

**PHILOSOPHICAL IDENTITIES AND TEACHERS' PROFESSIONAL PRACTICES
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN UGANDA:
A CASE OF KAYUNGA DISTRICT**

WAISWA RICHARD

17/U/17415/GMEF/PE

**A RESEARCH REPORT SUBMITTED TO THE GRADUATESCHOOL
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF DEGREE OF MASTER OF EDUCATION
IN FOUNDATIONS OF EDUCATION OF
KYAMBOGO UNIVERSITY**

MARCH, 2021

DECLARATION

I Waiswa Richard, hereby declare that this research report titled “Philosophical Identities and Teachers’ Professional Practices in Government Aided Secondary Schools in Uganda: A Case of Kayunga District” is my original work and has never been presented to any University for an academic and professional award.

Signed

Date

WAISWA RICHARD

APPROVAL

We, the undersigned declare that this research report titled ‘Philosophical Identities and Teachers’ Professional Practices in Government Aided Secondary Schools in Uganda: A Case of Kayunga District’ by Waiswa Richard has been developed with our guidance and under our supervision.

Signature

Date

KUTEESA DISAN (PhD)

Signature

Date

REV. FR. DR. SSETTUMBA JOHN BOSCO

DEDICATION

This scholarly work is dedicated to my parents; Mr. Kagoda Stephen and Nandase Catherine, my sisters; Nairuba Rose, Nabiryo Jesca, Mukyala Annet, Mudondo Ruth, Kawande Rebecca and Banangaki Juliet, My brother Mudumba Samuel, you have been a blessing to me. May the good Lord bless you abundantly.

ACKNOWLEDGEMENT

I am forever grateful to the Almighty God for giving protection and wisdom which enabled me to accomplish this dissertation amidst a multiple of difficulties.

My sincere gratitude goes to my beloved supervisors Rev. Fr. Dr. Ssettumba John Bosco, Dr. Kuteesa Disan and Rev. Fr. Dr. Kalule Lawrence for constant and tireless cooperation and guidance rendered to me throughout the various stages of this dissertation. A word of appreciation also goes to all lecturers in the Department of Foundations of Education for the valuable assistance given to me.

I am indebted to my family for being a constant source of encouragement comfort during my study. My special thanks go to my mother Nandase Catherine for her constant spiritual support and phone calls made and my father Kagoda Stephen for the fatherly advice and encouragement always given to me. You were indeed a blessing and resourceful to this study.

I extend my heartfelt appreciation to Dr. Opit Elizabeth who made sure that I am enrolled for the Masters Programme and I acknowledge the cordial support accorded by the respondents during data collection.

May God bless all of you.

TABLE OF CONTENTS

| | |
|---|------|
| DECLARATION | ii |
| APPROVAL | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENT | v |
| TABLE OF CONTENTS..... | vi |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| LIST OF ABBREVIATIONA AND ACCRONYMS | xiii |
| ABSTRACT..... | xiv |
| CHAPTER ONE..... | 1 |
| INTRODUCTION | 1 |
| 1.0 Introduction | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.1.1 Historical Perspective | 1 |
| 1.1.2 Theoretical Perspective..... | 6 |
| 1.1.4 Contextual Perspective | 8 |
| 1.2 Statement of the Problem | 12 |
| 1.3 Purpose of the Study | 13 |
| 1.4 Objectives of the Study | 13 |
| 1.5 Research Questions | 13 |

| | |
|---|----|
| 1.6 Hypothesis of the Study | 13 |
| 1.7 Scope of the Study..... | 14 |
| 1.7.1 Geographical Scope | 14 |
| 1.7.2 Content Scope..... | 14 |
| 1.8 Significance of the Study | 15 |
| 1.9 Definition of Operational Terms | 15 |
| CHAPTER TWO | 18 |
| LITERATURE REVIEW | 18 |
| 2.0 Introduction | 18 |
| 2.1 Theoretical Review | 19 |
| 2.4 Subject mastery of Philosophy of Education and teachers’ professional practices. | 33 |
| CHAPTER THREE | 36 |
| METHODOLOGY | 36 |
| 3.0 Introduction | 36 |
| 3.1 Research Design..... | 36 |
| 3.2 Study Population | 36 |
| 3.3 Sample size and selection..... | 37 |
| 3.4 Sampling Strategies..... | 37 |
| 3.5 Data Collection Methods..... | 37 |
| 3.6 Research Instruments | 38 |
| 3.6.1 Questionnaire Guide | 38 |

| | |
|--|-----------|
| 3.6.2 Interview Guide | 39 |
| 3.6.3 Documentary Review | 40 |
| 3.7 Measurement | 40 |
| 3.8 Piloting the Study and Pre-Testing the Instruments..... | 41 |
| 3.9 Research Procedure | 41 |
| 3.10 Data Quality Management | 42 |
| 3.10.1 Validity | 42 |
| 3.10.2 Reliability | 42 |
| 3.11 Data Analysis Techniques..... | 43 |
| 3.11 Ethical Consideration | 43 |
| 3.12 Limitations of the Study..... | 44 |
| 3.13 Delimitations of the Study | 44 |
| CHAPTER FOUR..... | 44 |
| PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION..... | 45 |
| 4.0 Introduction | 45 |
| 4.1 Study Response Rate..... | 45 |
| 4.2 Bio Data Information of the Respondents..... | 47 |
| 4.3 Bio data Information of the Respondents by sex | 47 |
| 4.4 Personal Life Skills and Professional Practices | 47 |
| 4.4.1 Teachers' Perception about the Content of Philosophy of Education..... | 48 |
| 4.5 Contribution of Ethical Values to Teachers' Professional Practices | 51 |

| | |
|--|----|
| 4.5.1: Ethical Values gained out Philosophy of Education | 52 |
| 4.5.2: Contribution of Ethical Values to Teachers’ Professional Practices..... | 53 |
| 4.6 Subject mastery of Philosophy of Education and Teachers’ Professional Practices..... | 54 |
| 4.6.1 Subject Mastery of Philosophy of Education and Teachers’ Professional Practices..... | 55 |
| 4.6.1.1: Subject Mastery of Philosophy of Education and Making Good Schemes of Work..... | 56 |
| 4.6.1.2: Subject Mastery of Philosophy of Education and Smart Objectives..... | 56 |
| 4.6.1.3: Subject Mastery of Philosophy of Education and Managing Students’ Discipline..... | 57 |
| 4.6.1.5: Subject Mastery of Philosophy of Education and Communicating Clearly and Accurately During Classroom Instruction..... | 58 |
| 4.6.1.6: Subject Mastery of Philosophy of Education and Engaging Learners in Learning..... | 59 |
| 4.6.1.7: Subject Mastery of Philosophy of Education and Record Keeping in Schools .. | 59 |
| 4.6.1.8: Subject Mastery of Philosophy of Education and reflecting on Teaching | 60 |
| CHAPTER FIVE | 63 |
| DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS | 63 |
| 5.0 Introduction | 63 |
| 5.1 Discussion of the Findings | 63 |
| 5.1.1 Personal Life Skills and Professional Practices | 63 |
| 5.1.2 Ethical Values and Teachers’ Professional Practices | 67 |

| | |
|--|----|
| 5.1.3 Subject Mastery of Philosophy of Education and Teachers' Professional Practices..... | 69 |
| 5.4 Conclusion..... | 70 |
| 5.5 Recommendations | 71 |
| 5.5 Areas for Further Research | 72 |
| REFERENCES | 72 |
| APPENDICES | 92 |
| APPENDIX I: SURVEY DATA INSTRUMENT..... | 92 |
| APPENDIX II: INTERVIEW GUIDE FOR PROFESSIONAL TEACHERS..... | 95 |
| APPENDIX III: DOCUMENTARY REVIEW CHECKLIST | 96 |
| APPENDIX IV: RELATIONSHIP BETWEEN SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION AND TEACHERS' PROFESSIONAL PRACTICES..... | 97 |
| APPENDIX V; SUMMARY OF THE RELATIONSHIP BETWEEN SUBJECT MASTERY AND TEACHERS' PROFESSIONAL PRACTICE | 99 |

