercise, which examines a teacher's ultimate 'way of life in the field of education and especially as far as the teaching profession is concerned. This way of life is either in terms of knowledge, values or beliefs. Howe (1986)'s study revelations are good, but he focuses mainly on looking at the code of conduct as an intellectual exercise that examines the teachers' ultimate way of life, but he does not clearly show us the readers of his works how the code of conduct for teachers clearly influences our performance in Busiro County secondary schools, Wakiso district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In each research project an individual develops methodological perspectives upon which the project is grounded (Otto & Onen, 2005). This chapter therefore explains the study's research

design, population, sampling strategies, data collection methods and instruments, data quality control, procedure and data analysis to be used in the study.

3.1 Research Design

The study employed a combination of both quantitative and qualitative approaches. It utilized a cross-sectional sample survey design (Enon, 1998), which was largely quantitative and qualitative in nature, since, as Lutz (1996) asserts, research on ethical issues is not typically quantitative. This design was also deemed appropriate because according to Creswell (2003), for studies involving analysis of respondents across a wide spectrum, a cross-sectional survey design acts as the best design to decipher the required study findings and also use of qualitative methods helps one yield more information (Vessels & Huitt, 2005). The study moved sequentially, beginning with questionnaires that were backed up by interviews and focus group discussions. A documentary analysis technique was also utilized.

3.2 Populations and Sample

3.2.1 Population

The study population included secondary schools in Wakiso District. They comprised of government schools that total up to 18, private schools are 73, and community schools are 48 with a total of 2,579 secondary teachers (Government of Uganda, 2005). Among the schools sampled there were Private for-profit secondary schools, Private denominational, and Government Aided/Community secondary schools. The target population was of different categories namely; Head teachers, deputy head teachers, classroom teachers, heads of disciplinary committees, local government and education officials in charge of teachers and

members of the Boards of Governors (BOGs) in the selected secondary schools in Wakiso district who totaled up to 2,709.

3.2.2 Sample and sample size

The study sample (accessible population) comprised of 180 teachers, 15 head teachers, 16 deputies, and 6 local government and Ministry of Education officials, 10 members from the 10 different Boards of Governors. These numbers were chosen taking into consideration the recommendation of Krejcie and Morgan Table (1970) adopted in Amin, (2005). In qualitative research the above number was big enough to ensure generalisability and ensured speed and accuracy (Amin, 2005). Table 3.1 presents a summary of the 15 schools in as far as their locations, sponsorship, and teachers' residence and gender are concerned and the stratified sampling technique was used.

Table 3.1: Nature of the sampled schools

Nature	Category	Number
Location	Urban	4
	Semi-urban	8
	Rural	3
Sponsorship	Government aided	8
	Private	7
Teachers' residence	Home/Day school	7
	Boarding school	8

Gender in terms of schools	Mixed school	6
	Boys school	4
	Girls school	5

N=15

Data in Table 3.1 indicate that of the fifteen schools sampled, four were town schools, eight were semi-town schools, and three were rural schools. Three were Catholic founded and two were protestant founded but government aided and three were non-government aided. For teachers' residence, seven were non-resident schools and eight were resident schools. Finally, whereas six of the schools were mixed, nine of the schools were single sex schools (for both boys and girls).

In all the study targeted 260 respondents, of whom 200 were teachers, 15 head teachers, 20 deputies, and 15 local government and Ministry of Education officials from Busiro County, Wakiso District, and 15 members from the ten different Boards of Governors. Eventually the actual study population, vis-à-vis the target population, turned out to be as indicated in Table 3.2.

Table 3.2: The target and actual study population

	Sample category	Number of Respondents		Percentage per overall study Sample
		Targeted	Actual	
1	Teachers (Questionnaires and FGD)	200	180	90.0
2	Head teachers (Questionnaires)	15	15	100

3	Deputies	20	16	80
4	Board of Governors (Structured Interviews)	15	10	67
5	Local Government and MOE&S Officials (Interviews)	10	6	60
	TOTAL	260	217	83.5

Table 3.2 shows that of the 200 teachers, 15 head teachers, 20 deputies, 15 members of the BOGs and 10 local government and MoES officials targeted for interview, the study accessed 83.5% of the study sample.

3.2.3 Sampling strategies

Sampling techniques refer to the procedure a researcher uses to select the needed study sample. (Kombo & Tromp, 2006). The study employed the following sampling techniques namely: stratified random sampling, simple random sampling, convenience and purposive sampling.

Stratified random sampling is a process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion. (Gay, 1996). This was employed to access 180 out of the 200 and was utilized because according to Gay (1996: 116), using the questionnaire, the researcher sampled three categories of teachers, namely; the novice teachers (23-30 years), middle caliber teachers (31-40) and those of 41 years and above and this helped the researcher to avoid sampling bias; sub-groups in the

population were represented in the sample in the same proportion as they existed in the population. This enabled all respondents to have an equal and independent chance of being selected for the sample.

Simple random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected. This was employed to determine the five members in each of the schools' disciplinary committee and every ninth member was selected.

On the other hand purposive sampling refers to selecting the sample purposefully/precisely. This technique was used to select the Ministry of Education and Sports local council and district education officers. This technique, according to Gay (1996:213) though may not necessarily be a representative sample; but enables the researcher to acquire an in-depth understanding of the problem. The purposively selected sample was a rich source of the data of interest.

Convenience sampling refers to accidental sampling and haphazard sampling. This involved selecting those who were available and were willing to participate in the study during the time of data collection. It was employed to select the study teachers, BOG and their deputies. This technique was appropriate because according to Gay (1996:126), it saved time and enabled the researcher to carry out her work without waiting for those who were not around at the time of collecting the data.

3.3 Data collection instrument and methods

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

3.3.1 Questionnaires

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

3.3.2 Interviews

An interview is a face-to-face oral / verbal dialogue between a researcher (interviewer) and a respondent (interviewee) (Kombo et al, 2006), where ideas are exchanged and recorded. This study employed open-ended, but with the guidance of an interview guide. The following were interviewed: members of Boards of Governor and local government officials at the district and

also head teachers and their deputies to cater for the likely missing link in the use of questionnaires.

3.3.3 Documentary study

A documentary analysis is described by Otto and Onen (2005), as the “critical examination of public or private recorded information related to the issue under investigation.” The study examined different papers, and circulars from the district education archives, diocesan archives and different libraries concerning the topic. The study also used some dissertations, newspaper articles and journal articles. Some written official documents of schools as regards teachers’ school behaviour such as circulars were also used. The researcher also took a look at and used the school rules and regulations for teachers as laid by the foundation bodies of the researched in schools (Kampala Archdiocese, 2008) Table 3.3 indicates the types of literature provided by different schools.

Table 3.3: Documents availed by schools

	Type of literature sought	Number of schools that availed it	
1	Circulars issued for teachers	15	100%
2	Copy of the Code of conduct	12	80%
3	Minutes taken in meetings	5	33%
4	Teacher notice boards	15	100%

Data in table 3.3 reveals that the researcher was able to get the circulars issued for teachers from all the fifteen schools (100%) sampled. For copies of the code of conduct, twelve schools (80%) availed them. Only five schools provided copies of minutes that are usually held and

bear some information emphasizing teachers to be committed and observe the code of ethics for their profession and finally, all the 15 schools had notice boards for teachers with information bearing the emphasis for teachers to be focused and dedicated.

3.3.4 Focus group discussion

Amin (2005) defines a focus group discussion as a group of people gathered from similar settings to discuss a topic of interest to the researcher with the purpose of collecting in-depth information about a groups' perception of a given phenomenon. The study held a focus group discussion with teachers from denominational but private schools, purely private schools, and government aided schools. The focus group discussions were held for at least one hour in each school sampled. In some instances, the discussions were held on staffroom verandahs and at other instances the discussions were held in under a tree shelter, and it was mainly during break or lunch time.

3.4 Data quality control

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

3.4.1 Validity

Validity is the degree to which an instrument measures what it is intended to measure and does so correctly (Amin, 2005). The researcher ensured content validity of the said instrument by ensuring that the questions in the Self Administered Questionnaires (SAQs) really conformed to the study's conceptual framework (Fig. 2.2). Hence the instrument was concerned with the entire variables, which were; the independent variable (teacher professionalism) and those in

the dependent variable (teacher performance). The content validity also ensured what would be got from interview guides, and questionnaires and this required the researcher to examine the content of each item together with her two supervisors. These questionnaires were subjected to two other expert raters in the School of Education. The rated findings were used to compute a Content Validity Index (CVI), using the formula:

$$CVI=k/N,$$

Where k=Total number of Items rated as Strongly Disagree, Disagree, Agree or Strongly Agree, then; use of True and False and Use of Yes and No and use of Rarely, Regularly, Neither Rarely nor Regularly

N=Total number of Items in the questionnaire (Amin, 2005: 288).

The teachers' questionnaires were valid at 180 respectively. This was judged significant, since the value for valid instruments should be less than 0.05 or greater than one (Kaplan & Saccuzo, 1993). Besides, the triangulation of methods was used to increase on the validity of both qualitative and quantitative instruments (Amin, 2005). To ensure validity of qualitative tools, the researcher carefully recorded and transcribed the interviews (Munakukaama, 1997). Finally, when presenting findings, the researcher did not leave out the discrepant minority opinions of respondents, which run counter to the general themes of the majority.

3.4.2 Reliability

Reliability according to Amin (2005) refers to the degree to which the instrument consistently measures whatever it is measuring. Hence the researcher ensured reliability by constructing thorough conceptual framework in which the terms used in data collection instruments were analyzed and explained. The researcher also requested her supervisors and two other experts in

both quantitative and qualitative research from the School of Education to review the instruments. The researcher also made careful selection and briefing of two research assistants who helped her in the delivery, administration and collection of questionnaires. Then the questionnaires were pilot tested on five teachers and five deputy head teachers in some of the targeted but non-sampled schools. The outcome revealed existence of some ambiguous and complicated terms, which the researcher simplified and/or clarified to make the structured interview friendlier. The questionnaire and the structured interview were improved upon after piloting it on two head teachers, fifteen teachers, and three members of the Board of Governors.

3.5 Data analysis

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

3.5.1 Quantitative data analysis

The data collected was processed using both qualitative and quantitative analyses and in the use of the two approaches, the study tried to strike a balance between the two designs. As for the quantitative data analysis, the researcher interpreted the field-based meanings of the collected data, and made it verbal. She then turned it into frequency counts, frequency tables, a pie chart and bars. The responses of subjects from opinion oriented Self-Administered Questionnaire (SAQs) were computed into frequency counts and percentages. Later, it was summarized and tabulated for easy presentation, assessment, analyses and interpretation.

Expressions like: a bigger number (90%), the least number (10%), most respondents and the majority of respondents (100%) were used to describe the findings. Thereafter, study hypotheses were tested by use of Pearson Product Moment Correlation Coefficient technique and Student's two sample T-test.

The researcher descriptively analyzed the results of the self-administered questionnaire on both the independent and dependent variables prior to research questions. The independent variable (teacher professionalism) was broken into eighteen questions which required the respondents to do self rating based on the Likert scale whereby: 1 represented Strongly Disagree; 2 for Disagree; 3 for Agree and 4 for Strongly agree, where necessary, they were requested to tick and at other instances they were requested to fill in with either 'Yes' or 'No' where No was taken to be 1 and Yes to be a 2. The dependent variable (teacher performance) was also broken down into seventeen questions also based on the Likert scale, whereby 1 again represented Rarely; 2 Regularly and 3 Neither Rarely nor Regularly. The researcher also requested the respondents to use the fill in aspect whereby they were to choose between a 'Yes' or 'No' and No was taken to be 1 and Yes to be a 2

Furthermore, respondents' opinion on questions concerning with; planning, teaching and assessment were also taken. Planning was described as conceptualized into eight questions while teaching was conceptualized into five questions and assessment was conceptualized into four questions. The researcher further requested the respondents to rate themselves by using the Likert scale where by a respondent was to fill in No or Yes and these were represented with 1 for No, and 2 for Yes, and at another instance, respondents were to tick either 1 for Rarely, 2 for Regularly, and 3 for Neither Rarely nor Regularly.

In order to test the significant relationship of the perception of the teachers of their code of conduct and its impact on teacher performance, the researcher opted to examine the relationship by checking on the variation of teachers' performance with teacher characteristics such as gender, age, designation, marital status, teaching experience, academic qualification, and employment status. To statistically analyze the data, the independent variable (teacher professionalism) was conceptualized into twelve questions that required each respondent to do self rating on teacher professionalism. The responses based on Likert scale were scored ranging from one, presenting Strongly Disagree, two Disagree, three Agree to four strongly Agree and there were chances provided for respondents to use False which was taken to be 1 and True which was taken to be 2. The dependent variable (teacher performance) was also broken down into seventeen questions also based on the Likert scale, whereby 1 again represented Rarely: 2 Regularly and 3 Neither Rarely nor Regularly. The researcher also requested the respondents to use the fill in aspect whereby they were to choose between a 'Yes' or 'No' and No was taken to be 1 and yes to be a 2. For the dependent variable (teacher performance), it was conceptualized using seventeen questions. The researcher further calculated the total scores on each item for each respondent. This was done for both variables (independent and dependent variables) by using Statistical Package for Social Scientist (SPSS). Thereafter, the researcher carried out a statistical analysis of the two objectives by using the Pearson's Product Moment Correlation Coefficient, and for the last objective she used the Student's two sample T-test to find out the perception of teachers towards their code of conduct.

3.5.2 Qualitative data analysis

For the qualitative design, the researcher edited the field notes to ensure accuracy and consistence; then the tape-recorded interviews and discussions were transcribed and thereafter the researcher made thorough examination of data to gauge trends of respondents' views. Furthermore, the researcher identified key ideas, categorized them and then condensed them. The identified key ideas were then codified and organized into themes (Amin, 2005). The scheme of analysis was also worked out following the coding categories where in some cases respondents' comments were directly quoted.

