

## TEACHERS' COMPLIANCE WITH THE PROFESSIONAL CODE OF ETHICS AND CONDUCT AMONG SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY

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### Abstract

The study aimed at examining teachers' compliance with the professional code of ethics and conduct in selected secondary schools in Morogoro Municipality. A case study design based on mixed approach, i.e. qualitative and quantitative approaches were used in this study. The study used primary data collection. Primary data was collected using questionnaires and interviews. A sample of 50 respondents was drawn from the target population. Both purposive and simple random sampling techniques were used in this study. Simple random sampling technique was used in selecting the number of teachers and schools from the selected secondary schools while purposively sampling technique was used in selecting form four students and key informants. Data were analyzed using descriptive statistics with the help of SPSS version 20 and excel sheet. The findings of this study have indicated that teachers have knowledge on and comply with the professional code of ethics and conduct. Also, the study result revealed that teachers with lower levels of education (diploma levels) comply with the professional code of ethics and conduct relatively to those with higher levels of education (degree and postgraduate holders). Basing on the study findings the study concludes that, in the selected secondary schools in Morogoro municipality comply with the professional code of ethics and conduct at high level. Therefore, basing on the study results the researcher recommends that, in order to enhance teachers' knowledge and perception of the code the inspectorate could make regular visits to schools and programmes through which teachers are educated on the value of behaving professionally.

**Key Words:** *Code of Ethics, Teachers, Compliance*

### 1.0 Introduction

Ethics helps to maintain law and order in schools and it also integrates diverse values that are morally acceptable. Ethics involves doing the right thing always. Professional ethics is a collection of values, standards and norms that every individual regarded as a professional should consider. Dorudi and Ahari (2015) view professional ethics as a field concerned with considering ethical commitments in a craft and its ethical subjects. Maxwell and Schwimmer (2016) noted that every aspect of a teacher's work is accompanied by ethical considerations; teacher-student relationships, collaboration with parents and colleagues, evaluation, teaching content and pedagogical practices.

Aksekili *et al.*, (2016) reviewed the professional ethics as understanding of pre-school teacher candidates in terms of respect for profession, personality and society; responsibility and righteousness; establishment of a healthy and safety environment; democracy and equality; justice and morality; honesty and helpfulness which are all attributes of accountability.

Teaching profession considers the development and application of the Professional Code of Ethics and Conduct (PCEC) as a means of maintaining acceptable professional standards. Teachers are supposed to display high level of professionalism by showing high ethical and moral standards in their relationships with other educational stakeholders. According to Munir & Khalil (2016) teachers facilitates teaching and learning process, and play a great role of facilitating day to day school activities and achievement of academic performance. Also, teachers influence the changes being planned for the development of the country (Roupp, 2015). Therefore, teachers' professional roles in the society and to individuals contribute to welfare of the people within countries around the world (Nazari & Emami, 2012). Hence, in recognition of teachers 'responsibilities different researchers and educators have agreed that there is a need a teacher to abide to professional code of ethics (Anangisye, 2010).

Despite the fact that many researchers (Anangisye, 2010; Tuncel, 2011; Devore & Martin, 2008; Ozbeck, 2007) conducted studies on professional ethics. Little is known on the dimension of highlighting teachers' compliance with the professional code of ethics and conduct at selected secondary schools in Morogoro municipality. Therefore, to the best of the knowledge the study focused on the teachers' compliance with the professional code of ethics and conduct at Morogoro municipality.

### **1.1 Theoretical Framework**

Teaching is regarded as an ethical endeavor (Anangisye, 2010). This study was therefore, guided by ethical theories. Ethical theories can assist teachers in understanding, explaining and resolving some ethical issues, conflicts and dilemmas that they encounter in their daily work (Melo, 2003). These are Consequentialism (teleological theories), Non-consequentialism (deontological theories) and Virtue Theory.