LIST OF TABLES

| | |
|--|----|
| Table 4.1: Response Rate..... | 46 |
| Table 4.2: Years of Experience (in complete years)..... | 46 |
| Table 4.3: Sex of the Respondents..... | 47 |
| Table 4. 4: Teachers’ Perception about the Content of Philosophy of Education | 48 |
| Table 4. 5: Teachers’ Perception on the Relevance of Personal life skills to their Professional Practices | 50 |
| Table 4. 6: Ethical values gained out Philosophy of Education | 52 |
| Table 4. 7: Finding out Whether the Ethical values developed by Philosophy of Education Contribute to Teachers’ Professional Practices | 53 |
| Table 4. 8: Subject Mastery of Philosophy of Education and Teachers’ Professional Practices | 54 |
| Table 4. 9: Exhibiting Professional Practices | 55 |
| Table 4. 10: Summary of the Relationship between Subject Mastery and Teachers’ Professional Practice | 61 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1; The relationship between Philosophical identities and teachers' professional practices; | 16 |
|---|----|

LIST OF ABBREVIATIONA AND ACCRONYMS

ANOVA Analysis of variance

SPSS Statistical Package for Social Scientists

TISSA Teachers' Initiative for Sub- Saharan Africa

UNESCO United Nations Education, Scientific and Cultural Organization

SAQ Self-administered questionnaire

TPD Teacher Professional Development

ABSTRACT

The purpose of this study was to establish the relationship between Philosophical identities and teachers' professional practices in government aided secondary schools in Kayunga district. Its objectives were to: explore on how personal life skills contribute to teachers' professional practices, establish whether the teachers' ethical values contribute to their professional practices and examine the relationship between subject mastery of Philosophy of Education and teachers' professional practices. A cross- sectional survey design was employed. Qualitative and quantitative approaches were used in the study. A total of 152 respondents who were professional teachers participated and were selected by purposeful sampling technique. Self- administered questionnaires, face- to-face interviews and documentary analysis were used to collect data. Quantitative data was analyzed using Pearson Product Moment of correlation coefficient and the qualitative data was analyzed by coding, sorting similar responses and summarizing them according to the themes, codes tables, frequencies and percentages. Findings showed that personal life skills enhance teachers' professional practices. The teachers' ethical values contribute to teachers' professional practices. Findings also revealed that there was a statistically significant relationship ($r = .658$, $p = .000$) between subject mastery of Philosophy of Education and teachers' professional practices. It was concluded that personal life skills and ethical values developed by studying Philosophy of Education contribute to teachers' professional practices. Some professional secondary school teachers failed to master Philosophy of Education. This is because Philosophy of Education was seen as difficult, with too much content and slightly contributes to their professional practices. Professional teachers appreciate the need and contribution of ethical values developed by studying Philosophy of Education to their professional practices. It was also concluded that Philosophical Identities enhances teachers' professional practices. The study recommends that professional teachers have to constantly exercise their personal life skills and ethical values in order to effectively exhibit their professional practices. The Curriculum designers revisit the content of Philosophy of Education so as to suit the needs of secondary school teachers and be taught either in second or third year or both as an independent course for learners to benefit from the course.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study. It highlights the Statement of the problem, the Purpose of the study, the Objectives, the Research questions, Hypotheses and the Scope of the study. It also specifies the Significance of the study, Theoretical framework, Conceptual framework, Limitations, Delimitations and Operational definition of terms.

1.1 Background of the Study

The surest route to any strong and stable developed country is the emphasis of quality education given to its citizens especially secondary school education since this is the level at which the basics of the needs in the civil services are acquired (Naqvi, 2012). Therefore, secondary school teachers have to be groomed with competent skills required to enhance quality secondary school education. This can be realized through teachers' professional practices.

In Teacher Training Colleges and Universities there is a tendency to regard some study areas as core or foundation to the grooming of a professional teacher (Naqvi, 2012). The purpose of this practice is the preparation of teachers who are competent enough in exhibiting professional skills required for their future career (Naqvi, 2012). However, teachers seem not to demonstrate the professional practices expected of them even after having been introduced to philosophical identities.

1.1.1 Historical Perspective

In developed countries, teacher professional practices that aims at grooming teachers with the necessary teaching skills have dominated educational policy changes and research since the mid- 1980s (Hurd, 2012). This has been premised on the basis that teaching and learning is a continuous process and as such teachers are constantly groomed with foundational skills to add

more and more tasks and content areas to their curriculum and to their professional role (Ling & Mackenzeie, 2013).

According to Wanzare and Da Costa (2000), teacher professional practices are approaches that aim at improving teachers' teaching methods, their ability to direct teaching to meet students' needs, and their classroom management skills. Relatedly, Fullan (1995) cited in Ayeni (2011), defines teacher professional practices as any formal or informal teacher in-service training aimed at addressing the ever changing demands of the teaching profession. Teacher professional practices enhance teacher classroom practices for example scheming and lesson planning, managing students' behavior, organizing physical space, giving feedback, teachers' use of questioning and modeling by the teachers (Campbell & Malkus, 2011; Connor, Morriss, Schatschneider, Toste, Londblom, Crowe & Fishman, 2011, Garet, Cronen, Eaton, Kurki, Ledwig, & Jones, 2008; Joyce & Showers, 1981). Therefore Musaazi (2006) advises Educational planners and Administrators to emphasize teachers' professional practices bring about desired classroom behavior from professional teachers.

Campbell & Thomas (2013); Mulkeen (2010); Russell (2012); Zepeda (2010) also claim that demonstration of teachers' professional practices results into acquisition of new knowledge on new curricula, and new skills to meet the dynamic technological demands and enhance the quality of pedagogical practices. According to Malunda (2018), professional practices positively impacts on the quality of teacher preparation, classroom management and instructional practices. These teacher professional practices can be achieved through philosophical identities.

In Africa like any other continent, Philosophical identities have been practiced since the introduction of teacher education for example in Egypt, it was first prioritized through mentorship, co-learning, discipleship, internship and work place enrichment in an informal way

(Ottesen, 2007) but nowadays Philosophical identities are acquired through Philosophy of Education an example of foundation courses and is taught as a compulsory course unit in teacher education institutions (Buczynski & Hansen, 2010). Also Modern sector employers need graduates with more advanced literacy, numeracy, and problem-solving skills where secondary education plays a key role especially when secondary school teachers exhibit maximum professional practices.

However, many countries in Sub-Saharan African countries are struggling to institute competitive secondary education systems. Few countries have strong policies, strategies, and programs for recruiting able secondary teachers for secondary teaching, and lack coherent strategies for retaining and retraining those who join the secondary school teaching force (Mulkeen et al, 2007). In addition, many secondary school teachers are ill-prepared to meet the demands posed by the changing nature of their jobs, yet if well prepared they can help to create favourable Teaching Avenue for teachers' professional practices in their schools (DeJaeghere et al, 2009 and Mulkeen et al, 2007).

In East African countries like Tanzania, teacher professional development (TPD) has focused on the improvement of the professional, academic and technical capacities in terms of coping with the developments in science and technology. Although the national government ministry has a department in charge of TPD, the findings reported based on interviews with the education managers at the local government levels showed that there has been some organized engagement and support for professional development (Komba and Nkumbi 2008). But, and unsurprisingly, the teachers reported that their schools had not invested much in the process of professionally capacitating their teachers despite the overwhelming increase in the number of teachers who had individually upgraded. Obviously, the ongoing initiatives illuminate tremendous and systematic efforts to capacitate teachers in the different jurisdictions.

Although for many years national and international attention has been focused on primary education especially on achieving the Education for All (EFA) goal on education, attention is now increasingly being directed toward secondary schooling, with a particular focus on the lower level of secondary schooling (junior secondary), for several reasons. Demand for increased secondary provision has grown as a consequence of greatly increased primary completion rates. As school participation rates rise and retention rates improve, some countries are now faced with enormous social demand for wider access to better quality, more relevant, junior and senior secondary education (Alvarez et al, 2003).