3.6 Procedure and Ethical consideration

The researcher, once the proposal was approved, started by obtaining an introductory letter from the Dean's Office School of Education, Makerere University; From there, selection and briefing of the two research assistants on the details of the research project was done. The researcher then proceeded to the schools to introduce herself and her research assistants. Research assistants administered the questionnaires to the teachers and head teachers on the different days given by the different schools. They helped the researcher to photocopy related documents and borrowed some for the researcher's own further examination. Interviews and focus group discussion followed, and these were conducted by the researcher herself and some tape-recorded by the research assistants.

The study took into account ethical considerations meaning that the researcher first sought consent from all prospective participants and then explained to them what the study was all about and what the information given was going to be used for. She then confirmed to them

that the information got was not going to be disclosed as well as the names of schools and respondents involved in the study. In this case Otto and Onen (2005: 47) state that respondents have to be assured that their right to remain anonymous has to be respected. The researcher respected the idea of these scholars. She also told the respondents that they were free to withdraw from the research project if need be. Finally, since the research topic seemed quite sensitive and contentious, the researcher tried her level best not to interfere with the informants' private life, most especially on the issue of the teachers' discipline.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter presents study findings on the influence of teachers' professionalism on teacher performance in Busiro County secondary schools, Wakiso District.

4.1 Background Information

The researcher found it necessary to gather information on the background of the respondents. This was due to the fact that such information would determine the ability of the respondent to offer reliable information that would help the researcher to understand the respondents. The background data would also enable the researcher to gather as much information as possible so as to be able to establish the influence of the code of conduct on teacher performance, teachers' attitude towards the core values of the teachers' code of conduct, and the influence of commitment on teacher performance in the sampled schools of Busiro County, Wakiso

District. The background variables of interest to the researcher included: gender, age, and designation, marital status, teaching experience, academic qualification and the employment status of the respondents. Data on each of these background variables are summarized and analyzed in Table 4.1.

Table 4:1 Background information of teacher respondents

Characteristic	Aspect	Frequency	%
Sex	Male	113	62.8
	Female	67	37.2
	Total	180	100.0
Age	23-30 Years	87	48.6
	31-40 Years	40	22.3
	41 years and above	53	29.1
	Total	180	100.0
Designation	Director of studies	25	13.9
	Class teacher	36	20.0
	Ordinary teacher	119	66.1
	Total	180	100.0
Marital Status	Single	77	42.8
	Married	87	48.3
	Religious	16	8.9
	Total	180	100.0
	1-10 Years	106	58.9
	11-20 Years	68	37.8

Teaching experience	21 Years and above	6	3.3
	Total	180	100.0
Academic Qualification	Diploma	29	16.1
	Degree	128	71.1
	Post Graduate	23	12.8
	Total	180	100.0
Employment Status	Permanent	106	58.8
	Part-timing	74	41.2
	Total	180	100.0

N= 180

Findings in Table 4.1 reveal that 113 (62.8%) respondents were males; while 67 (37.2%) of them were females. This shows that the majority of the study participants were male teachers and that there were more male teachers than female ones in all the sampled secondary schools in Busiro County, Wakiso District. It can also be observed that 87 (48.6%) teacher respondents were in the age bracket of 23-30 years and they were followed by 52 (29.1%) respondents who were 41 years and above. Those aged 31-40 years were 40 (22.3%). The results revealed that a bigger number of the teachers in Busiro County secondary schools, Wakiso District are those who have just enrolled in the teaching profession and are still young and energetic and therefore capable of adequately performing their duties and also adhere to the code of ethics for teachers.

Results in Table 4.1 also reveal that a least number 25 (13.9%) of respondents were directors of studies, 36 (20.0%) of them were class teachers, and 119 (66.1%) were ordinary teachers. The results imply that majority of the respondents in the study were ordinary teachers. This was due to the nature of the study where teachers had to take a big proportion of the total

participants. Of the 180 respondents, 77 (42.8%) were single, 87 (48.3%) were married and 16 (8.9%) were religious. The results indicate that there was a slight difference between the married and single respondents of the study an indication that Busiro County secondary schools strive to strike a balance in the recruitment of their teachers. The researcher observed that much as some of these schools are headed by the religious, there are very few on the staff different of the sampled schools.

The study findings further indicate that 106 (58.9%) respondents had spent between 1 -10 years in the respective schools they teach in, 68 (37.8%) respondents had spent 11-20 years, and 6 (3.3%) had a teaching experience of 21 years and above. The results in Table 4.1 reveal that most of the teachers in Busiro County secondary schools have not stayed long in the teaching profession and this could probably be because many have just enrolled in the teaching field. Results also show that 29 (16.1%) were diploma holders; 128 (71.1%) respondents had attained a degree and the remaining 23 respondents were postgraduates. The study results therefore reveal that majority of the teacher respondents in Busiro County secondary schools are degree holders.

Findings in Table 4.1 further show that of the 180 teacher respondents, majority 106 (or 58.8%) of them are permanently employed and 74 (41.2%) are on part-time basis. This finding demonstrates that Busiro County secondary schools in Wakiso District value the employment status of the teachers because they realize that a teacher who is fully employed executes his/her duties well, and endeavours to abide by the stipulated rules of the code which in turn influences their performance. The study found out that part-timing teachers were hard to get

because of the different commitments they had in other schools outside those that the researcher had targeted but those on the permanent basis could easily be accessed.

4.2 Teachers' professionalism

Data on teacher professionalism is presented under the three sub-titles namely:-

- 1) Code of conduct
- 2) Teacher commitment
- 3) Teacher perception

4.2.1 Relationship of the code of conduct and teacher performance

The researcher inquired from the respondents on the code of conduct by using ten questions which required the respondents to do self rating based on the Likert scale whereby: 1 represented Strongly Disagree; 2 Disagree; 3 Strongly agree and 4 Agree. Respondents' responses are summarized in Table 4.2.

Table 4.2: Summary of teachers' self rating on the code of conduct

	Freq./ %	SD	D	A	SA	Total
I do know the teachers' code of conduct.	F %	11 6.1	9 5.0	59 32.8	101 56.1	180 100
The BOG, MoE&S, and the head teachers enforce the code of conduct.	F %	49 27.2	14 7.8	109 60.6	8 4.4	180 100
The national code of conduct does not conflict with the teachers' code of conduct.	F %	7 3.9	5 2.8	73 40.6	95 52.8	180 100

Our school has a unique teachers' code of conduct.	F	10	31	71	68	180
	%	5.6	17.2	39.4	37.8	100
I teach my students conscientiously with diligence, and honesty.	F	8	75	45	52	180
	%	4.4	41.7	25.0	28.9	100
I conduct all internal and external examinations in accordance with the prescribed regulations.	F	8	11	89	72	180
	%	4.4	6.1	49.4	40.0	100
I live up to the highest standards of the profession and avoid any conduct that may bring service to disrepute.	F	3	13	92	72	180
	%	1.7	7.2	51.1	39.4	100
I maintain my full responsibility towards the students under my care.	F	3	12	87	78	180
	%	1.7	6.7	48.3	43.3	100

Results in Table 4.2 show that all 160 (88.8%) respondents were in agreement as regards their knowledge of the code of conduct an indicator that all respondents respect and value what the code of conduct holds, that is, the core values in it, such as respect, trust, integrity, service among others and they are comfortable with it. According to the respondents, the code is a very vital aspect and a guide in the conduct of teachers and so they ought to fully hold the knowledge about it. The findings in Table 4.2 further indicated that 117 (65%) respondents were in agreement as compared to the 63 (35%) who did not agree that the Board of Governors, Ministry of Education and Sports and the head teachers enforce the code of conduct indicating that majority of the respondents were contented with the current enforcers of the code of conduct for teachers. According to some respondents, even teachers are part of

the enforcement team of the teachers' code of conduct since it acts as their guide and all that constitutes the teaching profession are well stipulated in it.

The findings in Table 4.2 also revealed that all the respondents were in agreement that the national code of conduct does not conflict with the teachers' code of conduct and as to whether schools have unique codes of conduct; all respondents disagreed implying that all schools follow the same code of conduct for teachers. As regards the adherence to the core values of the code of conduct, majority 151 (83.9%) agreed that they live in line with the stipulated core values of the teachers' code compared to 29 (16.1%) respondents who seemed to disagree with the issue. The results implied that, in most of the schools studied, teachers were very positive in adhering to the core values of their code of conduct as they are stipulated. The researcher felt that this may be due to the emphasis the school administration puts when recruiting new teachers and the provision of the terms and conditions of service to the teachers and the recurrent reminders that are made during staff meetings.

The above findings were supplemented by findings from a qualitative research where the researcher continued to interrogate teachers in a focus group discussion by asking them "*what they think is the main purpose of the code of conduct in the profession of teaching?*" In answering the question, a moderate number of the respondents between the ages of 31 years to 40 years and who had spent more than ten years indicated that the code of conduct for teachers is set as a guiding principle or a set of rules that govern the conduct or behaviours of teachers. And that once as members of the teaching profession they do observe it, then they do give the

teaching profession its due respect and they portray good behaviour and in doing so, they try to show a close link between the code itself and their performance.

Teachers were further asked whether they own a copy of the teachers' code of conduct and the question they were given was; *“Do teachers in your school own a copy of the teachers' code of conduct?”* In answering, teachers' responses varied because some said yes and others said no, which meant that some teachers are given a copy of the teachers' code of conduct and others are not given. One respondent at one moment even said;

“Most of us on being recruited are given a copy that contains the terms of service and conditions of the school and in it the rules and regulations of the teachers' code of conduct are well stipulated. So it is up to the individual teacher to live by them or not.” (A permanent male teacher and has taught for over five years)

Another teacher revealed that,

“On arrival to my school of appointment, the first thing my head teacher did was to hand over to me a copy of the teachers' terms and conditions of the school and when I opened my dear, a good number of the rules and regulations and besides the school rules did not differ much from those of the national code of teachers all stress duty, avoidance of absconding from duty and so many.” (A Married teacher and is a degree holder with an experience of over ten years in teaching)

Yet another teacher reported that,

“For her, apart from seeing it on the teachers' notice board in the staff room, she and her fellow teachers are not given a copy of their own. She however said that since they find new messages on the notice board, they endeavour to at least read a line or two

and that keeps them going, but not all dare to give it time. (Female teacher but still single and has a diploma in the teaching profession).

Further still, using interview sessions, the study sought to establish if the official custodians and enforcers of the code knew and possessed an official copy of the teachers' code of conduct. The question was; *“Do you know and possess an official copy of the teachers' copy of the code of conduct?”* One of the respondents answered;

“For any leader to enforce any law, such a leader must have the knowledge of that law and besides that leader must have a base or point of reference, and therefore on that note, I must say, that I and together with my colleagues we have the knowledge and do possess an official copy of the teachers' code of conduct.”

In fact one other respondent who was a school inspector gave a salient response when he said;

“I know the teachers' code and I can tell if a teacher is behaving professionally or not, but I do not own a copy of the official code of these teachers.” (One school inspector interviewed in April 2009).

Also during interviews with head teachers and their deputies, the researcher sought to understand the various ways that these custodians of the code of conduct use in enforcing the code of conduct. In the discussions, the head teachers and deputies revealed the various ways they use to ensure the enforcement of the code of conduct. Such ways included; use of seminars, workshops, talking about it in staff meetings, availing a copy of the code of conduct to teachers and encouraging them to read it so as to get to know what it is all about and live by it, among others. Here, one head teacher actually is quoted to have said;

“In fact, we have tried to help our teachers get in touch with the code of conduct and fully get to know what exactly it requires of the members of the teaching profession by availing a copy to each and we have always endeavoured to hold seminars and workshops on the teachers’ code of ethics and we feel that our teachers are making an effort to live in accordance with what the teachers’ code require.” (Head teacher interviewed in April 2009). .

Then another one added:

“Actually, we do it constantly in our staff meetings and also we keep copies of it on the teachers’ notice boards in the staffrooms”.

However, in the interview sessions with the head teachers, deputy head teachers, local government officials, BOGs, and school inspectors, the following were found to be the outstanding means of enforcing the code.

- 1) Teachers were reminded to act professionally in staff meetings.
- 2) It was attached to their terms of office.
- 3) It was pinned on staff notice boards in 6 staff rooms.
- 4) Teachers who violate the code were reported to the Board of Governors or the teaching service commission and hence punished.
- 5) Five school inspectors reported that schools especially the denominational government aided schools usually invite them to talk to their teachers about professionalism. This was saliently emphasized by one school inspector when he said;

“One headmaster requested me to invite some officials from District Education Secretary (DES) to talk to his teachers.”

- 6) All the school inspectors revealed that they regularly made surprise visits to the schools in their jurisdiction. This keeps teachers in a state of professionalism. In fact one of the inspectors emphatically pointed out that:

The schools where we have made surprise visits, you will always find teachers fully executing their duties because they know that at any one moment anybody goes to check on them, so this keeps them alert in attending to their allocated duties.

- 1) The study also revealed that all denominational secretariats in the study area have organs, which enforce and monitor the compliance of the teachers to the code of conduct. For example, it was revealed that Kampala Catholic Archdiocesan Education Secretariat following the Synod commission (2006), each catholic parish has a Parish Education Committee (PEC) which acts as the “eye” of the Arch-Bishop. It also regulates and monitors the activities of the teachers, head teachers and school members. This is in line with the findings from the documentary review in the Vatican Council II document, *Gravissimum Educationis* 28 October, 1965.
- 2) Findings from the documentary review further revealed that different denomination education secretariats have a school inspection body, for example, the Arch-Diocesan School Inspectorate Association (AIA) and Uganda Muslim Education Association (UMEA) for Muslim schools.
- 3) Seven (7) of the sampled head teachers revealed that indisciplined teachers are issued with warning letters and if they do not change, then these letters are placed in their files.

4) Two head teachers revealed that some indisciplined teachers are denied certain allowances.

5) Adding on to the above, the study also revealed that 8 (80%) of the sampled head teachers on recruiting teachers they have salient issues, which they look out for. The head teachers revealed that these also help to enhance teachers' professionalism. Significant among them are;

- i. When candidates are being interviewed, they are keen to look at the character of the prospective teacher.
- ii. Experience of the teacher.
- iii. Teacher training institution attended.
- iv. Nature and character of primary and secondary schools attended. The head teachers singled out certain secondary schools which the study does not name for ethical purposes, which they claim are a source of very indisciplined students who they allege on training as teachers turn out to be rogue teachers. The above finding was enhanced by a response from one head teacher who said,

“Most teachers who have gone through for-profit secondary schools usually have no ideal values to offer to the children, they have grown with no culture: I prefer to employ teachers who are a product of well established schools, schools which have a culture and values. That is why I prefer ex-seminarians. These turn out to be very good teachers because they have some values they transmit to the students.” (Head teacher of a catholic private secondary school).