Consequentialist ethical theories maintain that the moral rightness of an act depends on the degree to which it produces an excess of good consequences. The morality or immorality of an action relies solely on its consequences. Consequentialism suggests that before deciding on a course of action, a morally right minded person should calculate the total amount of good produced, minus any allowance for associated suffering or displeasure. Non-consequentialism ethical theories maintain that an action is moral only if it is based on clearly defined moral principles guided by fundamental principles such as truth, courage, justice, friendship and compassion. Non-consequentialist theories contend that right action is independent of consequences. Virtue ethics focuses on the cultivation of certain ideals that people should pursue. In other words, virtue theory is interested in the character or traits that would promote both the person performing the action and other people.

Basing on the ethical theories, it can be realized that, for any society to be moral and ethically good, needs some efforts from the government, parents and stake holders to build and lay the foundation of moral and ethical values in teaching professional. The set of moral values were acquired for example, through teaching and inheriting from parents or society around. Further, more moral values are enforced by example, parenting, peer guidance, conscience, disapproval, shunning and in some instances by law.

## 2.0 Research Methodology

### 2.1 Description of the Study Area

The study was conducted in Morogoro municipality specifically at Kola Hill and Kingalu secondary schools; the reasons for selecting these schools were because they both have experiences on ethics and also, to prepare students and teachers to comply with professional code of ethics and conduct.

### 2.2 Research Design

The study employed a case study design to allow researchers to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context regarding teachers' compliance with professional code of ethics.

### 2.3 Research Approach

The study employed mixed research approach such as qualitative and quantitative research approaches to complement the weakness of each approach. Researchers used mixed research approach to give a voice to study participants and ensure that study findings are grounded in participants' experiences.

### 2.4 Sample Size and Sampling Technique

The sample size of this study was 50 respondents and key informants were 2 school heads and 2 wards educational officers. This sample was obtained using the adopted formula developed in 1981 (Boyd & Westfal, 1981).

Given that,

$$n = \frac{Z^2 \cdot N \cdot P \cdot (1 - P)}{(N-1) \cdot e^2 + Z^2 \cdot (1 - P)}$$

Whereby;

$n$  = Sample size

$Z$  = The value of standard variation at 91% (critical value  $Z=1.34$ )

$N$  = Population Size

$P$  = Expected proportion was 30% as emphasized by Kothari on his book titled Research Methodology (Kothari, 2009).

$e$  = Accepted error (This study used 9% as accepted sampling error)

Therefore; researcher adopted formula computed the sample size as;

Given;

$$N = 5,049$$

$Z = 1.34$  (Critical value at 91% confidence level or interval)

$$P = 30\% (0.3)$$

$$e = 9\% (0.09)$$

$$n = \frac{Z^2 \cdot N \cdot P \cdot (1 - P)}{(N-1) \cdot e^2 + Z^2 \cdot (1 - P)}$$

$$n = \left( \frac{(1.34)^2 \times 5049 \times 0.3(1 - 0.3)}{[(5049-1) \times (0.09)^2] + [(1.34)^2 \times (1 - 0.3)]} \right)$$

$$n = \left( \frac{1903.856724}{(40.8888 + 1.25692)} \right)$$

$$n = \left( \frac{1903.856724}{42.14572} \right)$$

**Sample Size = 45 Respondents**

The study comprised 50 respondents to get enough information in examining teachers' compliance with professional code of ethics and conduct.

Both purposive and simple random sampling techniques were used in this study that enabled researchers to select participants.

### **2.5 Data Collection**

The study used primary data collection. Primary data was collected from 50 respondents using questionnaires; questionnaire method guided to the collection of data from the respondents about teachers' levels of compliance with the professional code of ethics and conducts. The questionnaires, which were distributed, included two parts. The first one was concerned with the background of the respondents, i.e. gender, teaching experience, educational background, the second part of the questionnaire respondents were asked to examine teachers' compliance with professional code of ethics and conduct. Also, Interview was conducted from the head of the schools and educational officers. This technique provided the researcher the opportunity to gather qualitative data regarding teachers' compliance with professional ethics and conduct in Kola Hill and Kingalu secondary school in Morogoro Municipality.