Therefore as demand and access to secondary education widens, so is the increased pressure on the education systems. For example, the increased demand for secondary teachers that substantially exceeds supply, combined with severe budget constraints, puts pressure on governments to seek effective and efficient approaches to recruiting, preparing, supporting, and retaining qualified secondary school teachers and principals (Mulkeen et al, 2007). The quality of teachers especially in terms of professional practices in such a situation assumes even greater importance, as changing needs place greater pressures on teachers. For example, increased enrolments mean larger classes for many teachers, attracting students who may have different characteristics than they did in the past, when access was restricted to the more academically able. It is also likely that new entrants may not have adequate mastery of the language of instruction or sufficient numeracy, and may have only a rudimentary grasp of scientific thinking (Mulkeen et al, 2007, Lewin 2002). In such a scenario professional teachers need to be properly trained for the teaching job and always updated with the professional practices that will enable them perform their roles effectively.

In the 1960s, Uganda's education system was among the best on the African continent (Government of Uganda, 19152). Teaching focused on developing learners' competences and fostered higher order thinking skills. Graduates at different levels of education were equipped

with adequate skills tailored to the job market (Ssekamwa & Lugumba, 2010). The wars and civil strife during the 1970s and 1980s led to the neglect of educational institutions and decline of quality of education at all levels (Uganda Government, 19152). The quality of teaching suffered because scores of teachers fled the country, while the morale of those that remained declined. In order to re-establish the quality of education and accelerate development, government introduced 3 major reforms in education in line with the Education White Paper (MoES, 2009). The reforms included implementation of Universal Primary and Secondary Education, among others. Universal Secondary Education (USE) has expanded access to secondary education for many Ugandans, including the poor and vulnerable who could not afford secondary school (MoES, 2015). However, many students completing secondary school under USE are not able to speak and write good English even when they are taught and assessed in English (Khisa & Lanyero, 2009), an indication of the low quality teachers' professional practices despite the acquisition of philosophical identities by the professional teachers. Indications of low quality teachers' professional practices include: lack of planning and preparations, poor classroom management and poor instruction practices.

Several scholars (such as Gweru, 2011; Ogutu, 2015; Gosselin, 2007; Lipman, 2003; Daniel, 1998; Malmhester, 1999; Trickey& Topping, 2004) regard Philosophical identities for example as essential in responding to the fundamental problems of human existence and education in particular. According to Ogutu, (2015); and Gosselin (2007), Philosophical identities help a teacher to know the 'why' of things, that is, why things happen the way they do. In this sense, Philosophical identities help in the training of the mind to make a critical evaluation of facts which entails consistent and coherent judgment. However, teachers from the higher education institutions of learning might not acknowledge and appreciate Philosophical identities. In some instances the study of Philosophical identities has been referred to as difficult, irrelevant and anachronistic (Gweru 2015; Naqvi, 2012; Gutek, 2004; Ozman & Craver, 1976). Also

Ndirangu, (2009) continues to reveal that teachers continue to accumulate skills and knowledge that are not relevant to their lives after the institution. Therefore this study aimed at establishing the relationship between Philosophical Identities and Teachers' Professional Practices.

1.1.2 Theoretical Perspective

This study was guided by the theory of Pragmatic postulated by John Dewey in 1904 (Capps, 2019). Other chief proponents are; Charles Sanders Peirce, William James, Chauncey Wright and George Herbert Mead. The theory asserts that an ideology or proposition is true if it works satisfactorily, therefore the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected. This implies that Philosophy identities should enable teachers acquire professional practices which are practical for their life experiences and enable them to grow into better professional teachers. In using the theory, we see that effective Philosophical Identities can be attained when teachers utilize the acquired professional practices to meet their professional needs. The proponents of this theory believe in experimentation, placing more importance on the notion of being active in learning, giving more credence to actions than ideas (Department for Education, 2018). These proponents judge professional practices to be good if such practices have achieved what they were set out to do (Talissee & Aikin, 2008). The theory does not believe in the notion that there are a set of foundational practices which underpin all professional teachers. It prefers to assess practices and approaches of inquiry in light of their usefulness in achieving set goals and/or their consequences. However, the theory rejects spiritual values and some form of moral code (Shawal, 2016) that can create conflict and disharmony in the community (Department for Education, 2018)

Pragmatic theory guided this study in that the theory enables teachers to actively be encouraged to engage with their learning through problem-solving and addressing projects which allows them to explore and discover things using their imagination and creativity. The theory

emphasizes practical Philosophical identities which prepare teachers with effective professional practices needed for the ever changing society (Department for Education, 2018; Sankaranarayanan & Sindhu, 2012). This theory also emphasizes Philosophical identities that stresses democratic values and collective responsibility which one believes, allows individuals to develop professional practices that enable one fit in well in the society at large (Department for Education, 2018). The theory also enables professional teachers to use practical approaches during the teaching and learning

1.1.3 Conceptual Perspective

Crook (2008) defines Professional practices as the exhibition of acquired practical skills through apprenticeship, training and career development. Freidson (2014) looks at professional practices as the exhibition of acquired knowledge, skills and application determined by the teacher trainers and the teachers as well as bringing forth new knowledge but this makes it difficult to tell what is a profession and what is not (Beck & Young, 2005). Bernstein (2009) defines professional practices as vital results showing how teachers use the training abilities, as well as theoretical knowledge obtained at the university into classroom teaching. However this definition seems to only consider classroom practices.

For this study, teachers' professional practices are practical skills demonstrated by professional teachers on performing their duties. That is to say scheming, having smart objectives in the lesson plans, managing student behavior, organizing physical space, giving feedback, teacher's use of questioning and modeling by the teacher. These professional practices can be acquired through Philosophical Identities.

In Philosophy, identity is a predicate, which functions as an identifier, i.e. a marker that distinguishes and differentiates one object from another object. Thus, identity in this sense focuses on the uniqueness of the concerned object. Thus, Aristotle distinguished identity in its

numeric meaning as equivalence from an identifier that defines an object as an individual. Therefore philosophical identities refer to who we are by observing how we are perceived by others and how others react to us (Bauman, 2005).

In Philosophy the philosophical identities normally refers to philosophical questions about ourselves that arise by virtue of our being people, questions that may otherwise have little in common (Olson, Eric T, 2015). Some philosophers use the term more loosely and include such topics as the nature of self-knowledge, self-deception, rationality, and the will (Olson, Eric T, 2015). This contrasts with questions about ourselves that arise by virtue of our being living things, conscious beings, material objects, or the like DeGrazia (2005). Many of these questions occur to nearly all of us now and again: What am I? When did I begin? What will happen to me when I die? Others are more abstruse. They have been discussed since the origins of Western philosophy, and most major figures have had something to say about them. (There is also a rich literature on the topic in Eastern philosophy, e.g., Jinpa 2002, and the entry mind in Indian Buddhist philosophy

Philosophical identities in this study mean characters exhibited by a professional teacher after studying Philosophy of Education that differentiate him/her from other ordinary teachers. For stance the characters include; Personal life skills (I.e. Critical thinking, Coping with emotions, Decision making and Problem solving); Ethical values (i.e. Decency, Fairness, Morality, Loyalty) and Content mastery (i.e. Clarity, Logical flow and Consistence).

1.1.4 Contextual Perspective

In Uganda, one of the goals of tertiary education is to equip the student teachers with knowledge, skills and attitudes to enable them join the world of work as useful members of their communities and the nation at large. To ensure that such objectives are achieved, the Ministry of Education and Sports through its autonomous body- National council for higher

education accredits courses that are to be taught in higher education institutions of learning including universities. This is done in compliance with universities and other tertiary institutions act 2001, section 3 “The objects of this Act are to establish and develop a system governing institutions of higher education in order to equate qualifications of the same or similar courses offered by different institutions of higher education while at the same time respecting the autonomy and academic freedom (UTAMU, 2016).

In Kayunga district like any other district in Uganda, the government through the Ministry of Education and Sports has laid strategies in order to improve on the Secondary School Teachers’ professional practices so as to ensure quality education in Uganda. For stance accrediting courses to be taught in Universities and other Tertiary institutions of learning in compliance with the University and other tertiary institutions act of 2001 (UTAMU, 2016).