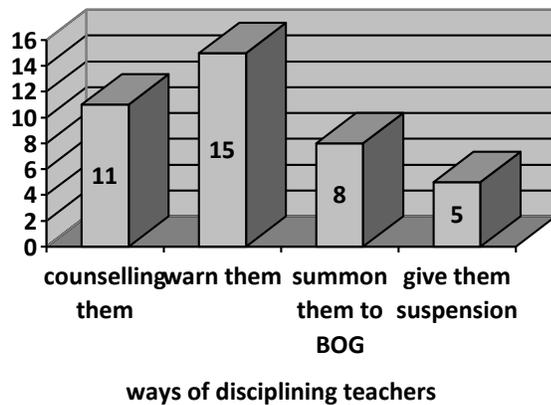
The study further revealed that there were teachers who had had no formal teacher training and they were between the ages of 40 years and above. This implied that these teachers were illegally executing duties of teachers much as they found themselves there and had probably acquired the skills due to their long stay in the service. In the focus group discussions with teachers one respondent seemed to provide a salient answer when he said;

“I was taught about our code of conduct but I do not own a copy because during our time as students we were not given an official copy of the code of conduct, however, during my long years of teaching service, I have come to live by an implied teachers’ code in all I do.”

(Teacher in a denominational church founded school).

On whether head teachers punish teachers who act outside the code of conduct and how they do it, head teachers were asked: *Do you punish teachers who break the code of conduct and how do you do it?* The head teachers’ responses were that punishing a teacher depends on the heaviness of the offence and so we do punish them where necessary. However, there are ways in which we handle the teachers who try to live outside the stipulated rules of the code of conduct. These ways were presented by the researcher in Figure 4.1 below:

Figure 4.1: Ways head teachers use in handling teachers who break the teachers’ code



The findings summarized in Figure 4.1 present ways head teachers use in handling teachers who break the code of conduct. The findings show that all head teachers do warn their teachers who break the code of conduct and almost all 11 (73.3%) head teachers counsel them. However, slightly above a half 8 (53.3%) and a quarter 5 (33.3%) of them said that they summon them to the board of governors and also give them suspension. This could be an indication that such teachers are those that fail to heed to the stipulated rules of the teachers' code and hence their performance remains alarming. This therefore suggests that the code has great influence on teachers' performance. All in all, the above quantitative and qualitative findings imply that although the code positively influence teachers' performance, other extraneous factors such as nature of the school, nature of students and the explicit and implicit philosophy behind the vision and mission of the school set in and they too have a great impact on the implied performance of teachers.

4.3 Teacher performance

4.3.1 Planning

On planning, the respondents' responses are as shown in table 4.3 in a summary form.

Table 4.3: Summary of teachers' responses on planning

	Freq./Percent	No	Yes	Total
I set objectives to be achieved at the end of the lessons	F %	16 8.9	164 91.1	180 100
Evaluating lessons after teaching by checking whether the lesson was taught successfully	F %	33 18.3	147 81.7	180 100
All teachers maintain classroom organisation by ensuring student class discipline	F %	87 48.3	93 51.7	180 100
Almost all teachers in the school participate in extra duties available	F %	131 72.8	49 27.2	180 100
Teachers are all always punctual for their school duties and begin lessons on time	F %	123 68.3	57 31.7	180 100
All teachers make lesson plans a day before they go to teach students	F %	116 64.4	64 35.6	180 100
Teachers make schemes of work and hand them in at the beginning of the term	F %	57 31.7	123 68.3	180 100
The head teacher supervises our lesson plans and schemes of work	F %	37 21	143 79	180 100

Table 4.3 indicates that 91.1% of respondents set objectives to be achieved at the end of the lessons but 8.9% of respondent do not set objectives intended to be achieved at the end of the

lessons. Also the study results indicated that 81.7% of the respondents do evaluating lessons after teaching by checking whether the lesson was taught successfully and slightly above half (51.7%) of the respondents maintain classroom organisation by ensuring student class discipline. This implies that in the area of setting objectives for a lesson and evaluating oneself at the end of the lesson are of importance in a teachers' performance. In regard to teachers participating in extra duties, being punctual for their school duties and beginning lessons on time, and making lesson plans a day before they go to teach students, Table 4.3 shows that majority of the respondents do not adhere to the above requirements. Therefore, the results imply that at least a big number of teachers who were included in the study seem not to participate in extra duties, be punctual for their school duties, begin lessons late, and they do not make lesson plans. This was thought to be so because, the majority of teachers 106 (58.9%) had not yet served in the teaching profession for long, so they act that way because they have a feeling that they can be recruited anywhere and at any time.

4.3.2 Teaching

As regards teaching, the respondents gave their views and they are summarized in Table 4.4.

Table 4.4: Summary of teachers' responses on teaching

	Freq. /%	Rarely	Regularly	Neither Rarely nor Regularly	Total
I create a conducive environment for student learning	F %	19 10.6	159 88.3	2 4.4	180 100
I use a variety of strategies to guide students	F %	17 9.4	145 80.6	18 10.0	180 100
I apply various methods in	F	4	163	13	180

teaching	%	2.2	90.6	7.2	100
I maintain student discipline during lessons	F	11	161	8	180
	%	6.1	89.4	4.4	100
I keep records of work for all the lessons I instruct	F	37	138	5	180
	%	20.6	76.7	2.8	100

Analyses results in Table 4.4 indicate that 88.3% of respondents regularly create a conducive environment for student learning; the same applies to 80.6% of respondents who use a variety of strategies to guide students, 90.6% of respondents apply various methods in teaching, 89.4% maintain student discipline during lessons, and 76.7% keep records of work for all the lessons they conduct. Also the study results reveal that 10.6%, 9.4%, 9.4%, 2.2%, 6.1%, and 20.6% rarely create a conducive environment, use a variety of strategies, apply various methods in teaching, maintain student discipline, and keep records of work for all the lessons they conduct. However, also a fewer number (2 respondents or 4.4%, 18 respondents or 10.0%, 13 respondents or 7.2%, 8 respondents or 4.4%, and 5 respondents or 2.8%) neither rarely nor regularly create a conducive environment, use a variety of strategies, apply various methods in teaching, maintain student discipline, and keep records of work for all the lessons they conduct. Therefore, the findings demonstrate that a good number of teachers carry out the teaching aspect very well especially as the activity requires. However, the findings revealed that majority of the teachers 163 (90.6%) seemed to be more contented with the application of the various methods could be because many of them find them effective for imparting knowledge better to students and they also make students participate fully and later on creating a better way for student understanding.

4.3.3 Assessment

Concerning the assessment aspect, teachers responded as is indicated in Table 4.5

Table 4.5: Summary of teachers' responses on assessment

	Freq.	Rarely	Regularly	Neither Rarely nor	Total
	/%			Regularly	
I give constant exercises in my lessons	F %	55 30.6	112 62.2	13 7.2	180 100
I conduct quizzes in my lessons	F %	115 63.9	45 25.0	20 11.1	180 100
I encourage my students carry out debates	F %	118 65.6	50 27.8	12 6.7	180 100
I give students examinations	F %	4 2.2	174 96.7	2 1.1	180 100

Results in Table 4.5 indicate that 62.2% of respondents give constant exercises in their lessons but 30.6% of the respondents do not. Also the results indicated that only a quarter 25.0% conduct quizzes during their lessons, slightly above a quarter (27.8%) of the respondents carry out debates in class, and almost all respondents give students examinations at the end of the term. This demonstrates that teachers attach much emphasis on giving students exercises and examinations because they are great indicators of depicting their performance because from them they are able to evaluate whether their students understood them or not.

As for the conduct of quizzes and debates slightly above 50% of the respondents rarely do use them as measures of student understanding of what they teach implying that teachers have less interest in quizzes and debates. However, also a fewer number (13 respondents or 7.2%, 20 respondents or 11.1%, 12 respondents or 6.7%, and 2 respondents or 1.1%) neither rarely nor regularly give constant exercises in their lessons, conduct quizzes, carry out debates, and give examinations. Therefore, the study results imply that at least a big number of teachers who were included in the study appear to use the commonly known ways of evaluating students from which their own performance is reflected. This was thought to be so because majority of the teachers 102 (56.7%) are permanently employed and so they seem to be having enough time marking the exercises and examinations that they give their students.

The above findings were supplemented by findings from a qualitative research where the researcher continued to interrogate teachers in a focus group discussion by asking them, *'do you often give exercises in your lessons?'* Here one teacher was noted to have said;

In fact in lessons where English and Mathematics are taught it is hard not to give exercises, so constantly the students are kept busy by being given exercises. (Teacher in a Focus Group Discussion)

Another one added that;

Exercises are very vital because they help us to get to know whether our students understand what we teach or not, so it is good they are given constantly. (Another teacher in a Focus Group Discussion)

As regards whether quizzes are given, teachers were asked in a focus group discussion, *'How often do you give quizzes to students?'*

In response one respondent answered;

Quizzes are not often given to students but when one sees it is necessary to give them we use them in checking the progress of students especially in English. (Teacher in a denominational church founded school).

Yet on the issue of encouraging students to carry out debates, one respondent said;

This is not very much encouraged by the teachers and so students rarely involve themselves in such an activity. Like one respondent has said, this strategy is only used by the teachers of English (Teacher in a Focus Group Discussion).

As for the giving of examinations, one other respondent reported that;

Giving examinations is one of the major ways used to assess students and whether one likes or not they have to set the examinations to give a clear picture of student performance as well as that of the teachers. (Teacher in a Focus Group Discussion).

4.4 Statistical analysis of the teachers' code of conduct and teacher performance

This Section shows the statistical analysis of the first objective which aimed at attaining the influence of the code of conduct on teacher performance in Busiro County secondary schools, Wakiso District.

4.4.1 Hypothesis One

From the first objective of the study, the researcher derived the first research hypothesis. The hypothesis stated that, “code of conduct has a positive relationship with teacher performance in Busiro County secondary schools, Wakiso District”. For the purpose of verifying this research hypothesis, a null hypothesis which stated that, “code of conduct has no effect on teacher performance”, was derived. This null hypothesis was thus tested with the use of Pearson’s Product Moment Correlation Coefficient. The results of the analysis are presented in Table 4.6.

Table 4.6: Pearson’s Correlation coefficient on the code of conduct and teacher performance

Pearson		Code of conduct	Teacher performance
Code of conduct	Pearson Correlation	1	.018
	Sig. (2-tailed)		.814
	N	180	180
Teacher performance	Pearson Correlation	.018	1
	Sig. (2-tailed)	.814	
	N	180	180

Correlation is significant at 0.05.

Table 4.6 showed that, the Pearson’s Product Moment Correlation Coefficient for the code of conduct and teacher performance was $r = 0.814$. This relation is not significant because it exceeds the benchmark of 0.05. This means that the code of conduct does not have a positive effect on teacher performance. Therefore, the research hypothesis which stated that, “the code

of conduct has a positive relationship on teacher performance” was rejected and the null hypothesis was accepted.

4.5 Teachers’ commitment on teacher performance

The researcher also sought information from the respondents on commitment by using six questions. Respondents’ responses appeared as it is shown in Table 4.7.

Table 4.7: Summary of teachers’ responses on commitment

	Freq./Percent	False	True	Total
I dedicate most of my time to attending to students’ consultation during my free time.	F %	86 47	94 53	180 100
I set an adequate amount of written and practice exercises promptly for effective teaching and learning	F %	27 15.0	153 85.0	180 100
I follow the programme discussed with and approved by the head of department and cooperate with him and other teachers in carrying out the programme.	F %	16 8.9	164 91.1	180 100
I voluntarily undertake remedial teaching as effective teaching may require.	F %	32 17.8	148 82.2	180 100
I attend where practically possible, religious functions of my persuasion and respect other recognised religious within	F %	24 13.3	156 86.7	180 100

the school where I am teaching.				
My school offers a conducive environment	F	17	163	180
for teachers' commitment	%	9.4	90.6	100

Findings in Table 4.7 show that slightly below a half (86 or 47%) of the respondents do not dedicate most of their time to attending to students' consultation during their free time compared to 94 (53%) who accepted indicating that in most of the secondary schools sampled in Busiro County, teachers' commitment to their students is very minimal in terms of allocating extra time for their students to consult them. The study results also indicated that 27 (15.0%) respondents do not set adequate amounts of written and practice exercises promptly for effective teaching and learning compared to the 153 (85.0%) of the respondents who actually take it to be important. This further demonstrates that a good number of teachers are not committed when it comes to evaluating students using written and practice exercises to ensure effective teaching and learning.

The study findings also revealed that nearly all 164 (91.1%) of the teachers follow the programme discussed with and approved by the head of department and they do cooperate with him and other teachers in carrying out the programme. However, it was noted in the study too that over three quarters 82.2% of the respondents undertake voluntary remedial teaching as effective teaching require. This implied that most of the teachers in the sampled schools have a high sense of commitment in attending to students and therefore they follow what effective teaching requires.

Findings in Table 4.7 further show that three quarters 156 (86.7%) of the respondents attend where practically possible, religious functions of their persuasion and respect other recognised religious within the school where they are teaching and nearly less than a quarter 24 (13.3%) do not. This implied that most of the teachers are committed to school religious functions and so they fully participate. Table 4.7 also indicate that 163 (90.6%) accepted that the schools where they teach offer them a conducive environment for their commitment compared to over a quarter 17 (9.4%) who did not accept indicating that majority of the teachers are comfortable with the environment in which they are carrying out their duties.

The above findings in Table 4.7 are enhanced by a qualitative response by one school inspector who said;

“It is hard to find teachers absent in well established church and government schools but in the private sector, even the head teachers are absent land lords” (School inspector interviewed in April, 2009).