### **2.6 Data Analysis**

The Data collected from the questionnaires were coded and analyzed using the Statistical Package for Social Sciences (SPSS), version 20 computer programme for windows and the excel sheet.

## **3.0 Results and Discussion of the Findings**

### **3.1 Response Rate**

The researchers administered 50 questionnaires to 50 respondents. However only 48 questionnaires were returned accounted to 96%, while 2 questionnaires were not returned accounted to 4% because the respondents failed to cooperate in answering questionnaires. This implies that a number of 48 respondents were enough to justify and generalize the study findings.

### **3.2 Discussion of the Findings**

The study sought to measure teachers' compliance with the professional code of ethics and conduct in four dimensions such as professionalism, responsibility, care and respect, as well as integrity and honesty, teachers are highly obliged to comply with stipulated codes.

#### **3.2.1 Dimension of professionalism**

In assessing teachers' compliance with PCEC in the dimension of professionalism eight (8) statements were provided to respondents. The respondents were required to indicate the degree of improvement they know to whether they strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The items were based on subject, pedagogical knowledge, and character. The items further looked at work relations, community service, commitment to change

and continuous improvement. The responses of participants on teachers' PCEC on professionalism are presented in Table 1 below.

**Table 1 Teachers' Compliance with PCEC in the Dimension of Professionalism**

No	Variables	Percentages				
		SA	A	N	D	SD
1	Display good behavior towards students.	45.83%	41.67%	2.08%	6.25%	4.17%
2	Dress in a manner consistent with the dignity and norms of sport and the teaching profession.	29.17%	31.25%	14.58%	12.50%	12.50%
3	Possess considerable content knowledge in teaching and have knowledgeable in all areas of curriculum.	52.08%	20.83%	18.75%	6.25%	2.08%
4	They are precautionous when they prepare for lessons and competitions and they use various teaching methods.	62.50%	29.17%	6.25%	2.08%	0.00%
5	Establish and maintain a supportive teaching and learning environment.	39.58%	45.83%	8.33%	2.08%	4.17%
6	Strive to be current with relevant knowledge and curriculum practices in teaching.	45.83%	31.25%	16.67%	6.25%	0.00%
7	Collaborate and cooperate with my fellow teachers, staff, administration, and community members.	43.75%	37.50%	8.33%	2.08%	8.33%
8	Demonstrate a high moral standard in the classroom and in their personal lives.	22.92%	37.50%	22.92%	6.25%	10.42%

**Source: Field Research, 2021**

**Displaying good Behavior;** the study required to know teachers' behavior in the study area. It was found that about 22 respondents comprised 45.83% strongly agreed that at Kingalu and Kola Hill secondary schools teachers display good behavior towards students followed by 20 respondents, accounting to 41.67%, agreed to some extent. However, 1 accounted to 2.08% of the respondents was neutral, 3 accounted to 6.25% disagreed while 2 accounted to 4.17% strongly disagreed. This study implies that, teacher's display good behavior to the students as the relationship between the teacher's behaviours corresponds with their compliance in the professional ethics and conduct. The behavior of teachers towards their students led the students to comply with professional code of ethics and conduct in their behavior. The study result is in line with the findings of Gluchmanova (2015) who emphasized that teachers respect their dignity in a way that they fulfill their professional obligation. Basing on the study result, researchers recommended that to comply with PCEC teachers needs to display good behavior to the students in the extent of building a student in a good discipline and academic matters in the selected schools.