As if that is not enough National Council for Higher Education also holds institutional autonomy and academic freedom for universities as sacrosanct. The standards prescribe the body of knowledge below which universities must not teach. The standards leave the universities with the freedom to design their courses based on the minimum standards. The universities are free to add to these minimum course contents to meet their vision, mission and individual uniqueness. When this has been done, universities can then bring their courses and programs to Council for accreditation (UTAMU, 2016).

Even updates about compulsory and specialized courses are always given for stance, in 2014, the Ministry of Education and Sports developed a harmonized Teacher Education framework for various Programs in Uganda under the support of United Nations Educational, Scientific and Cultural Organization (UNESCO) under the Cap EFA Project. In this framework, competences of teachers and course programs were developed. The course programs are developed according to areas of specialization and there are those which are core that every

teacher trainee has to offer for stance curriculum studies, Information Communication Technology (ICT), Educational administration, school practice and professional studies. The professional educational studies, Philosophy of Education being an example include General approaches, Comparative Education, Sociology of Education, History of education and Philosophy of Education. In these studies, Teachers are trained to: a) Deliver the content of the subject matter appropriately to the learners so that the learners achieve knowledge, b) Create and manage a conducive environment for learning c) Monitor and evaluate learning, d) Be knowledgeable about the foundations and trends of education. According to the Curriculum Review (UTAMU,2016), each subject area, the course description, course objectives, approaches to be used, learning materials and course learning outcomes are all given. For stance Philosophy of Education, one of the foundation courses aims at grounding teachers in the general traditions that support teaching and learning. All these endeavors are being done in order to ensure the teachers' professional practices.

It is also believed that the Ministry of Education and Sports through SESEMAT was conducting teacher-training workshops that focused on the improvement of the quality of Teachers' professional practices of the science and mathematics teachers in secondary schools with the intention of promoting learners' understanding of scientific, mathematical and technological concepts and skills. However, these workshops targeted only Chemistry, Physics, Biology and Mathematics teachers (MoES, 2014).

Furthermore a government sponsored coordinating centre tutor (CCT) system has been providing Continuous Professional Development since 1990s (Centre for International Education, 2018). However, a survey conducted in 2009 found out that 78% of the teachers interviewed reported that their CCTS never conducted a session in their district, Kayunga inclusive with 65% saying that their schemes of work and lesson plans had never been checked and this was attributed to lack of funds (Jaimovich, 2012).

Despite the Government's initiatives to improve the quality of teaching and learning at secondary school level, quality of teachers' professional practices in government aided secondary schools in Kayunga district remains poor (ESAPR, 2014). The poor quality of teachers' professional practices in these schools is manifested through teachers' lack of planning for lessons, selecting instructional goals, Classroom management and Instruction practices (DES, 2012; UNEB, 2015) and administering tests and assignments that are not planned to measure learning achievements (UNEB, 2012). Furthermore, learner assessments are geared towards passing national examinations while other objectives of the curriculum such as promotion of moral values where Philosophical identities play a great role, practical skills and participation in social and cultural activities are not catered for (UNEB, 2015). And it appears teacher professional development strategies are generally lacking in the public secondary schools (Kagolo, 2014; MoES, 2014). If quality of Teachers' professional practices is not addressed, dropout and failure rates in secondary schools are likely to increase; subsequently, resulting into wastage of resources dedicated to education and the under-development of the country's human resources. And more so there will be a decline in the enrolment of students specializing in Philosophy of Education at higher institutions of learning if they do not realize the relevancy of Philosophy of Education in enhancing secondary school teachers' professional practices. Thus missing the role played by Philosophical identities in grounding teachers in the general traditions that support teaching and learning (such as Gweru, 2011; Ogutu, 2015; Gosselin, 2007; Lipman, 2003; Daniel, 1998; Malmhester, 1999; Trickey & Topping, 2004), being essential in responding to the fundamental problems of human existence and education in particular and helping professional teachers to know the 'why' of things that is, why things happen the way they do (Ogutu, 2015; and Gosselin, 2007). This proved the researcher to establish the relationship between Philosophical Identities and Teachers' Professional Practices.

Government aided secondary schools were selected as convenient samples because these have teachers who are recruited after qualifying as professional teachers and they are expected to exhibit professional practices. Those professional teachers are on government pay roll with few financial challenges that may hinder them from exhibiting professional practices. More so these teachers are products of those higher education institutions that offer teacher education programmes that are approved and accredited by the National Council for Higher Education (NCHE). However private schools are left out because most of them carry out their activities according to individual school benefits not the ideal way of prioritizing the professional practices. It is also very possible that much of what will be discovered about the government secondary schools can be applicable to other secondary schools because they are all operating in the same Uganda's Education System.

1.2 Statement of the Problem

Teacher training institutions and Universities in Uganda emphasize Philosophy of Education as core and compulsory discipline to groom a teacher with the necessary professional skills needed for the changing society (UTAMU, 2016). Exhibition of professional practices by professional teachers leads to provision of high quality education in the nation since learners acquire what is expected from the professional teachers and thus achievement of SDG4.

However, despite the emphasis of philosophical identities, a great variation exists between what teachers do in the classroom and what they are expected to do as stipulated by the Directorate of Education Standards (DES) and the Ministry of Education and Sports [MoES], 2013). Professional teachers still do not exhibit professional practices like Planning and preparation, Classroom management and Instruction practices (CURASSE, 2007). This so common in government aided secondary school professional teachers in Uganda.

Not forgetting that Ministry of Education through its autonomous body NCHE prescribes standards of knowledge below which Universities must not teach, gives updates on the curriculum to be followed and more so gives the Universities freedom to add to these minimum course contents like philosophical identities to meet their vision, mission and individual uniqueness. But still secondary school teachers do not exhibit professional practices.

1.3 Purpose of the Study

This study sought to establish the relationship between Philosophical identities and teachers' professional practices in government aided secondary schools in Uganda.

1.4 Objectives of the Study

This study was guided by the following objectives;

- i. To explore on how personal life skills contribute to teachers' professional practices.
- ii. To establish whether the teachers' ethical values contribute to their professional practices
- iii. To examine the relationship between content mastery and teachers' professional practices.

1.5 Research Questions

This study was guided by the research question below;

1. How do personal life skills contribute to teachers' professional practices?
2. Do the teachers' ethical values contribute to their professional practices?

1.6 Hypothesis of the Study

This study was guided by the following hypothesis;

1. There is a statistically significant relationship between content mastery and teachers' professional practices at 0.05 level of significance.

1.7 Scope of the Study

The scope of this study is categorized into three sub- sections; geographical, content and time scope.

1.7.1 Geographical Scope

The study was carried out in Kayunga district on teachers in government aided secondary schools who are professionals and therefore exhibit professional practices. Kayunga district was selected considering the researcher's accessibility, awareness about the location of the government aided secondary schools and the number of teachers and their professional practices. Also secondary professional teachers in government aided schools do not exhibit professional practices.

1.7.2 Content Scope

This study sought to establish the relationship between the philosophical identities and their professional practices in government aided secondary schools in Uganda particularly Kayunga district. The indicators of the independent variable (Philosophical identities) were; content mastery, approaches to teaching and teachers' perception of Philosophy of Education. The indicators of teachers' professional practices were planning and preparation, classroom management, instruction competence, professional responsibilities. To mention but a few.

1.7.3 Time Scope

The emphasis was on Philosophical identities and teachers' professional practices for the period between 2009 and 2019. This is because professional teachers have good experience about what fosters their professional practices and they are still aware of what was covered and

how was Philosophy of Education covered. The time frame for the content in this dissertation will be valid between 2019 and 2024. It is after this period that the content may be over taken by time and therefore it can be reviewed.

1.8 Significance of the Study

Upon dissemination of the study findings, the study will enable the Educational Planners, Managers and Policy makers under the National Council for Higher Education to review the Curriculum of foundational courses in Teacher Education program so as to fit the needs of the teacher trainees.