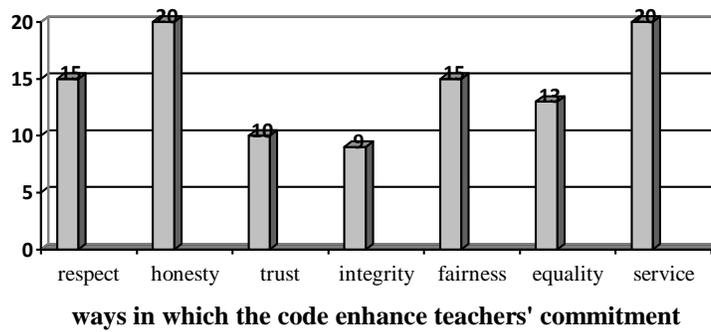
Furthermore, in order to establish the level of commitment, the study sought to establish reasons which motivate commitment and the implied performance. From the interview and focus group discussions, with the school inspectors, head teachers, district education officials and members of the BOG, the following were revealed. These are presented qualitatively;

- i. Adequate remuneration
- ii. Constant supervision and monitoring
- iii. Good relationship and personality of the head teacher and other staff members teaching and non-teaching
- iv. Team work

- v. Greater input from parents and students
- vi. Recognition of work done
- vii. Provision of chances for staff development (in-service training)
- viii. Prompt pay of salaries
- ix. Job security and low labour turn-over in the school
- x. Frequent visits and discussions with members of BOG
- xi. Teachers availed with soft loans and salary advance
- xii. Availability of pedagogical and no pedagogical facilities such as laboratories, teaching aids, lesson plan books, and chalk and in break meals or tea.
- xiii. Head teachers' supervision techniques are not punitive, that is, they do not annoy teachers.

As regards teacher commitment in the interview guide for head teachers and their deputies, to establish whether the code of conduct enhance teachers' commitment and how, the researcher posed a close-ended question to the head teachers and their deputies. *Does the code of conduct enhance teachers' commitment? If it does, how?* Here both the head teachers and their deputies gave a strong response 'yes'. For all agreed saying that on observation, all teachers who live in line with the stipulated rules of the code of conduct have been identified to be committed and on how the code does influence their performance; their answers are given in Figure 4.2.

Figure 4.2: Head teachers and Deputies responses on how the code of conduct enhances teachers' commitment



Head teachers and deputies' responses in Figure 4.2 reveal that nearly half of the sampled head teachers and their deputies that is, 20 (64.5%) indicated that through being honest with one's duties and ensuring the offering of service, teachers' commitment is enhanced while a half of them stated that once one is respectful of one self and others, one's commitment is enhanced. This implies that following the above mentioned core values of the code of conduct could lead to high teacher performance. Nearly above half 15 (75%) of the respondents revealed that once a teacher practices fairness among those that he serves, that teacher is bound to be committed. The other respondents who are nearly a half 9 (45%) and slightly above a quarter 13 (65%) also made a mention of equality, trust and integrity as ways which a teacher can put in practice and hence have his/her commitment enhanced. These findings indicate that teachers who live in line with the above ways are bound to have their commitment enhanced.

Similarly, on how the commitment of teachers can be enhanced, a question was asked; *how can we enhance the commitment of teachers?* Their answers were summed up as in Table 4.8:

Table 4.8: Head teachers and deputies' responses on how teachers' commitment can be enhanced

Responses	Frequency	%
Motivation	20	66
Attractive salaries	10	32
Appraisals	05	16
Awards	07	23
Monitoring	20	66
Supervision	15	48
Giving incentives	10	32
Good remuneration	15	48
Constant reminder	11	35
Active participation	13	42

Findings in table 4.8 reveal that whereas over half of the respondents believed that it is through motivation that teachers' commitment can be enhanced, above a quarter 10 (32%) thought that attractive salaries could work better. In addition, a quarter of them mentioned that appraisals can also enhance teachers' commitment and 7(23%) mentioned awards. Over half of the respondents revealed that monitoring is a good way through which teachers' commitment can be enhanced and nearly half 15 (48%) believed that supervision does enhance teachers' commitment. Whereas a half of them talked of giving incentives, 15 (48%)

mentioned about good remuneration slightly above half said that constant reminder could be another way of enhancing teachers' commitment and 13(42%) emphasized active participation. These findings illustrate that enhancing teachers' commitment using the above aspects in Table 4.8 can lead to high teacher performance.

To supplement on the above views, one respondent said,

“Also to enhance teachers' commitment, administrators should set up programmes which involve teachers and keep them busy.” (Teacher in a focus group discussion, April, 2009)

In the findings, respondents also revealed the following as the salient ways through which teachers' commitment can be enhanced. These ways included, delegation, involvement in decision-making, recognizing those teachers who are hard working during staff meetings. These were re-emphasized by some deputy head teachers in the interview, where one deputy head teacher emphatically said that,

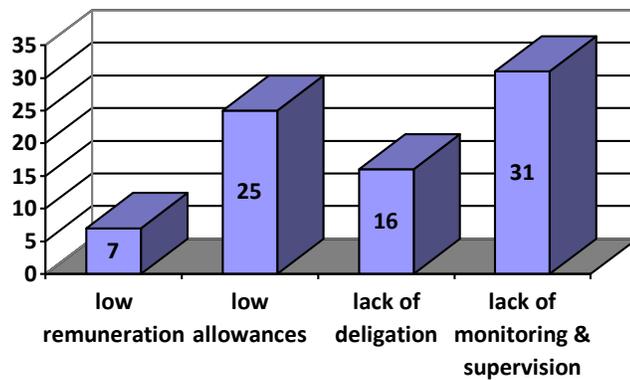
“In fact, when a teacher performs well his or her duties, she deserves to be recognized by being pointed out as an example during our staff meetings”

Similarly, another head teacher pointed out that,

“To enhance our teachers' commitment, we do delegate them when preparing for some of the school functions and we also involve them in decision-making especially during staff meetings (Interview with head teachers and their deputies in another sample school, April, 2009).

To establish the various aspects for low teacher commitment a question was asked by the researcher, “*what factors are responsible for low teacher commitment?*” The answers received are tabulated in Figure 4.3 as follows.

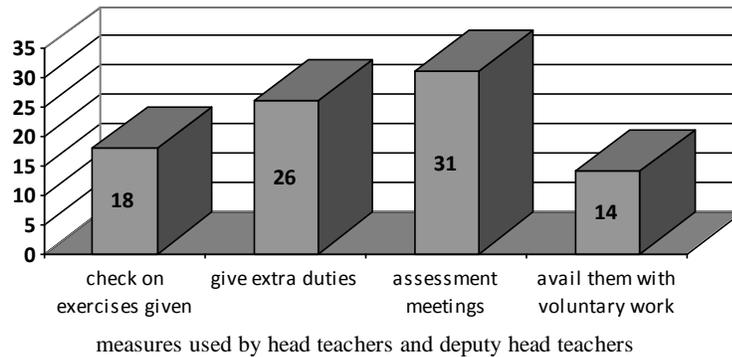
Figure 4.3: Head teachers and deputy head teachers’ response on factors responsible for low teacher commitment



Findings in figure 4.3 reveal that all respondents in the different sampled schools reported that lack of monitoring and supervision 31 (100%) is the most common factor responsible for low teacher commitment, and nearly all 25 (81%) took low allowances to be the next factor. This implies that these two factors affect teachers’ commitment which in turn affects teachers’ commitment and hence the implied performance of teachers. The more the monitoring, supervision and increased allowances the higher the performance of teachers. Half of the respondents (52%) said that lack of delegation in schools has led to low teacher commitment, and nearly a quarter said low teacher commitment is due to low remuneration and this was taken as the least factor for low teacher commitment.

To supplement on the respondents' views, a closed question was put to head teachers and deputies. *What measures do you use as head teachers and deputies to ensure that teachers remain dedicated, cooperative, and willing to accomplish their assigned duties?* Their responses were then interpreted and thematized as follows in Figure 4.4:

Figure 4.4: Respondents' views on measures used to ensure teachers' dedication, cooperation and willingness to their duties



From findings in Figure 4.4, it is revealed that all respondents gave attendance of assessment meetings 31 (100%) by the teachers as the commonly used measure for ensuring teachers' dedication, cooperation and willingness to their duties, it was followed by giving of extra duties to teachers and attendance of extra-curricular activities 26 (84%). The other measure used was that of checking on the exercises that teachers give students and this was represented by 18 teachers (58%) and lastly a check on teachers' voluntary aspect on work 14 (45%). The findings in Figure 4.7 demonstrates that with the use of the above measures, teachers'

dedication, cooperation and willingness to accomplish their duties is ensured and hence this leads to better performance.

Although 100% of the respondents indicated that attendance of assessment meetings by teachers shows teachers' dedication, cooperation and willingness to their duties, the interview in the focus group discussion with teachers revealed that in reality it is the teachers' commitment to all school rules and regulations stipulated in their terms of service that shows their cooperation, dedication and willingness to their assigned duties. Many teachers endeavour to fulfill and live in accordance with what the schools require of them. In this line, one teacher respondent said that;

“One reason for being dedicated cooperative, and having a sense of willingness and belongingness is that we teachers want to ensure that the schools in which we work excel, become role models and that we keep own profession shining. But all this can be reflected in hiring in accordance to own rules and regulations stipulated in our terms of service. By fulfilling our assigned duties, we live by the measures set”.

When asked how they ensure that their teachers maintain the pride they have in them as their leaders in schools, the head teachers and their deputies responded as summarized in Table 4.9;

Table 4.9: Respondents' views on how they maintain the pride their teachers have in them

Responses	Count	%
Delegate them	25	80

Respect them	31	100
We try to be honesty	9	29
We try to be trustworthy	14	45
We Endeavour to be exemplary	24	77
We keep our teachers motivated	28	90
We involve them in decision making	18	58
By helping them develop their carrier	9	29

From Table 4.9, the findings reveal that all the sampled head teachers and their deputies 31 (100%) are respectful and 28 (90%) keep their teachers motivated. This is an indication that the pride the teachers have in their head teachers and their deputies is built on respect and motivation which in turn makes them to work harder at achieving the goals and objectives of their schools which in turn is an indicator of these teachers' high performance. On the other hand, the head teachers and deputies try to delegate their teachers and this also demonstrates teachers' involvement in the various school activities which in turn leads them to perform highly.

The findings in Table 4.9 when analyzed in detail make some significant revelations;

- (i) Head teachers and deputies from for-profit schools have no pride of their teachers since all who are not trustworthy are from these schools and their lack of honesty is associated with lack of developing their teachers' carrier.
- (ii) Head teachers who also not make an effort to be exemplary are from for-profit schools and these also do not involve their teachers in decision-making.

(iii) Head teachers and their deputies from denominational and government aided schools because of being honest and developing their teachers' careers do draw the pride of their teachers.

Noting further, the head teachers and deputies were asked. *Is there anything you would wish to say about how your teachers plan, teach and assess the students? Do you have any queries about their records of work, examinations or methods used in teaching?* They answered as follows. Firstly one head teacher from a government aided but denominational school said,

“At the beginning of the term, the first thing I do in my school is to ensure that the director of studies collects all the schemes of work for teachers for check up and then I make sure that together with my deputies we do sign them” (Revealed by a head teacher of one of the sample schools, April 2009).

According to the experience of one deputy, however, he said,

“Checking whether teachers plan for their lessons is a bit hard, but what we do to ensure that they teach and assess students, we usually monitor them during class hours and as for the assessment, every month we hold an assessment meeting to evaluate students' performance” (Interview with head teachers and deputies in one of the sample schools, April, 2009).

To make more emphasis on teachers' assessment and teaching, one other head teacher pointed out that;

“In fact, we not only monitor but we supervise and ensure that teachers have to sign in a book put in the head teachers’ office to clarify their presence in class. For assessment, we not only hold meetings at the end of the month but weekly and termly and this gives us the picture of the teachers’ commitment to plan, teach and assess students.” (Revealed by a head teacher in one of the sample schools, April, 2009).

On whether they have any queries one emphatically said,

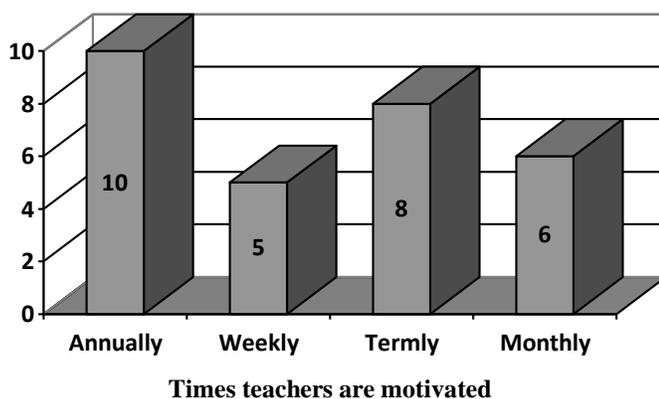
“Actually, because of the strict supervision and monitoring, constant chew ups of student exercise books and evaluation meetings held, it is hard for teachers not to record the work they give students, it is also hard not to record examination marks” (Head teacher in one of the sample schools, April 2009).

Another was even more critical, and indicated a delicate situation where he stated that;

“Some of us in for-profit schools are finding it very hard to check whether teachers teach, assess or even plan because commanding these teachers who do not receive their salaries in time is hard. But any way, no one is to blame our directors sometimes are not approachable, all the time, there is no money. In fact, working in a situation where there is no money is hard” (Interview with a deputy in one of the sample schools, April 1, 2009).