**Dress in a manner;** the study sought to know teachers' dressing codes in the study area. It was found that 15 respondents accounted to 31.25% agreed, followed by 14 respondents comprised 29.17% who strongly agreed, 7 respondents accounted to 14.58% were neutral and 6 respondents accounted to 12.50% disagreed the same as 6 respondents accounted to 12.50% strongly disagreed. The study result implies that teachers from secondary schools are dressing in a good manner consistent with the dignity and norms of the teaching profession. This confidence creates a successful teacher and consequently a successful classroom since both teachers and students comply with the professional code of ethics and conducts. The study result is in line with the findings of Mpahla (2009) who asserted that it is important for teachers to resemble their professionalism even in outlook as they are the role models of society. Basing on the finding study researchers

recommended that, teachers should be the role models of the students in schools they must dress in a manner so that students will be comfortable when attending class lessons.

**Knowledgeable in curriculum;** the study required to understand the way teachers are knowledgeable in curriculum they use in teaching. The study from table 1 above presents that, 25 respondents comprised 52.08% strongly agreed, followed by 10 respondents accounted to 20.83% who agreed, 9 respondents accounted to 18.75% were neutral, 3 respondents accounted to 6.25% disagreed and 1 respondent accounted to 2.08% strongly disagreed. This implies that teachers from both Kola Hill and Kingalu secondary schools are knowledgeable in all areas of the curriculum since they comply with professional code of ethics and conduct by having knowledge in curriculum, this led to the students' good performance since are taught what is in the curriculum. The study result is consistent with the findings of other studies (Fuller *et al.*, 2014; Kagoda & Ezati, 2014) who urged that teachers lack confidence in delivering materials to students, and they knew little concerning extensive changes and reforms being done in education system even in their own areas of specialization, which require either formal or informal training processes for them to develop confidence and being knowledgeable in curriculum. Basing on the study result, researchers recommended that teachers should be knowledgeable in curriculum hence increase students' performance in selected schools.

**Teaching methods;** the study sought to know the teaching methods in the study area. The study revealed that the largest number of 30 respondents comprised 62.50% strongly agreed, followed by 14 respondents comprised 29.17% who agreed, 3 respondents comprised 6.25% were neutral and 1 respondent comprised 2.08% disagreed, as shown in table 1 above. This implies that good teaching methods in the selected secondary schools make students understand well the lessons they are taught hence increases students' academic performance and their compliance in professional ethics and conduct in their professional. The study is in line with the findings of Nabukenya, (2010) who demonstrated that a good number of teachers seemed to be more contented with the application of the various methods, that 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. Thus, researchers recommended that, teachers should apply teaching methodologies like the provision of class quizzes, monthly tests, weekly tests, terminal or annual examinations important for achieving excellence among students in selected schools.

**Establish and maintain a supportive Teaching and learning environment;** The data presented in table 1 above as follows, 22 respondents accounted to 45.83% agreed followed by 19 respondents accounted to 39.58% strongly agreed, 4 respondents accounted to 8.33% were neutral 1 respondent accounted to 2.08% disagreed and 2 respondents accounted to 4.17% strongly disagreed. The study implies that teachers in Morogoro municipality comply with professional code of ethics and conduct by maintaining the teaching and learning environment for the safety and teaching to high standards for their students in learning. The study is in line with the findings of Bailey (2001) who insisted that all classes should be characterized by an environment that is conducive to learning. Basing on the study findings, researchers recommended that, there must be a supportive and conducive teaching and learning environment for both teachers and students that can motivate teachers in teaching and students in learning in the selected schools.

**Collaboration and Communication;** the study revealed that teachers from Kingalu and Kola Hill secondary schools collaborate and communicate effectively with their fellow teacher, staff, administration and community members. Table 1 presented data as 21 respondents accounted to 43.75% strongly agreed, 18 respondents accounted to 37.50% agreed, 4 respondents accounted to



8.33% were neutral, 4 respondents accounted to 8.33% strongly disagreed and 1 respondent accounted to 2.08% disagreed. Moreover, the study revealed that Kola Hill and Kingalu secondary school teachers comply with the code requiring them to communicate and collaborate with parents, community and fellow teachers in their relationships. The study result is consistent with the findings of Saha and Dworkin (2009) who argued that school, family and community partnerships are a reform strategy that promotes collaboration among families, communities, and educators to facilitate student success. From the finding of the study, researchers recommended that teachers should create systematic structures and channels of communication that promote and sustain collaborative action.