The study will also help secondary school teachers to improve on their professional practices like planning and preparations, classroom management and instruction practices as they perform their noble job.

The findings will help stake holders in Education to gain knowledge, thus, a better understanding of the philosophical identities and teachers' professional practices in government aided secondary schools.

1.9 Definition of Operational Terms

Teacher is an individual practicing professional practices in government aided secondary school.

Professional teacher is a teacher who has gone through professional training in the teacher education programme

Teacher education refers to a programme and procedures designed to equip Professional teachers with professional practices.

Identity is a predicate, which functions as an identifier, i.e. a marker that distinguishes and differentiates one object from another object. Identity in this sense focuses on the uniqueness of the professional teachers.

Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life

Critical thinking is the ability to acquire knowledge and make sense of the new information

Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately

Problem solving is a series of steps to go through to find a dependable solution for the existing challenge

Professional practices are practical skills exhibited by professional teachers acquired through formal or informal training.

Instructional practices refer to the different approaches teachers use in their interactions with individual pupils.

Morality refers to the extent to which an action is right or wrong.

Decency refers to things required for a reasonable standard of life.

Fairness refers to impartial and just treatment or behaviour without favouritism or discrimination.

Loyalty means a strong feeling of support or allegiance.

1.10 Conceptual Frame Work

Figure 1; The relationship between Philosophical identities and teachers' professional practices;

Independent Variable

Philosophical Identities

Personal life skills

- Critical thinking
- Coping with emotions
- Decision making
- Problem solving

Ethical values

Dependent Variable

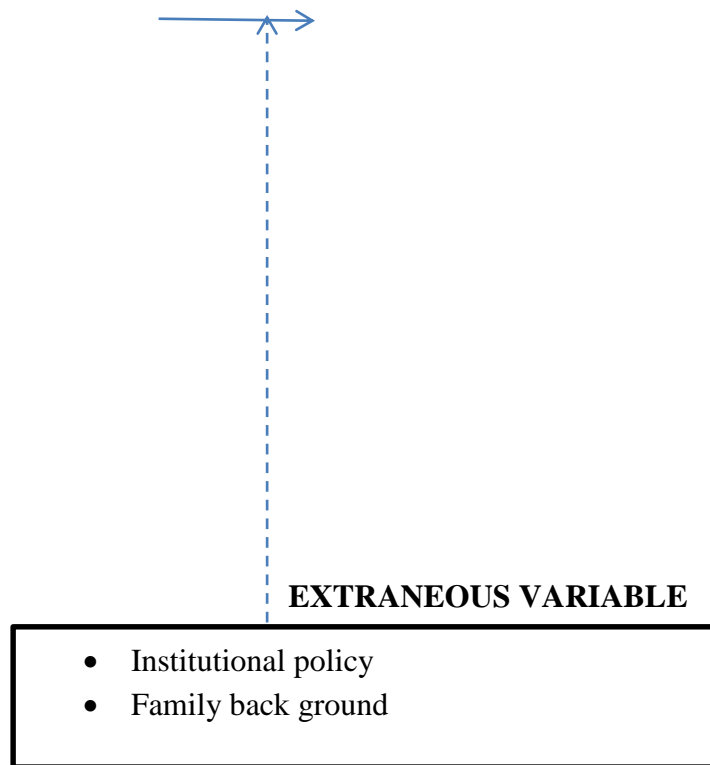
Teachers Professional Practices

Planning and preparation practices

- Scheming and lesson planning
- Smart objectives

Classroom management practices

- Managing students' behavior



Adapted by the Researcher own collection (2020)

Figure 1 illustrates the relationship between Philosophical identities as the Independent Variable and Teachers' Professional practices as the Dependent Variable. Focus was on establishing the relationship between Philosophical identities and teachers' professional practices.

The Philosophical identities were ascertained using personal life skills, ethical values and the content mastery and how those were related to teachers' professional practices. For that matter the indicators of personal life skills were critical thinking, coping with emotions, decision making problem solving and how these were related to teachers' professional practices. The indicators of ethical values were Decency, Fairness, Morality, Loyalty and those were related to teachers' professional practices. The indicators of content mastery were Clarity, Logical flow, Consistence, Confidence during content delivery and how these were related to teachers'

professional practices. On the other hand, teachers' professional practices were measured in terms of Planning and preparation, Classroom management and Instruction practices and the indicators were; Planning and preparation- scheming, smart objectives; Classroom management- managing student behavior and Organizing physical space; Instruction practices- feedback, teacher's use of questioning and modeling.

However, teachers' professional practices could also be affected by extraneous variables like Institutional policies and family back ground. These were however held constant by adopting a cross- sectional research design and a mixed data collection approaches.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the related literature to the study. It has two major sections. The first section is theoretical review and the second section presents reviewed scholarly works organized in specific themes. This study literature review is structured under three major

sections and in line with the study's three objectives (Adom, Hussein & Agyem, 2018; Grant & Osanloo, 2014). Each of the three sections analyses past literature against the concept of Philosophical identities (IV) and teachers' professional practices (DV). The literature review is thematic according to the three objectives. The review is also narrative and critical in nature (Creswell, 2014)

2.1 Theoretical Review

This study was guided by the theory of Pragmatism postulated by John Dewey (Capps, 2019). The theory asserts that an ideology or proposition is true if it works satisfactorily, therefore the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected. This implies that Philosophy of Education should enable teachers acquire professional practices which are practical for their life experiences and enable them to grow into better professional teachers. The theory postulates that effective teachers can be attained when teachers utilize the acquired professional practices to meet their professional needs. The proponents of this theory believe in experimentation, placing more importance on the notion of being active in learning, giving more credence to actions than ideas (Department for Education, 2018). These proponents judge professional practices to be good if such practices have achieved what they were set out to do (Talissee & Aikin, 2008). The theory does not believe in the notion that there are a set of foundational practices which underpin all others. It prefers to assess practices and approaches of inquiry in light of their usefulness in achieving set goals and/or their consequences. The theory emphasizes practical teacher education (Philosophy of Education) which prepares teachers with effective professional skills needed for the ever changing society (Department for Education, 2018); Sankaranarayanan & Sindhu, 2012). This theory also emphasizes Philosophy of Education that stresses democratic values and collective responsibility which allows individuals to develop professional practices that enable one fit in well in the society at large (Department for Education, 2018).

2.2 Personal Life Skills and Teachers' Professional Practices

Teachers' expectations are influenced by the experience and knowledge they acquire during their education for the teaching profession, as during this period teacher begin to build their professional image of themselves as a teacher. Therefore, many authors (Samuel and Stephens, 2000; Rodrigues et al., 2018), emphasize the importance of quality education in the shaping expectations and the idea of their role. In addition to the education experience, teachers' expectations are influenced by the context of teaching.

Personal life skills are believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell *et al.*, 2004; Baumert and Kunter, 2006). The role of Philosophical identities in teacher education is to experience resurgence as teacher preparation programs begin to re-evaluate what it means to provide professional teachers with conceptual frameworks for understanding educational issues and conducting research (Winch, 2012). According to Alis, Oancea and Janet Orchard (2012), the values and assumptions that underpin particular conceptions of teaching quality and teacher accountability in particular remain, relatively speaking, under-examined. Teachers' professional knowledge and actual practices may differ not only among countries but also among teachers within a country (Snow and Lohman, 1984). As is known from research on the effectiveness of schools (Scheerens and Bosker, 1997; Hopkins, 2005; Lee and Williams, 2006; Harris and Chrispeels, 2006), the quality of the learning environment is the factor affecting student learning and outcomes that is most readily modified, given that background variables such as cognitive and motivational capacities, socio-economic background, social and cultural capital are mostly beyond the control of teachers and schools. According to Talis constructivist view the development of thinking and reasoning processes is stressed more than the acquisition of specific knowledge (Staub and Stern, 2002).