Concerning the times teachers are motivated and how it is done, the researcher asked the members of the Board of governors to indicate the times they motivate their teachers and how they do it. The question was; *how often do you motivate them and how do you do it?* Their responses were as follows in Figure 4.5:

Figure 4.5: BOG's indication of the number of times they motivate teachers



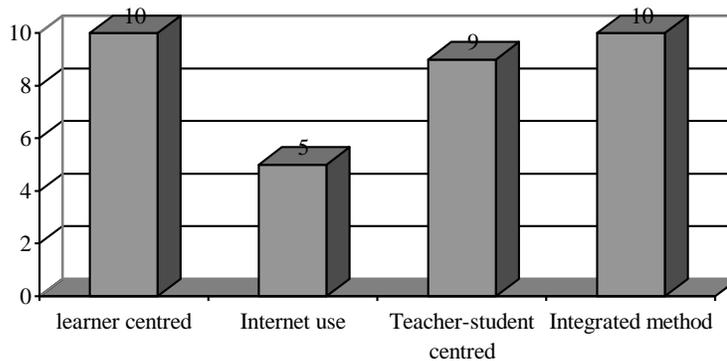
The data in figure 4.5 reveals that out of the 10 members of the different Boards of Governor 10 (100%) reported that they motivate their teachers annually while a half of them 5 (50%) stated that they motivated their teachers weekly, three quarters of the respondents 8 (80%) said that they do it termly and slightly above half 6 (60%) said that they do it monthly. However, there are some who abstained from saying anything and these were left out of the calculations. The above findings indicate that the more times teachers are motivated the more they get committed and the more they perform.

During interviews with the members of the BOG, the researcher discovered that in most cases, teachers are given food baskets, accommodation and transport allowances, awards or gifts. To understand the issue of the teaching method the members of the Board of Governors and local district education officials encourage teachers for frequently use for effective learning the researcher asked the members of the BOG to give their opinion about it: *What type of teaching*

methods would you encourage your teachers to frequently use to ensure effective learning?

Their answers were interpreted and summarized as in figure 4.6 below:

Figure 4.6: B.O.G's opinion on the teaching methods needed for use by teachers to ensure effective learning



F

Findings in figure 4.6 indicate that the members of the BOG who encourage teachers to use the integrated approach of teaching and learner centered found the two methods very effective and handy in ensuring effective learning. These were 10 (100%). This finding demonstrates that through integrated methods of learning, commitment is exhibited because teachers strive to ensure that as students carry out their research they become more challenging and so it requires them as teachers to even work harder, in so doing, their performance is boosted. Those who followed stated that teacher-student method would be a good approach for teachers to use because it encourages both parties to participate thereby portraying a clear picture of the commitment which then enhances the performance of teachers. These were also 9 (90%). A half 5 (50%) of them went on to say that internet use would be better, meaning that this method would encourage learners to use and search for knowledge worldwide from various sources. However, this would also require teachers to work hard at their internet skills so as to

be able to meet the challenges that students would come with to class and by so doing this would lead to their high performance.

In general, those members of the Board of Governors who stated the integrated approach argued that if properly applied that is, if it is well implemented by the teachers and with good guidance, it would lead to effective learning and boost not only the performance of students but also that of the teachers. Both the quantitative and qualitative findings indicate that though teachers' commitment greatly influences teachers' performance, and is as a result of teacher professionalism, there are implicit school factors which enhance teacher commitment, professionalism and the implied performance.

4.6 Hypothesis Two

From the second objective of the study, the researcher derived the second research hypothesis. The hypothesis stated that “teacher commitment has a positive relationship with teacher performance in Busiro County secondary schools, Wakiso District”. For the purpose of verifying this research hypothesis, a null hypothesis which stated that, “teacher commitment does not enhance teacher performance”, was derived. This null hypothesis was thus tested using of Pearson's Product Moment Correlation Coefficient. The results of the analysis are presented in Table 4.10.

Table 4.10: Pearson's Correlation coefficient between teacher commitment and

teacher performance

Pearson		Teacher commitment	Teacher performance
Teacher commitment	Pearson Correlation	1	.035
	Sig. (2-tailed)		.638
	N	180	180
Teacher performance	Pearson Correlation	.035	1
	Sig. (2-tailed)	.638	
	N	180	180

Correlation is significant at 0.05

Table 4.10 showed that the Pearson’s Product Moment Correlation Coefficient for commitment and teacher performance was $r = 0.638$. This relation is not significant because it exceeds the benchmark of 0.05. This means that, commitment does not have a positive effect on teacher performance. Therefore, the research hypothesis which stated that, “teacher commitment has a positive relationship with teacher performance” was rejected and the null hypothesis was accepted.

4.7 Teachers’ perception of the teachers’ code of conduct on teacher performance

The researcher inquired from the respondents on their perception of the teachers’ code of conduct by using eight questions which required the respondents to do self rating based on the Likert scale whereby: 1 represented Strongly Disagree; 2 Disagree; 3 Agree and 4 strongly agree. Respondents’ responses are summarized in Table 4.11.

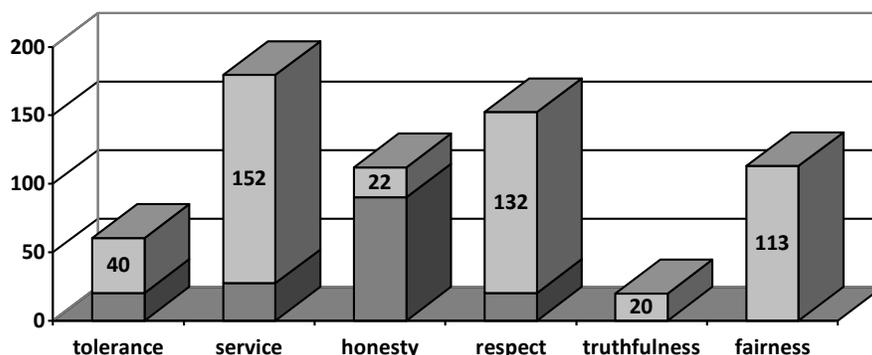
Table 4.11: Teachers' perceptions of the teachers' code of conduct

	Freq./%	SD	D	SA	A	Total
I have a positive attitude towards the teachers' code of conduct	F	-	-	90	51	141
	%	-	-	50	28	78
I have a positive attitude towards the teachers' code of conduct	F	6	33	-	-	39
	%	3	18	-	-	22

Table 4.11 indicate that, 141 (78%) of respondents agree that they have a positive towards the teachers' code of conduct compared to the 39 (22%) who showed that they have a negative attitude towards the teachers' code of conduct. Therefore, the study results imply that at least a big number of the respondents who were included in the study seem to have a positive attitude towards the code of conduct for teachers.

The above findings of the study were supplemented by qualitative findings. In the study, teachers were asked to give their opinion on the most frequently applied or fulfilled and important core values of the code of conduct for teachers. Teachers were given alternatives from which to select. The question was: *Which three of the following core values of the teachers' code of conduct do you perceive to be important and is lived by teachers than the others? a) Honesty, b) service, c) respect, d) tolerance, e) fairness, f) truthfulness.* Their responses on the core values of the teachers' code that are perceived to be important and lived than others are given below in Figure 4.7.

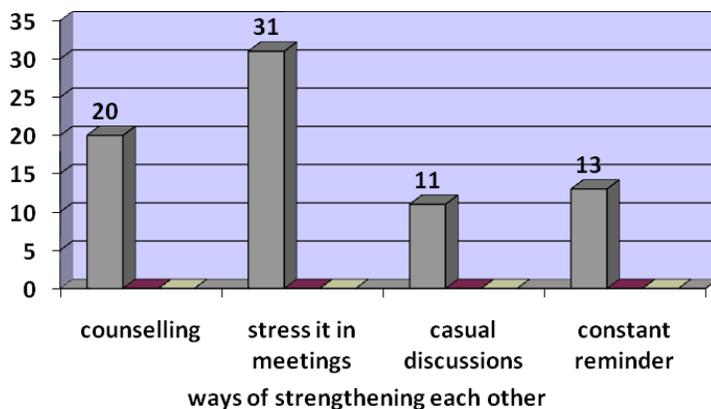
Figure 4.7: Teachers' perception of the important and most lived core value of the code



The findings presented in figure 4.7 point out a clear picture of teachers' attitude towards the core values that are taken to be important in executing their duties (performance). Figure 4.7 reveals that according to the teachers, the core value for which they have a high positive attitude is service with 152 teachers (84.4%) pointing at it. Respondents who gave the above responses were mostly single and their teaching experience was above one year and most of them were on permanent terms as regards their employment status. Respondents take respect to be the next important core value lived by teachers and this was stated by 132 teachers (73.3%). This finding demonstrates that teachers' attitude towards the code of conduct is important in improving teachers' performance. Hence, the more positive the attitude a teacher has towards the teachers' code of conduct the higher the performance. The same teachers indicated that truthfulness is the least exercised core value (20 teachers, 11.1%), then honesty (22 teachers, 12.2%) and then tolerance (40 teachers, 22.2%). Teachers who gave these responses were mainly degree holders and ordinary classroom teachers.

In the focus group discussion, teachers were also asked for their views relating on how they think they can strengthen each other to fulfill the core values of the code. Although their question was phrased in a slightly more flexible way, responses produced a similar trend. The question was: *As members of the same profession, how do you think you can strengthen each other in living up to the expectations of the teachers' code of conduct?* Their responses were summarized in Figure 4.8:

Figure 4.8: Teachers' responses on the various ways of strengthening each other



Findings in Figure 4.8 reveal that teachers considered talking about the teachers' code in staff meetings to be the best way in which teachers could strengthen each other in living up to the expectations of the code of conduct, this was followed by making an effort to counsel each other, and then casual discussions, and constant reminders were also mentioned as some of the other ways. Majority of the teachers in the focus group discussion were mainly male and married and they had been in the teaching service for more than ten years. Their ratings were given by 31 teachers (41.3%) who chose meetings, 20 teachers (27%) who were in for

counseling, 13 teachers (17.3%) who talked of constant reminder and 11 teachers (15%) who mentioned casual discussions.

Narrowing down to the seven core values of the code of conduct for teachers in the study, namely; respect, integrity, trust, fairness, equality, service and honesty, the researcher asked questions focusing on all the core values of the code. According to the results from the focus group discussions, it was revealed that the respondents considered it easy for teachers to uphold the core values of respect, integrity, trust, fairness, equality, service and honesty as required by their profession if one fully respects the teachers' code and adheres to what it says. In this context, "easy" meant that teachers, who make an effort to live up to the expected behaviour of the teachers' profession, often have not had any problem in their service and so they have enjoyed and are proud of being teachers.

For example one teacher said;

In fact, follow the rules as they are stated and everything will be ok with you. The core values of the code are not meant to deny us the freedom we want but actually direct us in achieving our desired freedom. Therefore I believe and my fellows here too that these core values are very easy to live by if we all endeavour and desire to exhibit good behaviour. (A female teacher whose age ranges between 31-40 and is married and employed on permanent basis)

Another supplement research question namely "what is your attitude towards the teachers' code of conduct?" was asked. In response, the teachers made the following revelations; Over half of the teachers 50 (66.7%) revealed that the code is good but needs refining and upgrading to cover new challenges such as homosexuality, lesbians and corruption. On the

other hand, 71 (94.7%) revealed that teachers take the code for granted and not consciously think about it but after long service, certain pertinent issues just follow. For example, one teacher said;

“With time and age a teacher get to know and practice the core values expected of a teacher.” (Teacher interviewed in March, 2009).

Almost all the interviewed 14 (93.3%) head teachers and their deputies revealed that though each teacher is responsible for the adherence and compliance to the teachers’ code of conduct, most teachers’ perceptions of the code is aligned to the attitude they have towards the school, school management and the implicit and explicit emoluments such as monthly salary, accommodation and motivation while the remaining 2 revealed that each teacher has a specific perception and attitude towards the code. One head teacher further revealed and said;

“The specific and individual attitude is dependent on the teacher’s family background, religion and schools attended.” (Head teacher of a denominational secondary school)

The above was enhanced by another teacher who said;

“Teachers from good Christian founded background are obedient, self motivated, while teachers from for-profit schools have a low and negative attitude towards the teachers code. They see it as a burden. Actually these teachers resist any regulation even if it is good.” (Head teacher of a private school).

The findings further revealed that, teachers’ perceptions towards the code of conduct also hinges on the attitude the BOG, head teacher and students have towards the teacher. This finding was enhanced by what one teacher in a focus group said;

“If the school management and students show me that I am of use then my attitude towards them is positive and if they are rude and do not pay me, I also become rude and act not like a professional person. Actually my perception changes completely”

(Single teacher having his age range lying between 23-30 years in a for-profit school).

Another teacher in a similar school alluded to the same but introduced another dimension in teachers’ attitude and perception of the code. He said;

“We teachers observe and behave differently in different schools. In schools where we are paid well, our attitude and insight changes according to the specific school environment.” (A part-timing teacher in a for-profit school with his teaching experience ranging between 1-10 years).

The study also sought to establish how teachers feel about the code and the question that teachers were asked was; *what is your feeling about the code of conduct?* The study findings from the interviews and focus group discussion indicate that all the sampled teachers, head teachers and their deputies revealed that the teachers’ code of conduct is good though it is not well circulated to the different secondary school stakeholders. In fact one respondent stated that;

“Without the code of conduct as a guide we do not know how we would be as teachers in matters pertaining to our conduct. Whoever thought of the professional codes of conduct for each profession was great in the sense that the rules stipulated in each ethical code do guide us well on what to do and they have helped us to be role models in society. Surely those teachers who have behaved well have always been our pride.”

(Teacher in a focus group discussion)

The study further sought to understand how teachers feel when a fellow teacher acts outside the stipulated rules of the code of conduct. The question that the teachers were asked was; *How do you feel when your fellow teacher acts outside the code of conduct and how would you react to their negative actions?* The teachers' responses and revelations were indicated in Table 4.12.