### 3.2.2 Dimension of Responsibility

In assessing teachers' compliance with PCEC in the dimension of responsibility four (4) statements were provided to respondents. The respondents were required to indicate the degree of improvement they know to whether they strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The items were based on codes related to praising proper behavior, student health and safety, observance of rules and regulations, school-community partnerships, developing student potentials, and work standards. Results of the responses on teachers' compliance with the PCEC on responsibility are presented in Table 2 below.

**Table 2 Teachers' Compliance with PCEC in the Dimension of Responsibility**

No	Variables	Percentages				
		SA	A	N	D	SD
1	I give more importance to the health and safety of the student more than sportive success.	43.75%	33.33%	12.50%	10.42%	0.00%
2	It is my duty to develop and praise proper behavior of the students.	70.83%	25.00%	4.17%	0.00%	0.00%
3	I see teaching lesson as an inseparable and a complementary part of general education.	45.83%	35.42%	12.50%	6.25%	0.00%
4	I strive to establish and maintain supportive school-community partnership.	29.17%	52.08%	16.67%	2.08%	0.00%

**Source: Field Research, 2021**

**Health and Safety;** the study sought to know that teachers give importance to the health and safety of the student in the study area. It was found that the majority of 21 respondents as 43.75% strongly agreed that teachers from Kola Hill and Kingalu secondary schools give more importance and values to students' health and safety, followed by 16 respondents as 33.33% agreed, 6 respondents as 12.50% were neutral and 5 respondents as 10.42% disagreed. This implies that, teachers in the study area comply with professional ethics and conduct by ensuring the health and safety of themselves and their students, when students are healthily and safe will help them in attending classroom and learn. The study is in line with the findings of various related studies (Capel, 2002; Hind & Palmer, 2007) who argued that safety is arguably the most important factor in planning a lesson. Basing on the study result, researchers recommended that, teachers should give more importance to the health and safety of the students' more than sportive success in the selected schools since will help them in attending class and learn.

**Supportive Partnership;** it was found that, 25 respondents accounted to 52.08% agreed followed by 14 respondents accounted to 29.17% who strongly agreed, 8 respondents accounted to 16.67% who were neutral and 1 respondent accounted to 2.08% who disagreed as presented in table 2 above. This implies that teachers strive to establish and maintain supportive school-community partnership. In situations where there are no teaching-learning materials, it becomes very difficult for one to carry out his/her responsibilities. The study result is consistent with the findings of various related studies (Marrow, 2007; Roubanis *et al.*, 2008; Melo, 2003) who found that situations that are not conducive to teaching disconnect teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession.

### 3.2.3 Dimension of Care and Respect

In assessing teachers' compliance with PCEC in the dimension of care and respect four (4) statements were provided to respondents. The respondents were required to indicate the degree of improvement they know to whether they strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The items were based on student rights, use of proper language, sportsmanship, respect of diversity, and caring. Data are presented in table 3 below.