The purpose of initial teacher education program, Philosophy Education inclusive is to equip student teachers with professional knowledge and expertise (Winch, 2012). Any mismatch between what institutions offer and what their student teachers need to facilitate their learning should be addressed with urgency (Scott, Yeld, & Hendry, 2007). However, teacher education is worldwide in crisis (Vanderlinde, Rots, Tuytens, Rutten, Ruys, Soetaert, & Valcke, 2013) as numerous research (e.g. Cohran-Smith, 2005; TALIS, 2008) and policy papers (e.g. European Union, 2007) describe all kinds of difficulties, such as problems with the quantity and quality of candidates entering teacher education, problems with the extent to which teachers attain critical competences put forward (Valcke, Struyven, & Rots, 2012), or problems with the preparation of teachers to enter and stay in the profession (Coburn & Russell, 2008; Rots, Kelchtermans & Aelterman, 2012). More concrete problems, for instance, discuss the “theory-practice gap” (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001) referring to the discrepancy teachers encounter between Philosophical identities and teachers’ professional practices. Overall, it seems that teachers are rather poorly prepared for the teaching job (Tait, 2008), and also experience tensions regarding their professional identity (Pillen, Beijaard, & den Brok, 2013). Therefore, and not surprisingly, several researchers plea to urgently reconsider teacher training models in such a way that they reflect a congruency with the way teachers are expected to teach (i.e. evidence-based) in their future practice (Valcke, 2013), that they underline the importance of authentic clinical practice (e.g. Darling-Hammond, 2006), that they take into account the professional identity of teachers (Beijaard, 2013), and the multiplicity of relations teachers have to establish with all kind of school actors (Vanderlinde & Kelchtermans, 2013). As a remedy, policy makers around the world plea to rethink teacher education in order to meet the needs and challenges of the 21st century (Darling-Hammond, 2006) but still teachers do not seem to demonstrate the professional practices that reflect personal life skills, ethical values and content mastery of Philosophy of Education to their

professional practices (Tickle, 2000). So Bullough (1997) emphasizes an understanding of teachers' views on Philosophy of Education and themselves as teachers as a base for meaningful professional practices. And it appears teacher professional development strategies where Philosophical identities are inclusive are generally lacking in the government aided secondary schools (Kagolo, 2014; MoES, 2014).

Effective teachers are adept at among others planning lessons, preparing schemes of work, maintaining physical, managing students' discipline and using effective instructional practices (Danielson, 2007). These teachers' professional practices can be demonstrated effectively by the use of personal skills. Research correlates these teacher skills to student achievement (Borman & Kimball, 2005; Curby, Rimm-Kaufman, & Ponitz, 2009; Panayiotou, Kyriakides, Creemers, McMahon, Vanlaar, Pfeifer, Rekalikdou, & Bren, 2014; Stronge, Ward, & Grant, 2011). For stance developing critical thinking skills as a personal life skill needed for success beyond the classroom has been recognized as a primary goal of colleges and universities (Astin, 1993; Gellin, 2003; Stedman & Adams, 2012).

Critical thinking involves much more than accumulating information or processing information, rather critical thinking involves identifying, analyzing, synthesizing, and evaluating information to yield actionable knowledge to make effective decisions (Argyris, 1996; Giancarlo & Facione, 2001; Liu et al., 2011; Scriven & Paul, 2005). Alwehaibi (2012) summarized critical thinking as the ability not just to acquire knowledge but also to make sense of new information. In a survey of 433 institutions of higher learning 95% of the chief academic officers identified critical thinking as one of the most important skills for students and noted that 81% of employers wanted universities to place a stronger emphasis on developing critical thinking skills (AAC&U, 2011). The emergence of a knowledge-based economy over a once dominant manufacturing economy means that positive outcomes are dependent on critical

thinking abilities (Abrami et al., 2008; Ahuna, Tinnesz & Keiner, 2014; Meepian & Wannapiroon, 2013).

Many college graduates however, lack critical thinking skills needed for success in the modern workplace (Ahuna et al., 2014; Gellin, 2003; Shim & Walczak, 2012; U.S. Department of Education, 2006). More current, numerous studies have found that high school teachers and university faculty lack basic knowledge or understanding of critical thinking or how to incorporate such thinking into lesson plans so that critical thinking can be developed in students (Bataineh & Alazzi, 2009; Innabi & El Sheikh, 2007; Lauer, 2005; Stapleton, 2011; Thurman, 2009). Yet, Alwehaibi (2012) found that critical thinking and overall student success could be improved if institutions of higher learning adopt and integrate strategies and techniques that have been identified as helpful in developing critical thinking into various courses. Additionally, Abrami and colleagues (2008) found that instructors who received specific training on methods to teach critical thinking were more effective in developing critical thinking in students than instructors who had no prior training.

Arend (2009) postulates that how the instructor interacts with students is a key factor in addition to the mode of interaction. Paul and Elder (2006) found that effective critical thinkers ask crucial questions, gather and evaluate relevant information, approach a question objectively, communicate effectively, and derive well-reasoned, logical conclusions for complex problems. It becomes apparent that type and quality of interaction from the instructor, as well as the mode of interaction, are critical parts of developing critical thinking skills in students. Alwehaibi (2012) found that structuring questioning and dialogue along the following five avenues of thinking to be effective in stimulating critical thinking.

Critical thinking, coping with emotions on the hand influence teachers' professional practices in the teaching and learning process. Teaching is emotional work (Hargreaves, 1998;

Zembylas, 2003) and it can carry with it intensely emotional experiences running the full gamut from joy to rage (Liljestrom, Roulston & deMrrais, 2007). As a result, the emotional nature of teaching can easily drain teachers' energy. Moreover, teachers need to draw on their intellectual and emotional resources to successfully connect with their students and help students connect with the subject matter (Woolfolk Hoy & Davis, 2005)

However, no studies have made to explore on how personal life skills contributes to teachers' professional practices. In fact, the lack of inquiry about personal life skills like coping with emotions in teachers and professional teachers' practices has been noted by several scholars (Hargreaves, 2004; Pekrun & Schutz, 2007; Sutton & Wheatley, 2003). Although emotional exhaustion has been the most prominent dimension for defining teacher burnout, few studies have examined the emotional aspects of teachers' lives in the field (see review by Sutton & Wheatley, 2003). Existing studies have focused on teachers' emotions mostly through qualitative methods such as emotional labor (Isenbarger & Zembylas, 2006; Winograd, 2003), teacher identity (Schutz et al., 2007; Van Veen, & Lasky, 2005), mentoring (Bullough & Draper, 2004), emotional geographies of teaching (Hargreaves, 2000), emotional regulation (Sutton, 2004), discrete emotions (Sutton, 2007; Zembylas, 2003), and teachers' emotions in the context of school reforms (Zembylas & Barker, 2007).

Several studies have found that the beginning years of a teaching career usually evoke intense emotions for educators (Bullough & Draper, 2004; Hargreaves, 2005; Intrator, 2006; Liljestrom, Roulston & deMrrais, 2007). Bullough & 17 Baughman (1997) concluded that many novice teachers do not realize the profound, all-encompassing emotional work involved in teaching until their first year. Similarly, Intrator (2006) found that new teachers experience a dramatic range of intense emotions and passions evoked by the fear of not being liked or respected, the vulnerability that comes with awareness of judgment by others, the anxiety of not being familiar with the subject matter, and the discomfort that comes from having to make

rapid-fire and uncertain decisions. Researchers suggest that emotions are elicited by appraisals of events and situations (Roseman & Smith, 2001). This means that secondary school teachers have to possess personal life skills like critical thinking, coping with emotions, decision making and problem solving in order to demonstrate their professional practices. Therefore, this study aimed at exploring teachers' perception about how Philosophy of Education enhances their professional practices.

2.3 Teachers' Ethical Values and their Professional Practices

The teaching is regarded as a noble and righteous profession, since it contributes in nation building by creating good quality human resources, responsible citizens, socialized individuals and creative personalities. Hence, this profession requires a lot of commitment, dedication and sincerity of professional teachers towards their institution and learners. So, if secondary teachers do not have the knowledge of professional ethics, it will become a barrier in the development of educational institutions, learners, society and nation as a whole. Ethics deals, amongst other things, with right and wrong, ought and ought not, good and evil (Mahony, 2009).