Table 4.12: Teachers reactions when a fellow teacher acts outside the code of conduct

Response	frequency	%
Warn and counsel them	63	84%
Report to the disciplinary for proper handling	12	16%
Total	75	100%

N=75

Teachers' responses in Table 4.12 reveal that an overwhelming big number of teachers 63 (84%) responded that they feel ashamed and very sorry of their fellow teacher, and do not simply keep quiet about it but endeavour to warn, counsel, and talk to the person concerned. Those whose responses were the opposite were only 12(16%). Similarly, on suspending indisciplined teachers, teachers were asked to give their opinion on whether indisciplined fellow teachers should be given indefinite suspension when they violate the code of conduct. The question was; *should teachers who violate the teachers' code of conduct be given indefinite suspension?* Their answers were summed up in Table 4.13:

Table 4.13: Teachers opinion on giving indefinite suspension to teachers who violate the code of conduct

Response	Frequency	Percentage/ %
Yes	31	41
No	44	59
Total	75	100

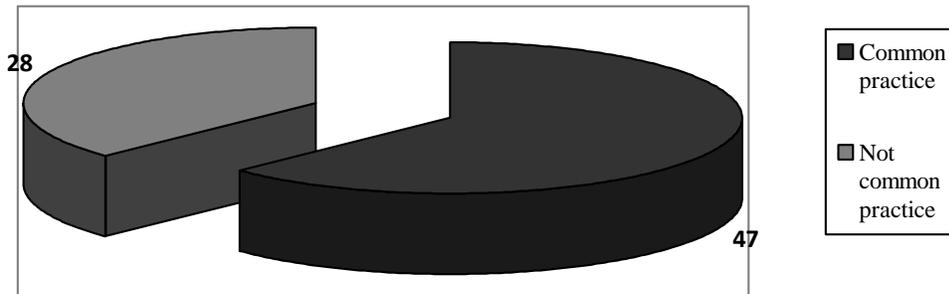
Findings in Table 4.13 reveal that whereas 31 teachers (41%) believed that indisciplined teachers should be given indefinite suspension, 44 teachers (59%) did not. Teachers' responses on not giving indefinite suspension, therefore, agreed with those of head teachers who believed that giving a warning and also counseling these teachers is what helps one change and is actually better than giving an indefinite suspension. In line with the above, one head teacher is quoted to have said;

“usually when one messes up, the best step to take is not to crucify such an individual, but to seek to understand why one does what one does, and then if need be as a head of the school, endeavour to invite that teacher and talk to him, listen and give due advice, and once this same fellow repeats the act, then take serious action and this is when probably an indefinite suspension comes in.”

Concerning the same question and in probing further, teachers were asked to indicate whether it is a common practice in their schools for some of them to find it easy to dedicate one's time in attending to one's duties and always turning-up when called upon. The question was: *Do you find it a common practice in your schools for some of you to find it easy to dedicate one's*

time in attending to one's duties and always turning-up when called upon? The responses received were summarized in Figure 4.9.

Figure 4.9: Whether it is common to dedicate one's time in attending to one's duties



Findings in Figure 4.9 reveal that 47 teachers (63%) indicated that it is a common practice to dedicate one's time in attending to one's duties and always turning-up when called upon, and 28 (37%) that it is not. Since here the affirmative (63%) is higher than those teachers who said it is not a common practice (30%), it is assumed that dedicating one's time in attending to one's duties and always turning-up when called upon is done individually not as a group of teachers in a school. This finding illustrates that over half of the teachers who dedicate their time to attending to their duties and always turning-up when called upon have better performance than those who do not, implying that one's perception towards the code of conduct greatly influences one's performance. In conclusion, from both the quantitative and qualitative findings, teachers' perception of the code of conduct in terms of their characteristics positively influences their performance.

4.8 Hypothesis Three

The second objective in the study intended to find out the effect of teacher perception on teacher performance in Busiro County secondary schools from which it was hypothesized that teachers' attitude affects teacher performance (with teachers having a positive attitude being better). Given that we wish to relate a numerical dependent variable (teacher performance) with a binary categorical independent variable (teacher attitude), a t-test was suitable to test the null hypothesis. Table 4.14 gives the pertinent results:

Table 4.14: T-test results on teacher performance by teacher attitude

Attitude	Count	Mean	Standard deviation	t value	Sig. p value
Positive	141	3.30	.617	62.65	.000
Negative	39	3.04	.761		

Means in Table 4.14 suggest that teachers with a positive attitude (mean = 3.30) were better than teachers with a negative attitude (Mean = 3.04) at teacher performance. However the pertinent t value 62.65) is big because its p value (0.000) does not exceed the benchmark sig. $\alpha = 0.05$. Thus at the five percent, we accept the research hypothesis to the effect that teachers' attitude affects teacher performance in Busiro County secondary schools, Wakiso District with those having a positive attitude performing better.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings reported in the previous chapter are discussed in this Chapter in relation to the research objectives earlier formulated in Chapter one. From discussion, conclusions are drawn which are later on backed with recommendations and identification of areas for further research.

5.2 Research Hypothesis One

From the first objective of the study, the researcher derived the first research hypothesis. The hypothesis stated that, “the code of conduct has a positive relationship with teacher performance in Busiro county secondary schools, Wakiso District.” The researcher verified this hypothesis by using Pearson’s Product Moment Correlation Coefficient technique based on certain conditions that described the data. The results indicated that the code of conduct and teacher performance were not significantly correlated $r = (0.814)$. This relationship was not seen to be significant because, it is well beyond the benchmark sig of 0.05. This means that the code of conduct does not have a positive effect on teacher performance. Therefore, the null hypothesis which stated that, “the code of conduct has no effect on teacher performance” was accepted and the research hypothesis rejected. The study revealed that almost all teachers have the knowledge of the code of conduct and that the teachers’ code in schools does not conflict with the national code of conduct, and lastly that all the teachers in most of the sampled schools were very positive in adhering to the core values of the code of conduct as they are stipulated. Majority of the teachers confirmed that the code is very vital in their lives as

teachers. However, there were few teachers whose revelations disagreed with having the knowledge and not living in line with the core values of the teachers' code.

The results of the current study were referenced with other studies done by other scholars in different contexts. The findings show that the code of conduct has a positive effect on teacher performance. This concurs with Nkwanga (1992) who reported that there is a very significant relationship between the code of conduct and teacher performance and so teachers who exhibit a high degree in fulfilling the core values have high performance whereas those with a low degree in living up to the core values have low performance. The findings also indicate that as regards their knowledge of the code of conduct, all respondents respect and value what the code of conduct holds, that is, the core values in it, such as respect, trust, integrity, service among others and they are comfortable with it. According to the respondents, the code is a very vital aspect and a guide in the conduct of teachers and so they ought to fully hold the knowledge about it. This agrees with Tapo (2004) who reported that most teachers do have the knowledge of the code and since it is a very vital aspect and a guide in the conduct of teachers, they ought to fully hold the knowledge about it so as to be able to perform their stipulated duties as they are given to them. Therefore, being aware of one's professional code is an important aspect in the conduct of an individual because it helps one perform one's duties well.

The study further revealed that a few teachers know the teachers' ethical code of conduct but they do not possess a copy of the code of conduct. This finding concurs with Genza (2008) who noted that some administrators in Catholic schools use the code but they do not distribute

copies to the teachers in their schools. The study further revealed that some teachers had no formal teacher training. This agrees with Ssekamwa (1999) who wrote that many schools and institutions especially the for-profit ones have no well-trained teachers. This study is in agreement with Nkwanga (1992) who reports that most of these teachers are 'O' level and 'A' level license teachers who either teach for vocational employment or for lack of better alternatives after failing to get to the next academic stage. They are therefore not devoted teachers and are unreliable to the profession. This concurs with, and is supported by Daulat (1940) and Senkubuge (1950). These scholars suggest that real teacher education should be embedded in the training of teachers whereby the teachers trained are well equipped with the knowledge of the code of conduct. These in turn concur with the Annual Report of the Education Department (1936) which supports the findings that the teacher training should remain largely the key aspect in the field of education but that such training should be professionally as well as spiritually efficient.

The findings reveal that the biggest numbers of teachers are being provided for a copy of the teachers' code of conduct by their head teachers although a few of them use the notes that they were given by their lecturers in the universities and teacher colleges. Most of these teachers are aged between 23 and 31 years of age and are male and single. These findings are in agreement with those of Bowman (1989) who also reported that most teachers behave professionally simply because on being recruited they are given a copy of the teachers' code of conduct and since they are fresh from colleges, they age ranges between 24- 30. The study also reveals that many teachers though studied and were taught about the code many have forgotten its salient components. These above findings also concur with those of Emojong

(2008) who further reveals that due to lack of constant revision of the of the copies of the code of conduct given to the teachers, many are forgetting the core values of the code a fact that is leading the teachers to totally forget what their profession is all about and what the guiding principles are.

The above was also revealed by Nkwanga (1992) and Nabukenya (1981), they note that, teachers are finding it hard to live by the stipulated rules of the code of conduct simply because they are provided with copies of the code of conduct but get little time to read them so as to internalize them and that this has also contributed to the fact that the core values of the code with time fade from their minds. The findings therefore reveal that head teachers today bother little about teachers' adherence to the code and they put much emphasis on the lessons teachers cover each day. The findings further revealed that these teachers with a copy of the teachers' code of conduct are likely to perform their duties well since almost all the code rules once well understood emphasize teachers to fully execute their duties. This agrees with Soltis (1986) who writes that if teachers are equipped with a copy of the teachers' code of conduct, they likely to carry out their stipulated duties in line with the stipulated rules and regulations of the code of conduct.

The study findings further revealed that 38 out of 179 teachers (21.6%) were between the ages of 40years and above and most of these had been in active service for over 15 years implying that, much as these teachers at their time never owned an official copy of the code of conduct, due to their long service in the teaching profession, they had come to live by an implied teachers' code in all they do. This finding concurs with that of Mamdan (1976) who further

reveal that the high degree of teachers' discipline and respectability in regard to the core values espoused such as respect, integrity, honesty, equality, fairness were esteemed by almost all teachers because the prevalent conditions enabled this. This agrees also with Nsubuga (1985) who wrote that teachers who have strongly lived with the requirements of the code of conduct have done so because at their time the code of conduct was highly respected and every teacher took it upon self to observe and respect this code and also reported any breach of it to the appropriate authorities.

The study finding also reveals that the official custodians and enforcers of the code knew it and knew how to enforce it. This finding concurs with that of McKee and McArdle (2007) who further reveal that one of the hallmarks of any professionalism is the knowledge of its members to a code of ethics which sets out professional value and responsibilities. Ssekamwa (1996) concur too with the above the findings when he writes that no one enforcer of the code of conduct can affect its enforcement without having the required knowledge of it therefore it is important for all the enforcers of the teachers' code to bear a copy of so as to use it as a daily reference. This implies that a code of conduct to all enforcers need to be part of their daily reading so that when they are encouraging and reminding their teachers of it they know what exactly they are talking about.

The findings also reveal that different education secretariats know the role and have a code for their teachers; it also reveals that these different education secretariats do constantly remind their staff of the teachers' code. These findings are in line with those of Genza (2008) who reveals that teachers need constant reminder of what their professional obligations are

something which can be done by emphasizing it in staff meetings, use of teacher notice boards, and inviting facilitators from out to give seminars and workshops on the teachers' code of ethics. This agrees with Nkwanga (1992) who notes also that constant reminder of the code of conduct to teachers can be very vital and inspiring but can only be done by quarterly or annually involving teachers in seminars or workshops on teachers' code of conduct. He further stresses that it is important to invite individuals who are competent. This was also revealed by Kigongo (1994) and Aifinca (2004), who noted that, constant reminder of teachers to observe their code of ethics, is very encouraging in that it keeps the individual teacher very alert and that it would be very hard for such a teacher to violate his / her profession. However, head teachers need to invite experts in this field to talk to the teachers in their schools so as to help them keep in line with requirements of their code of ethics.

The findings also indicate that different religious denomination education secretariats have a school inspectorate body that oversees the adherence of teachers to their code of ethics. This agrees with Muwagga (2006) who argues that inspectors of schools would enhance teacher professionalism. Kampala Archdiocesan terms and conditions of service for teachers and other staff (2008) are in line with the findings of the study when in the document it states that a teacher shall be required to abide by the professional code of conduct, professional ethics in force at the time and statutory instruments. In addition to this, the documentary review (that is, circulars, minutes, among others) of Kampala Archdiocese (2008) states that, "serious misconduct or a public scandal or any conduct believed unsuitable for the school environment shall be punishable by dismissal by the Board of Governors. For any religious denomination to draw its own code of conduct, it has to be in harmony with the standard professional code

of conduct provided by the Education Service Commission under the Ministry of Education and Sports.

The results also revealed that the Board of Governors, Ministry of Education and Sports and the head teachers enforce the code of conduct indicating that majority of the respondents were contented with the current enforcers of the code of conduct for teachers. This is in agreement with Nsubuga (1985) who concludes that the various administrative bodies and personnel such as the Board of Governors, Ministry of Education and Sports and the head teachers enforce the code of conduct. The study also revealed that even teachers are part of the enforcement team of the teachers' code of conduct since it acts as their guide and all that constitutes the teaching profession are well stipulated in it. This disagrees with Pajak and Blasé (1989) who argue that there is no one teacher who really stands out and ensure oneself enforcement of the code rules and these are teachers one usually find violating the code of ethics, acting outside it, however, there are those teachers that one will find that much as they give little time to passing through the rules of the code, such teachers carry out their duties in line with the code of conduct. In other words, they respect it and it positively affects their performance.

5.3 Research hypothesis Two

From the third objective of the study, the researcher derived the third research hypothesis. The hypothesis stated that, "teacher commitment influences teacher performance of Busiro county secondary schools, Wakiso District." The researcher verified this hypothesis by using Pearson's Product Moment Correlation Coefficient technique based on certain conditions that described the data. The results indicated that the code of conduct and teacher performance

were significantly correlated $r = (0.638)$. This relationship was seen not to be significant because, it is well beyond the benchmark sig of 0.05. This means that teacher commitment does not have a positive effect on teacher performance. Therefore, the null hypothesis which stated that, “teacher commitment has no effect on teacher performance” was accepted and the research hypothesis was rejected.

The results were compared with other studies done by different scholars in different environments. The findings presented a clear picture of the impact of commitment on performance when it revealed that majority of the teachers have a high sense of commitment which is exhibited in their being dedicated, cooperative, undertaking voluntary work, and participating in religious functions and this enable them to perform highly their stipulated duties. These revelations concur with those of Cheng (1999) whose findings revealed that committed workers with a high sense of commitment are usually high performers of duties and those who display a low spirit of commitment often times perform poorly and cannot be relied on. The study findings further revealed that a significant number of sampled teachers are committed to their work and are proud of being teachers an indication that the professionalism of teachers is built in their commitment a fact that portrays teacher’s performance. This is in line with Muwagga and Kaahwa (2008) who note that though many teachers are socially and financially constrained they love their work.