**Table 3 Teachers' Compliance with PCEC in the Dimension of Care and Respect**

No	Items	Percentages				
		SA	A	N	D	SD
1	I recognize and respect the rights of students.	45.83%	37.50%	8.33%	6.25%	2.08%
2	I recognize and respect parent's cultural background and socio-economic diversity.	22.92%	33.33%	10.42%	12.50%	20.83%
3	I strive to protect student's rights to privacy and confidentiality.	33.33%	31.25%	18.75%	10.42%	6.25%
4	I show concern and care for the injured and disabled students.	43.75%	31.25%	8.33%	4.17%	12.50%

**Source: Field Research, 2021**

**Respect the Rights of Students;** the study sought to know how teachers respect the students' rights in the study area. From the presented data in table 3 above, 22 respondents as 45.83% strongly agreed followed by 18 respondents as 37.50% agreed, 4 respondents as 8.33% were neutral, 3 respondents as 6.25% disagreed and 1 respondent accounted to 2.08% strongly disagreed. The study result implies that teachers comply with professional code of ethics and conduct by recognizing and respecting the rights of the students; the rights of the students support the students during teaching and learning process. This result is compatible with (Das, 2014; Tabachnick *et al.*, 2016; Lumpkin's 2008) who argued that developing respect within a class begins with teachers demonstrating respect for students, regardless of their gender, socio-economic status, or individual characteristics and abilities. The researchers recommended that teachers from the selected schools must recognize and respect the rights of the students such as, right to learn, right to express themselves, right to receive support and right to fair assessment.

**Parent's Cultural Background;** the study required to know the way teachers recognize and respect parent's cultural background and socio-economic diversity in the study area. it was found that 16 respondents accounted to 33.33% agreed followed by 11 respondents accounted to 22.92% who strongly agreed, 10 respondents accounted to 20.83% strongly disagreed, 6 respondents accounted



to 12.50% disagreed and 5 respondents accounted to 10.42% were neutral. This implies that teachers comply with professional code of ethics and conduct by recognizing and respecting parent's cultural background and socio-economic diversity, for the students who can't afford in paying school fees and not attending school due to the parents' cultural background and economic diversity can be listened and given chances of attending classes. The study result is consistent with the findings of Ifant and Fotopoulou (2011) insisted that, interaction with pupils and collaboration with parents are crucial for sustaining teachers' professionalism. Basing on the study result, researchers recommended that teachers should recognize and respect parent's cultural background and socio-economic diversity.

**Care;** the study sought to know the way teachers show concern and care for the injured and disabled students in the study area. The study revealed that the number of 21 respondents accounted to 43.75% strongly agreed followed by 15 respondents accounted to 31.25% agreed, 6 respondents accounted to 12.50% strongly disagreed, 4 respondents accounted to 8.33% were neutral and 2 respondents accounted to 4.17% disagreed as presented in table 3 above. This implies that teachers comply with professional code of ethics and conduct since they concern and care for the injured and disabled students since they are given treatments when they are sick and counseling when they are psychologically not well. The study is in line with the findings of Mahony (2009) who contended that teachers as professionals are expected to uphold a duty of care, acting in the best interests of their students. It exhibits the interest in, and support for, the welfare of others with fairness, impartiality and justice in all activities.

### 3.2.4 Dimension of Integrity and Honesty

In assessing teachers' compliance with PCEC in the dimension of integrity and honesty five (5) statements were provided to respondents. The respondents were required to indicate the degree of improvement they know to whether they strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The items were based on assessment, observance of rules, teacher-student relationships, communication, work ethics and responsibility as well as mannerism. Table 4 shows responses on teachers' compliance with the Professional Code of Ethics and Conduct (PCEC) in integrity and honesty.

**Table 4 Teachers' Compliance with PCEC in the Dimension of Honesty and Integrity**

S/No	Item	Percentages				
		SA	A	N	D	SD
1	I do not involve in any illegal activities example corruption, drug abuse, and sex with students.	47.92%	27.08%	12.50%	6.25%	6.25%
2	I treat everyone equally regardless of gender, religion, political affiliation, or ability.	66.67%	22.92%	8.33%	2.08%	0.00%
3	I perform my duties diligently and in a disciplined manner.	58.33%	25.00%	12.50%	4.17%	0.00%
4	I encourage students to be disciplined and honest.	56.25%	31.25%	6.25%	6.25%	0.00%
5	I avoid statements that are untrue or misleading.	45.83%	37.50%	10.42%	2.08%	4.17%