According to Dresscher (2007), one of a teacher's principle tasks in education is to help students to become responsible and ethically reasonable persons. To achieve this, a teacher has to consider the double dimension that has ethics in teaching processes (decency, morality, fairness and royalty). On the one hand, the teacher has to act himself in accordance with ethical and moral principles. He has to encourage the ethical development of his students (Dresscher, 2007). Teachers qualify their profession as an "essentially ethical activity (Caetano & Silva 2009) because they are responsible for the ethical development of his students and have to behave themselves according to highly ethical standards.

Ethical values are part of a way of life and cannot be separated from all other aspects of life experiences (Kang & Glassman, 2010). For stance moral values aims at promoting students' moral development and character formation. In this way the secondary school teacher is able to prepare relevant schemes of work and lesson plans with smart objectives, manage students' discipline, organize classroom space, give positive feedback to students, use appropriate questioning technique and finally role model to students. The theoretical framework of ethical values like moral values is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014). Beyond the scope of promoting rational pro-social skills or virtues, moral education of real human value should cultivate the meaningful and personally formative knowledge that significantly transcend or avoid natural and/or social scientific understanding and explanation (Carr, 2014). Moral education is about an inner change, which is a spiritual matter and comes through the internalization of universal Islamic values (Halstead, 2007). Ethics is the branch of philosophy which tries to probe the reasoning behind our moral life.

Morality, for Buzzelli and Johnston (2001), "constitutes the set of a person's beliefs and understandings which are evaluative in nature: that is, which distinguish, whether consciously or unconsciously, between what is right and wrong, good and bad". According to Kant, the ultimate aim of education should be the formation of moral character (Dickerson, 2001). Teachers are moral agents, and education as a whole, and thus classroom interaction in particular, is fundamentally and inevitably ethical in nature" (Mahony, 2009). Educators with higher levels of ethical and moral reasoning tend to have heightened awareness of their own ethical and moral responsibilities. This can support them in addressing issues like classroom fairness, distribution of resources, due process and classroom discipline (Cummings, Harlow and Maddux, 2007). Thus a teacher is able to manage his classroom.

Classroom management is critical when in an educational classroom environment in which all students involved. This involves having a safe and inviting classroom environment that students feel comfortable and allow them to reach their full potential and be successful (Coag.gov.au, 2015). Thus a secondary school teacher has to build a democratic classroom atmosphere as cited in Lyons et al (2014) and develop positive teacher-student relationships as Grossman (2004) states “these are essential aspects of effective classroom management”. Respect for others and themselves is the cornerstone of a conducive classroom atmosphere. Learning can only occur in an environment where each member feels safe, appreciated and respected (Coag.gov.au, 2015).

Training on teachers for public decency, fairness and loyalty could also be used to help educators address difficult ethical and moral questions in the classroom. Studies have found that improving educators’ ethical and moral reasoning skills can be achieved in part through courses that incorporate abstract and theoretical content and that encourage teachers to stretch themselves cognitively through critical reflection (Cummings, Harlow and Maddux, 2007). Similarly, another study showed a link between an open classroom environment and future civic behaviour, noting that students whose teachers modeled fairness, respect and tolerance in the classroom were more likely to indicate strong future civic commitments (Flanagan et al., 2007).

Not only that but also teachers’ ethical values help them model good behavior for the students to copy (Suherdi, 2012). And as teachers implicitly impart the ethical values, they are able to; prepare schemes of work and lesson plan, set smart objectives; manage student behavior, organize physical space; give positive feedback to students, use appropriate questioning technique and role models (Schaps, Schaeffer, & McDonnell, 2001).

However, many institutions are facing a problem of lack of professional ethics within their teachers, besides having ample of degrees, achievements, medals, extra qualifications and content knowledge. Since, teaching is not just about imparting the content and subject-matter, it is just beyond that Damon (2001). Teacher has a wider role in the educational course of action, they should give stress in bringing out the potentialities from the learners and nurture it accordingly. It will undeniably affect the overall performance of the students. It is also emphasized by a survey made with Australian pre-service-teachers (Boon 2011) which shows that there is a high need of discussing ethical issues in teacher training courses and that a high percentage of beginning teachers feel unsure regarding ethical topics.

As a remedy, teachers' professional development programs may utilize case methods to promote ethical and moral development among teachers. Teachers need to be taught how to facilitate a case analysis, improve their moral vocabulary, and critically reflect on various matters related to moral and ethical issues (Bullough Jr, 2011). Also Bauml (2009) in a study of pre-service teachers' beliefs about teaching postulates that teachers who get to know their students personally are better able to choose appropriate pedagogical methods for instruction and can relate the material to students' interests.

In teaching, as in life more generally, core principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect and responsibility should guide conduct and interpersonal relations (Campbell, 2006). These virtues are a good description of what an ethical teacher should be, but the use of these virtues can be a difficult task when a teacher is faced with so many unpredictable situations in the classroom and in the school system. The teacher's knowledge of what ethics is and the practice of it, will aid the teacher in making the best decision when ethical predicaments arise in their daily teaching lives. For stance such predicaments include; preparing schemes of work and lesson planning, setting smart

objectives; managing student behavior, organizing physical space; giving positive feedback to students, using appropriate questioning technique and role modeling to students.

According to Campbell (2006), the practicing of ethical knowledge by the teacher can be modeled by returning graded papers to the student in a timely manner, by being sensitive to the use of classroom materials that may offend some students, using precaution when displaying a student's work or by selecting student achievement without bias. The use of ethical knowledge by a teacher can be expressed by the way a teacher projects the tone of his/her voice towards the student, by avoiding student embarrassment and by reminding students of how their behavior can affect other classmates. Our use of language determines our learning and our learning determines our use of language (Wink & Putney, 2002).

Leaving that aside, the teacher is responsible for the welfare and emotional growth of his students. It is essential that a teacher respect the dignity of his students (Hill IV & Zinsmeister 2012). This essential rule includes that a teacher is conscious of how his words or comments can influence a student's self-perception (Mullamma 2009). Ethical training is an effective method to increase a teacher's sensitivity of the effects of his words and behavior. Also the teacher is responsible for the learning process of his students. This includes content knowledge and a conscientious preparation with up-to-date information (Hill IV & Zinsmeister 2012).

The personal ethics for each individual teacher varies according to the teacher's belief of what is ethical. Each teacher may believe that their interpretation of ethics is being practiced in their behavior and in their personal lives and if this is true, then he/she is demonstrating "ethical principles" and "virtues" of a "moral person" and a "moral professional (Covaleskie, 2005)." By demonstrating the characteristics of ethics and virtue in the classroom with the use of actions, attitudes and words will make a positive impact on the many students that the teacher will come into contact with throughout their teaching career. This demonstration of ethics will

also let the student know, “that if I respect you, then you can respect me” (Campbell, 2011). Each of these demonstrations requires “that one is not only doing the right thing, but doing it in the right way, at the right time and for the right reasons” (Covaleskie, 2005).

The ethics of the school may not agree with the ethics of a teacher. A teacher may be faced with numerous moral problems when it concerns the school’s leadership practice of disciplining students. The teacher may question the reason behind the discipline and whether or not it will deter or increase future student behavior (Colnerud, 2006). Ethical tensions do exist within schools among individual teachers (Allison, 2003). A teacher may see a colleague mistreating a student and try to make a decision of whether or not to intervene in the situation. “The teacher cannot bring himself/herself to intervene; the teacher says that fear is the reason for their silence and that intervening is considered to be a breach of loyalty (Colnerud, 2006).” This is a clear example of what teachers deal with on a daily basis in relation to the ethics of their colleagues.

The application of role model has profound impact in teaching morality and implementing character education. Although teachers are considered to be the role models in character education, however, many teachers find it ambiguous in understanding as to how modeling can be an effective contributor to students’ moral and character development. Sanderse (2012) stated that role modeling is rarely used as an explicit teaching method and only a very small percentage of students recognize their teachers as role models. Thus if role modeling is to contribute to children’s moral education, teachers need to understand why the modeled traits are morally significant and how students can acquire these qualities (Sanderse, 2012).