The findings also revealed that teachers are willing to offer remedial assistance to weak students. The findings concur with those of Ndagire (2003) who states that teachers quite often realize the need of weak students in class, because of being committed; they offer them extra

time to help them catch up. The findings at the same time do contradict Munene (1991) who states that unsatisfactory salaries today have got a great impact on commitment of most workers, teachers inclusive. This agrees with Musaazi (1982) who also report that when the reward management practice is not favourable, staff cannot be happy with what goes on in an institution and hence they are likely to leave. Quinn (1997) also concurs with what Musaazi writes when she reports that reward management in reality has a great impact in an employer's life; it makes him/her happy and in turn leads to employee retention. Therefore, to ensure teachers' commitment in matters pertaining to giving extra time to weak students, there is need for good reward management.

For the teachers who are less committed and not proud to be called teachers the study further reveals that any lack of commitment is associated with poor remuneration. These findings concur with those of Namutebi (2006) whose findings indicate that poor pay is one of the many challenges that are affecting the commitment of teachers in secondary schools. The study also reveals that teachers do not want to attend non-school pedagogical activities. This finding agrees with Muwagga (2006) who reports that it is very hard for teachers in for profit schools to be available on school functions because such teachers are always having various commitments elsewhere an indication that in the day, they have more than ten lessons or duties to accomplish. Likewise, these discoveries are in line with those of Acom (2006) who actually emphasizes that teachers in for-profit schools are never present wherever needed for school functions; they are always absent and are always having an excuse to give.

The study also revealed that denominational and government aided schools promptly and

fairly pays their teachers, which induces them to get committed to their work. This finding concurs with Muwagga (2006) who reports that the teachers in denominational schools do receive their pay regularly and promptly. The commitment of the teachers is highly influenced by the remuneration offered by the employers who may be government, religious-based schools or private individuals. On the whole, the government and religious-based schools regularly pay the teachers unlike the private schools. Nkwanga (1992)'s study findings also are in line with the study findings when he reveals that teachers in denominational and government-aided schools due to the fact that they receive their salaries on time fill within them the drive to work which in turn leads them to be committed to their allocated duties and hence their performance has proved to be excellent.

The study also revealed that in schools where pay is poor even the head teachers are not very committed to their work. This finding runs in line with what Nakabugo (2008); Miti (2008) and Emojong (2003) who reveal that some head teachers and teachers in private schools are always absent, come late, thus leading students to miss classes and then roam around something which has copped in the services that teachers render and hence affecting their commitment. The study findings of the above scholars agree with those of Ejuu (2005) who writes that lack of good pay has derailed teachers and hence causing a reduction in the way they render their services. This implies that, the pay teachers receive for their services or duties determines their commitment to a certain degree. Much as money is not the only motivating factor, but the fact remains that every worker deserves his wage or pay, then once pay is poor, commitment will not be exercised and once pay is good the commitment aspect will be exercised to the satisfaction of the school administrators for the case of our study.

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

5.4 Research hypothesis Three

The second hypothesis was derived from the third objective of the study. The hypothesis stated that, teachers' attitude towards the code of conduct affects the performance of teachers in Busiro County secondary schools, Wakiso District. To check on the effect of teachers' attitude towards the teachers' code of conduct and teachers' performance, the researcher used the attitude of teachers towards the code of conduct and therefore to test whether the relationship was significant, for the positive and negative attitude, the students' sample two t-

test was used. Analysis results showed that, the students' sample two t-test for positive attitude, negative attitude and teacher performance was $t = 0.000$. This relation is significant because it is below the benchmark of 0.05. This implied that the attitude of teachers towards the code of conduct affects teacher performance.

The results were compared with other studies done by different scholars in different environments. The study revelations are that both male and female teachers have similar perception although the mean for male teachers was slightly higher than the mean for female teachers. The finding showed that male teachers were more than female teachers. This finding was in line with the observation that was made by Stinnett and Hugget (1956) who noted that all teachers regardless of the gender have nearly the same attitude towards the code of conduct although male teachers tend to be more cautious due to the fact that they are easily affected by quite a number of rules and regulations stipulated in it. The study findings reveal that the different categories of teachers in their respective schools have a relatively positive attitude towards the code. This is in line with the study findings of Nkwanga (1992) who also reported that though the code needs continuous revision it is good and so school administrators could convene regular staff meetings to review discipline and ethics among teachers, in so doing, they will be endeavoring to show its goodness in the lives of teachers.

On the other hand the study revealed that teachers take the code of their profession for granted and not consciously thinking about it but after long services, certain pertinent issues fast follow. This is in line with Muwagga and Kaahwa (2008) who report that many teachers do not remember in detail what is contained in the code but appreciate it and so Tutors in NTCs

and Lecturers in Schools of Education in universities should explain the values inherent in the ethical codes of teachers. This demands focusing on the spirit and not the letter of the ethical code. With time, this will foster a positive attitude to the code and create greater possibilities for adherence to the code of conduct. In line with the study findings, Nabukenya (1981) writes that teachers love their code of conduct because it guides them in their profession and that any rule is set to ensure that individuals live a decent and exemplary life. Ssekamwa (1996) concurs with Nabukenya (1981) when he writes that a teacher is set out to be an example by living a decent life in all that he does.

The study further revealed that though each teacher is responsible for the adherence and compliance to the teachers' code of conduct, most teachers' perception of the code is aligned to the perception they have towards the school, school management and the implicit and explicit involvement and motivation. This concurs with Genza (2008) who noted that if teachers are treated well then their attitude towards the administration and the students is good and vice versa. Concerning academic qualification, teachers with diploma reflected higher proportion and hence higher perception while those with post graduate, that is, Masters and PhD qualifications, reflected the lowest perception. This concurs with Choy (1993) and Bowman (1989). These scholars note that those who are young in the various profession tend to abide by the laws that are set and that they strictly follow them while those who have stayed in the profession tend to think that the law has become part of them not knowing that in the end they lose. That's why one may find that the young's perception is usually higher than that of the old. In other words, as per the perception of the code of conduct, academic qualification may not matter much.

With regard to teaching experience, the study findings revealed that those who had taught for over 21 years reflected the highest perception while those who had taught for less than 10 years manifested the lowest perception. This is in conformity with Howe (1986)'s study findings which view teachers' perception of the code as an attitude to life, sum total of one's feelings that are attached especially on the core values stressed, beliefs, and prejudices which are partly inherited and partly acquired in the process of living through formal and informal education and most especially on the years that one has spent in the teaching field. This agrees with what Ssekamwa (1996) writes that as a code of conduct guides the lives of all teachers, it helps them to examine their way of life in relation to set rules in the field of their profession but this is mostly lived by those with the biggest number of years in the teaching field. It was noted by the researcher in the current study that in most of the secondary schools collected from the data, the code of conduct was perceived as a very important measuring rod of the teachers' behaviours and performance.

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

code of conduct such as integrity, truth, justice, respect, mentioning but a few are some of the values that were instilled in teachers while growing. This is in line with what Ottaway (1963) reports that a teachers' class origin may also influence his social behaviour. A teacher may have acquired certain standards of behaviour from his upbringing which influence his classroom and staffroom relations. Ottaway seems therefore to argue that even without teacher education, teaching socializes those engaged in it. In fact the longer one is engaged in the teaching process; the more he is socialized into the professional sub-culture.

The study also revealed that in terms of marital status, the religious reflected the highest perception while the single had the lowest indicating that the religious value obedience and respect which is obtained in their religious training where they are meant to exhibit a high level of observance to the law while those who are single are usually still young and are not bothered by law. Such revelation runs counter to Nyberg (1990) findings which try to indicate that the young or single should not be equated to the religious whose lives are fully guided and that their desire at all times is to live an exemplary life. So to him, the living in accordance to the code of ethics is just in their blood, they do not find it hard. This also concurs with Watras (1986) and Dubbleadam (1970) who argue that in the catholic religion, some of these core values of the code of conduct for teachers are part of the cardinal virtues which all the religious are entitled to live in line with and so do find it very hard to adhere to and still are the same values that were emphasized in teacher colleges and schools of education in universities where the teachers attended their training. The researcher here thought that since some of the teachers were young in the teaching profession, it was quite hard for them to fully embrace the core aspects of the code of conduct and live by them.

However, in line with the study findings, Tapo (2004) adds that the ethical code of conduct stressed in teacher education is an inherited policy from the colonial administration and so this makes each teacher to have a specific perception. He therefore suggested that to try help teachers come to a common perception, and to ensure successful adherence to the code of conduct for teachers, there is need to highly depend on the social and cultural expectations of today's rapidly changing society. Watras (1986) and Dubbledam (1970) argue that, in order to improve ethics among teachers, the educators need to consider how the question of ethics is related to the ideas of community and lived values. In other words teacher professional ethics should not alienate them from the values of society.

With regard to employment status, the study revealed that both the permanent and part-timing staff perceives the code of conduct in more less a similar way. This can be explained by the fact that people want to be employed and also to protect their positions or work. However, the permanent staffs perceive the code of conduct slightly higher because the job is their life. The same experience occurs with designation. These findings concur with what Nabukenya (1981) and Nkwanga (1992) revealed about status of teachers in various schools and it also concurs with Kigongo (1994) who reveal that teachers who are usually on the permanent basis in schools tend to adhere to the code of conduct seriously because by all means they have to live exemplary and instill in their students those values that they uphold and because of this, their perception of the code of conduct has often been proved to be higher than that of the teachers on part-timing basis.

The study also reveals that teachers' perceptions towards the code are dependent on the attitudes the BOG, head teacher and students have towards them. This agrees with the Kampala Archdiocesan document (2008) that talks about the terms and conditions of the catholic schools where the members of the BOG strictly emphasize the adherence to the code of conduct by the teachers and failure to do so, the teacher in question is answerable to the BOG and is liable to the punishment or suspension that is set by the BOG itself. So, in line with the positive attitude that the members of the Boards of Governors portray, teachers' perception is built positively and their adherence to their code is made very easy and simple. This concurs with Nkwanga (1992) who revealed that a teacher who lives in line with the stipulated set standards is greatly respected by the entire school community and therefore, due to this fact, this teacher's perception of code of ethics is built because this teacher realizes that the entire school community values their way of life and that they too have respect for it.

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

teacher education programmes, and also dismantle the previous assumptions of the teachers' code of conduct endeavour to accommodate the challenges presented by economic, political, social and cultural change in the different countries around the world.

5.5 Conclusion

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

The study concludes that the results indicated that the code of conduct and teacher performance were not significantly correlated because it was well beyond the benchmark sig meaning that the code of conduct does not have a positive effect on teacher performance. The study also concludes that teachers who act more professionally and are aware of their obligation and duty to the teachers' code of conduct do perform well both in and outside class (extra-curricular activities). The study also concluded that teachers' performance is greatly associated with adherence to the teacher's code of conduct.

The study also concluded that teacher commitment and teacher performance were not significantly correlated because the results were well beyond the benchmark sig meaning that teacher commitment does not have a positive effect on teacher performance.

The study concludes that teacher perception in terms of positive and negative attitudes affects teacher performance. In addition, a big number of respondents have a positive attitude towards the code of conduct for teachers. The study also concludes that what seems to be poor

perception is a result of other factors such as poor remuneration, nature of the school and the implied school leadership and students.

Paragraph length

5.6 Recommendation

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

The study also recommends that in order to enhance the teachers' commitment emphasis should be laid on the need to act professionally. This implies that teachers should be treated well in terms of appropriate emoluments and here the BOG would be required to subsidize teachers' salaries to uplift their economic welfare.

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

Areas for further research,

The study recommends, as area for further research different researchers should carry out this very study at primary school level, and also in institutions of higher learning.

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APPENDIX A
QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS
IN BUSIRO COUNTY, WAKISO DISTRICT

Dear Respondent,

I am a student of Makerere University doing research on **Teacher Professionalism and teacher performance in Busiro County secondary schools in, Wakiso district**. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given. Thank you for your kindness.

Instructions:

Section A: Background information

Please tick the appropriate box

A1. Gender:

1. Male	2. Female
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A2. Age:

1. (23-30) Yrs	2. (31-40) Yrs	3. (41 and above) Yrs
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A3. Your designation:

1. Director of studies	2. Class teacher	3. Teacher
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A4. Marital status:

1. Single	2. Married	3. Religious
------------------	-------------------	---------------------

A5. Teaching experience:

1. 5- 10 Years	2. 10-20 Years	3. 20 years and above
-----------------------	-----------------------	------------------------------

A6. Academic qualification:

1. Diploma	2. Degree	3. Post graduates
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A7. What is your employment status?

1. A permanent teacher	2. A part-timing teacher
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SECTION B: INDEPENDENT VARIABLE (TEACHER PROFESSIONALISM)

Code of conduct

Please fill in the box with the appropriate answer.

1.SD=strongly disagree 2.D= Disagree 3.A = Agree 4.SA = strongly agree

B1.1. I do know the teachers' code of conduct.

B1.2 Who enforces the code of conduct in your school? **(Please Tick)**

1. Head teacher	2. MoE & Sports	3.BOG	4. Other, specify
-----------------	-----------------	-------	-------------------

B1.3 I teach students conscientiously with diligence, honesty and regularity.

B1.4 The national code of conduct does not conflict with the teachers' code of conduct.

B1.5 Our school has a unique teachers' code of conduct.

B1.6 I conduct all internal and external examinations in accordance with the prescribed regulations.

B1.7 I live up to the highest standards of the profession and avoid any conduct that may bring service to into disrepute.

B1.8 I maintain my full responsibility towards the students under my care and I guide each student where necessary in and out of school.

B1.9 I maintain and keep in a safe manner all records of school property under my card and account for such property when asked to do so by authority.

B1.10 I conduct all my lessons and teach without discrimination or bias against any student in his/her class regardless of the students' race, colour, tribe, or religion.

Commitment

Please fill in F=False or T=True where F is 1 and T is 2

B2.1) I dedicate most of my time to attending to students' consultation during my free time.	
B2.2) I set an adequate amount of written and practice exercises promptly for effective teaching and learning	
B2.3) I follow the programme discussed with and approved by the head of department and cooperate with him and other teachers in carrying out the programme.	
B2.4) I voluntarily undertake remedial teaching as effective teaching may require.	
B2.5) I attend where practically possible, religious functions of my persuasion and respect other recognised religious within the school where I am teaching.	
B2.6) My school offers a conducive environment for teachers' commitment.	