Source: Field Research, 2021

**Illegal Activities;** the study found that 23 respondents accounted to 47.92% strongly agreed, followed by 13 respondents accounted to 27.08% agreed, 6 respondents accounted to 12.50% were neutral and 3 respondents accounted to 6.25% disagreed and 3 respondents accounted to 6.25% strongly disagreed. This implies teachers comply with professional code of ethics and conduct since they not involved in any illegal activities because when teachers involve will affect the students in discipline and academic since they will adapt. The study is in line with the findings of Anangisye and Barrett's (2005) whose study identified corruption in allocation of positions or promotions and abusive and violent behavior such as corporal punishment and sexual abuse. Basing on the study result, researchers recommended that teachers in the selected schools should not involve in any illegal activities example corruption, drug abuse, and sex with students.

**Duties;** the study sought to know teachers from Kola Hill and Kingalu secondary schools perform their duties diligently and in a disciplined manner the table 4 above shows that 28 respondents accounted to 58.33% strongly agreed then 12 respondents accounted to 25.00% agreed, 6 respondents accounted to 12.50% were neutral and 2 respondents accounted to 4.17% disagreed. This implies that teachers are responsible and accountable in their duties as they perform their duties prudently and in a discipline manner. The study is in line with the findings of Sanduleac and Căpățină (2016) who stated that a good leader within a school is a result of effective teachers in day to day responsibilities in performing their duties. Basing on the study result, researchers recommended that teachers should perform their duties attentively since they are examples to the students among selected schools.

**Discipline and Honesty;** the study sought to know teachers from both secondary schools Kola Hill and Kingalu encourage students to be disciplined and honest as presented in table 4 above 27 respondents as 56.25% strongly agreed, 15 respondents as 31.25% agreed, 3 respondents as 6.25% were neutral and 3 respondents as 6.25% disagreed. The study implies that teachers from secondary schools encourage their students to be disciplined and honest. The study result is in line with the findings of various related studies (Naagarazan, 2006; Hoy & Miskel, 2005) who contended that one's behaviors are consistent with their stated values and that they are honest, ethical, responsible and trustworthy. Therefore, researchers recommended that teachers should encourage their students to be disciplined and honesty this will led students in the selected schools to perform well and be transparency to their teachers.

**Statements;** it was found that 22 respondents accounted to 45.83% strongly agreed with the statement followed by 18 respondents accounted to 37.50% who agreed to some extent while 5 respondents accounted to 10.42% were neutral, followed by 2 respondents accounted to 4.17% strongly disagreed and 1 respondent accounted to 2.08% disagreed. This implies that teachers avoid statements that are untrue and misleading. The study result is in line with the findings of Lumpkin (2008) who found that teachers display honesty by telling the truth and acting in an honorable way i.e., complying with state rules and policies, managing finances properly; and evaluating the work of students based on established grading rubrics. The researchers commended that among teachers in the selected schools should avoid statements that are untrue or misleading since will discourage students.

#### **4.0 Conclusion and Recommendations**

Teaching profession as an important aspect for teachers' professional accountability demands teachers to display good behavior inside and outside the classroom. It was found that, teachers in the study area have awareness and comply with the professional code of ethics and conduct at higher level. Awareness on PCEC is influenced by the level of education that an individual has attained. This was evidenced by masters' holders who were more aware and comply on PCEC than the rest who possessed lower levels of education attainment. The more one is educated the higher the knowledge on PCEC. Demographic factors of age, gender, marital status and teaching experience do not influence teachers' awareness and compliance on PCEC. The study recommends that different authorities such as the colleges of education, ministry of Education, schools and denominational education secretariats should provide to teachers' personal copies of teachers' code of conduct and professional ethics and moral education should be taught as independent disciplines to teachers to be examinable both in theory and practice.

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