Perception

Please indicate your opinions regarding yourself by cycling the appropriate number

B3.1 I have a positive attitude towards the teachers' code of conduct.

1.SD=Strongly disagree 2.D= Disagree 3.A = Agree 4.SA = strongly agree

B3.2 I have a negative attitude towards the teachers' code of conduct.

1.SD=Strongly disagree 2.D= Disagree 3.A = Agree 4.SA = strongly agree

SECTION C: DEPENDENT VARIABLE (TEACHER PERFORMANCE)

Planning

Fill in No or Yes where N is 1 and Y is 2

C1.1) I set objectives to be achieved at the end of the lessons	
C1.2) Evaluating lessons after teaching by checking whether the lesson was taught	

successfully	
C1.3) All teachers maintain classroom organisation by ensuring student class discipline	
C1.4) Almost all teachers in the school participate in extra duties available	
C1.5) Teachers are all always punctual for their school duties and begin lessons on time	
C1.6) All teachers make lesson plans a day before they go to teach students	
C1.7) Teachers make schemes of work and hand them in at the beginning of the term	
C1.8) The head teacher supervises our lesson plans and schemes of work	

Teaching

Please tick the appropriate answer

C1.9 create a conducive environment for student learning when I go to teach and outside the class.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
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C1.10 I use a variety of strategies to guide students through the artistic process of creating, and performing in response to the learner feedback.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.11 I apply various methods of teaching to enrich my instruction and to reduce on student boredom.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.12 I maintain student discipline during lessons so as to guide students in developing creative and critical thinking skills.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.13 I take it upon myself to keep records of work for all the lessons I conduct.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

Assessment

C1.14 I give constant exercises so as to ensure that students have understood the lesson.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.15 To ensure students' active participation in class, I conduct quizzes in some of my lessons.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.16 To ensure students' excellence in English, I carry out debates in some of my lessons.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

C1.17 To ensure the achievement of my desired goals (achievement in my work), I give students examinations at the end of the term.

1. Rarely	2. Regularly	3. Neither rarely nor regularly
-----------	--------------	---------------------------------

Thank you so much, for sparing your time, may God bless you!

APPENDIX B

INTERVIEW GUIDE FOR SECONDARY SCHOOL HEAD TEACHERS AND THEIR DEPUTIES ON TEACHER PROFESSIONALISM AND TEACHER PERFORMANCE

Code of conduct

1. Do you have books on the teachers' code of conduct?
2. Do you provide your teachers with a copy of a code of conduct?
3. How do you enforce the teachers' code of conduct/discipline?
4. Do you punish teachers who break the code of conduct?
5. How do you ensure that the teachers you lead maintain the core values of the code of conduct?

Teachers' Commitment

7. Does the code of conduct enhance teachers' commitment? If it does, how?

8. How can we enhance the commitment of teachers?
9. What factors are responsible for low teacher commitment?
10. What measures do you use as a head teacher to ensure that teachers remain dedicated, cooperative, and willing to their assigned duties?
11. How would you ensure that teachers maintain the pride they have in you as their leader, and in the school?
12. Is there anything you would wish to say about how your teachers plan, teach and assess the students?
13. Do you have any queries about their records of work, examinations, or methods used in teaching?

APPENDIX C

QUESTIONS FOR THE TEACHERS' FOCUS GROUP DISCUSSIONS ON TEACHER PROFESSIONALISM AND TEACHER COMMITMENT

Code of conduct

1. What do you think is the main purpose of the code of conduct in the profession of teachers?
2. On being recruited, are you provided with a copy of the teachers' code of conduct and who provides it?
3. Which three of the following core values of the teachers' code of conduct do you perceive to be important and is lived by teachers than the others? a) Honesty, b) service, c) respect, d) tolerance, e) fairness, f) truthfulness
4. How do you feel when your fellow teacher acts outside the code of conduct?
5. How would you handle or advise such a teacher?

6. As members of the same profession, how do you think you can strengthen each other in living up to the expectations of the teachers' code?

Commitment

7. What is the rationale for being dedicated, cooperative, and having a sense of willingness and belongingness as a teacher?
8. Are there moments when you feel excited and proud of your school?
9. Do you think the setting of objectives, evaluating your lessons, organizing your work, participating in extra duties have an impact on your school's performance?
10. How often do you employ a variety of methods, and strategies in your teaching and how do they help in ensuring effective teaching?
11. Do teachers in this school feel self driven in making sure that they carry out assessment as regards giving tests, examinations, quizzes and debates?

Thank you so much for sparing your time, may God bless you!

APPENDIX D

**STRUCTURED INTERVIEW FOR MEMBERS OF THE BOARD OF GOVERNORS
AND DISTRICT EDUCATIONAL OFFICIALS
ON TEACHER PROFESSIONALISM AND
TEACHER PERFORMANCE**

Dear Respondent,

I am a student of Makerere University doing research on **Teacher Professionalism and teacher performance in Busiro County secondary schools, Wakiso district**. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given. Thank you for your kindness.

Instructions:

Please kindly fill in or tick the appropriate answer.

Code of conduct

1. Under what foundation body does your school belong?

.....

2. How many copies of the code of conduct do you have in store for your teachers in this school?

.....

3a. Do you discipline teachers who do not observe the code of conduct?

Yes	No
-----	----

b. If yes, how exactly do you discipline your teachers?

.....

.....

4a. Do you equip them with a copy of the teachers' code of conduct?

Yes	No
-----	----

b. If no, how else do you think they acquire it?

.....

.....

5. What measures do you put in place to ensure that teachers maintain the core values of the code of conduct?

.....

.....

6. Does the teachers' code of conduct conflict with the founder's vision and mission? If yes, how?

7. How do you think we can enhance the teachers' code?

.....
.....

Teacher's commitment

8. How do you maintain teachers' commitment to their duties in this school?

.....
.....

9. Do you often check on the way teachers organize their lessons?

Yes	No
-----	----

10. What do you think are the major reasons for teachers' creation of a conducive environment for their students?

.....
.....

11. What type of teaching methods would you encourage your teachers to frequently use to ensure effective learning?

.....
.....

12a. My teachers are committed.

True	False
------	-------

B.If true, what motivates them? And if false, why?

.....

13. How often do you motivate them and how do you do it?

.....

14. How do you compare the results of your schools' performance with that of other schools?

.....

Thank you so much for sparing your time, may God bless you!

APPENDIX E

Table 4:1 Background information of teacher respondents

Characteristic	Aspect	Frequency	%
Sex	Male	113	62.8
	Female	67	37.2
	Total	180	100.0
Age	23-30 Years	87	48.6
	31-40 Years	40	22.3
	41years and above	53	29.1
	Total	180	100.0
Designation	Director of studies	25	13.9
	Class teacher	36	20.0
	Ordinary teacher	119	66.1
	Total	180	100.0
	Single	77	42.8

Marital Status	Married	87	48.3
	Religious	16	8.9
	Total	180	100.0
Teaching experience	1-10 Years	106	58.9
	11-20 Years	68	37.8
	21 Years and above	6	3.3
	Total	180	100.0
Academic Qualification	Diploma	29	16.1
	Degree	128	71.1
	Post Graduate	23	12.8
	Total	180	100.0
Employment Status	Permanent	106	58.8
	Part-timing	74	41.2
	Total	180	100.0

N= 180

Table 4.2: Summary of teachers' self rating on the code of conduct

	Freq./ %	SD	D	A	SA	Total
I do know the teachers' code of conduct.	F %	11 6.1	9 5.0	59 32.8	101 56.1	180 100
The BOG, MoE&S, and the head teachers enforce the code of conduct.	F %	49 27.2	14 7.8	109 60.6	8 4.4	180 100

The national code of conduct does not conflict with the teachers' code of conduct.	F	7	5	73	95	180
	%	3.9	2.8	40.6	52.8	100
Our school has a unique teachers' code of conduct.	F	10	31	71	68	180
	%	5.6	17.2	39.4	37.8	100
I teach my students conscientiously with diligence, and honesty.	F	8	75	45	52	180
	%	4.4	41.7	25.0	28.9	100
I conduct all internal and external examinations in accordance with the prescribed regulations.	F	8	11	89	72	180
	%	4.4	6.1	49.4	40.0	100
I live up to the highest standards of the profession and avoid any conduct that may bring service to disrepute.	F	3	13	92	72	180
	%	1.7	7.2	51.1	39.4	100
I maintain my full responsibility towards the students under my care.	F	3	12	87	78	180
	%	1.7	6.7	48.3	43.3	100

Table 4.3: Summary of teachers' responses on planning

	Freq./Percent	No	Yes	Total
I set objectives to be achieved at the end of the lessons	F	16	164	180
	%	8.9	91.1	100
Evaluating lessons after teaching by checking whether the lesson was	F	33	147	180
	%	18.3	81.7	100

taught successfully				
All teachers maintain classroom organisation by ensuring student class discipline	F %	87 48.3	93 51.7	180 100
Almost all teachers in the school participate in extra duties available	F %	131 72.8	49 27.2	180 100
Teachers are all always punctual for their school duties and begin lessons on time	F %	123 68.3	57 31.7	180 100
All teachers make lesson plans a day before they go to teach students	F %	116 64.4	64 35.6	180 100
Teachers make schemes of work and hand them in at the beginning of the term	F %	57 31.7	123 68.3	180 100
The head teacher supervises our lesson plans and schemes of work	F %	37 21	143 79	180 100

Table 4.4: Summary of teachers' responses on teaching

	Freq. /%	Rarely	Regularly	Neither Rarely nor Regularly	Total
I create a conducive	F	19	159	2	180

environment for student learning	%	10.6	88.3	4.4	100
I use a variety of strategies to guide students	F	17	145	18	180
	%	9.4	80.6	10.0	100
I apply various methods in teaching	F	4	163	13	180
	%	2.2	90.6	7.2	100
I maintain student discipline during lessons	F	11	161	8	180
	%	6.1	89.4	4.4	100
I keep records of work for all the lessons I instruct	F	37	138	5	180
	%	20.6	76.7	2.8	100

Table 4.5: Summary of teachers' responses on assessment

	Freq. /%	Rarely	Regularly	Neither Rarely nor Regularly	Total
I give constant exercises in my lessons	F	55	112	13	180
	%	30.6	62.2	7.2	100
I conduct quizzes in my lessons	F	115	45	20	180
	%	63.9	25.0	11.1	100
I encourage my students carry out debates	F	118	50	12	180
	%	65.6	27.8	6.7	100
I give students examinations	F	4	174	2	180
	%	2.2	96.7	1.1	100

Table 4.6: Pearson's Correlation coefficient on the code of conduct and teacher performance

Pearson		Code of conduct	Teacher performance
Code of conduct	Pearson Correlation	1	.018
	Sig. (2-tailed)		.814
	N	180	180
Teacher performance	Pearson Correlation	.018	1
	Sig. (2-tailed)	.814	
	N	180	180

Table 4.7: Summary of teachers' responses on commitment

	Freq./Percent	False	True	Total
I dedicate most of my time to attending to students' consultation during my free time.	F	86	94	180
	%	47	53	100
I set an adequate amount of written and practice exercises promptly for effective teaching and learning	F	27	153	180
	%	15.0	85.0	100
I follow the programme discussed with and approved by the head of department and cooperate with him and other teachers in	F	16	164	180
	%	8.9	91.1	100

carrying out the programme.				
I voluntarily undertake remedial teaching as effective teaching may require.	F	32	148	180
	%	17.8	82.2	100
I attend where practically possible, religious functions of my persuasion and respect other recognised religious within the school where I am teaching.	F	24	156	180
	%	13.3	86.7	100
My school offers a conducive environment for teachers' commitment	F	17	163	180
	%	9.4	90.6	100

Table 4.8: Head teachers and deputies' responses on how teachers' commitment can be enhanced

Responses	Frequency	%
Motivation	20	66
Attractive salaries	10	32
Appraisals	05	16
Awards	07	23
Monitoring	20	66
Supervision	15	48
Giving incentives	10	32
Good remuneration	15	48
Constant reminder	11	35

Active participation	13	42
----------------------	----	----

Table 4.9: Respondents' views on how they maintain the pride their teachers have in them.

Responses	Count	%
Delegate them	25	80
Respect them	31	100
We try to be honesty	9	29
We try to be trustworthy	14	45
We Endeavour to be exemplary	24	77
We keep our teachers motivated	28	90
We involve them in decision making	18	58
By helping them develop their carrier	9	29

Table 4.10: Pearson's Correlation coefficient between teacher commitment and teacher performance

Pearson		Teacher commitment	Teacher performance
Teacher commitment	Pearson Correlation	1	.035
	Sig. (2-tailed)		.638
	N	180	180
Teacher performance	Pearson Correlation	.035	1
	Sig. (2-tailed)	.638	

	N	180	180
--	---	-----	-----

Table 4.11: Teachers' perceptions of the teachers' code of conduct

	Freq./%	SD	D	SA	A	Total
I have a positive attitude towards the teachers' code of conduct	F	-	-	90	51	141
	%	-	-	50	28	78
I have a positive attitude towards the teachers' code of conduct	F	6	33	-	-	39
	%	3	18	-	-	22

Table 4.12: Teachers reactions when a fellow teacher acts outside the code of conduct

Response	frequency	%
Warn and counsel them	63	84%
Report to the disciplinary for proper handling	12	16%
Total	75	100%

Table 4.13: Teachers opinion on giving indefinite suspension to teachers who violate the code of conduct

Response	Frequency	Percentage/ %
Yes	31	41
No	44	59
Total	75	100

Table 4.14: T-test results on teacher performance by teacher attitude

Attitude	Count	Mean	Standard deviation	t value	Sig. p value
Positive	141	3.30	.617	62.65	.000
Negative	39	3.04	.761		

APPENDIX F

Sample size (s) required for the given population size (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R. V. Krejcie and D. W. Morgan (1970), *Determining sample size for research activities*, Educational and psychological measurement, 30,608, Sage Publications.