Other teaching techniques involve project assessments, group work evaluation, observation techniques, interviews, pre-test, post-test, anecdotal records, and audio-visual evaluations (Churchill et al., 2013). These techniques effectively help teachers to evaluate the students on

critical engagements with important issues while considering the morals, values and ethics of science and other life-worlds. The purposes of science lessons can be realized through the pursuit of examination processes (e.g., decision making and evaluation of evidence) rather than only considering content knowledge (Ratcliffe, 2007).

The notion of ethical values is that they play a large role in how our attitudes and beliefs are formed (Corrigan et al., 2010). Teacher training programs may address how teachers can handle morals, values and ethics related issues, and articulate different pedagogical approaches and techniques to address them. Teacher training may address how to handle effectively when students' morals, values and ethics clash with those of other students and those of the teacher and of Western science.

Therefore, it is claimed that current school or university general education cannot provide adequate support to enable students entering the workforce, which requires prior preparation. Employers also expect some skills and experiences from the new graduates that can fit their requirements, and expect them to adapt quickly to the workplace. A cooperative education idea (Zegwaard & Campbell, 2011) may offer an unparalleled learning atmosphere for grasping professional values and ethics. It can help develop moral reasoning, professional identity and integrity. Hence by engaging in work placement programs, students can benefit when they adhere to and reflect on the workplace value systems and the ethical nature of work practices.

The great philosopher, Aristotle, offered an account of human moral or virtuous character in terms of its natural purpose, function and utility (Carr, 2014). Aristotle regarded moral exemplification as important for virtuous and admirable character education. Practical wisdom or phronesis is central to the development of Aristotelian virtue which is about intrinsic human values. The main goal of phronesis is the virtuous ordering of appetites, desires, emotions and feelings for building an admirable character (Arthur & Carr, 2013). Aristotelian character

education may be successfully applied in current situations by identifying the main processes that Aristotle considered necessary for development of virtue such as emphasizing the practical nature of virtues and for early training in habits of honesty, self-restraint, and courage. Teachers can guide and instruct properly so that young people acquire good habits of honesty, courage and fairness from parents, guardians or teachers who themselves should display such virtues. And teachers can explore the scope of formal educational opportunities to inform and exercise the reflection, slow and careful consideration, and evaluation of the Aristotelian phronesis required for building a superb character (Arthur & Carr, 2013).

Furthermore, it is claimed that majority of teachers consider themselves as ethical because they are not conscious of the more or less subtle influences leads them to take more or less unethical decisions (Banaji et al 2003). According to Mullamaa (2009) it is indispensable to accept and to know the influence of own values and attitudes on decision making to analyze own biases critically. According to Alexander (2005), one cannot engage with views different to one's own understanding one's own orientation and one cannot respect the other without respecting oneself.

There are many ways to show how teachers can demonstrate their ethical knowledge, but a teacher can only do but so much to implement moral and ethical behavior on a daily basis. As we may know, teaching can be a very demanding profession, with moments of chaos, frustration and unexpected events of the day. This tells us that a teacher's reaction to these situations cannot be choreographed and why the practice of ethical knowledge can help teachers become aware of their "ethical" behavior when such events occur (Campbell, 2011).

This provoked the researcher to establish whether the teachers' ethical values contribute to their professional practices in government aided secondary schools in Kayunga District.

2.4 Subject mastery of Philosophy of Education and teachers' professional practices.

If teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching. The key requirements to meaningful teaching such as scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, appropriate use of teacher's questioning and role modeling, all depend on the professional teacher's Subject mastery (Buchmann, 1984).

Philosophical arguments as well as common sense support the conviction that teachers' own subject matter mastery influences their efforts to help students learn subject matter. For stance a professional teacher is Clear, Consistent, Confident, gives relevant examples and has good Logical flow during content delivery (Conant, 1963). In doing so, a professional teacher is able to exhibit professional practices. Scheffler (1973) writes that this kind of subject matter understanding "strengthens the teacher's powers and, in so doing, heightens the possibilities of his art". For Dewey (1904), teachers must be educated and socialized to develop dispositions toward inquiry, reflection (metacognition), and an orientation to direct their attention at the underlying intellectual and motivational processes. He also posits that teacher trainers should base their teaching on scientific principles rather than empirical ones but Flexner, (1910) looks at practical work/ scientific work as a supplement to the apprenticeship system.

In addition, researchers, policy makers, and practitioners accept that teachers' professional practices are essential to improve the teacher education institutions, the same actors also report a lot of dissatisfaction with teachers' professional development that is grounded in foundations courses, Philosophy of Education inclusive (e.g. Desimone, Smith & Ueno, 2006; Odden, Archibald, Fermanich & Gallagher, 2002). The main issue reported is that professional development is not always aligned with the needs of teachers and the transfer from professional development activities to teachers' practices is proven to be difficult (Guskey, 2002). According to Shulman (1998), for professional development of teachers to be effective,

individual characteristics of the student, their beliefs and their biographies, and organizational characteristics of the education institutions should be taken into account.

Otaala et al, (2013) claim that the academic content covered at the university enables teachers teach competently in the secondary schools. The programmes held either for pre-service or in-service teachers should pursue educational philosophies to insert insight into every aspect of Subject mastery of Philosophy of Education and every step of teachers' professional practices in the classroom. Accordingly, professional teachers need to know the role of Philosophy of Education in teacher education as an axiom that helps teacher experience an inclusive revival of theory and practice, offers conceptual frameworks for professional teachers, re-evaluates the purpose of teaching and learning, clarifies educational issues, and makes room for research (Winch, 2012).

Besides, Professional teachers need to closely track Philosophy of Education presented in the Teacher Education program to recognize and rectify past ideas and practices, to command the present theoretical and practical facets, and to form new understandings and intentions regarding optimal teaching and learning (Buchmann & Feloden, 1990). Also Beijaard sees teachers as good subject experts with a very strong knowledge base in their subject area (Poom-Valickis, Oder, and Lepik, 2012). But still many researchers claim that secondary school are ill-prepared to meet the demands posed by the changing nature of their jobs, yet if well prepared they can help to create favourable environments for teacher development in their schools (DeJaeghere et al, 2009 and Mulkeen et al, 2007). This is supported by Tickle (2000) who claims that what is found desirable to the profession is not necessarily what teachers experience as good and therefore practice. Therefore, this research aimed at study sought to establish the relationship between Philosophical identities and teachers' professional practices in government aided secondary schools in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population sampling techniques, research instruments, data quality control, research procedure, data analysis techniques and ethical considerations.

3.1 Research Design

This study was based on a cross-sectional survey design. This study employed a cross-sectional survey design because it was useful in gathering data from a sample of a population at a particular time (Amin, 2005; Sekaran, 2003). It took a mixed approach (i.e. used mixed approaches when collecting data), this is because the approach allows respondents give their opinions and allows a big population to be investigated (Creswell, 2003). Secondly both approaches complement each other (Boeije, 2010) and they are used for triangulation purposes (Creswell, 2007). The approach helped the researcher to get a clear picture of the domain being investigated. Qualitative and quantitative approaches help to obtain comprehensively the study variables (Odiya, 2009)

3.2 Study Population

The target population in this study was 256 secondary teachers in 09 government aided secondary schools in Kayunga district (Emis statistics, 2017). This is because these teachers are believed to have been recruited by the Ministry of Education after confirmation of their qualification as professional teachers. Secondly they understand themselves better as far as Philosophical identities and their professional practices are concerned. The population of a research study covers category of persons or elements qualifying to participate in the study (Kombo & Tromp, 2009).

3.3 Sample size and selection

Out of the target population of 256 professional teachers in 09 government aided secondary schools in Kayunga district, Krejcie and Morgan (1970)'s table of Sample Size Determination (Amin,2005), suggests that minimum size 152 professional teachers in 09 government aided secondary schools in Kayunga district can be used. To ensure representativeness of the samples, Purposeful sampling was a suitable approach.

Table 3.3 Target Population and sample size

| Serial No | Category of respondents | Population size | Sample size | Sampling Technique |
|-----------|---|-----------------|-------------|---------------------|
| 1 | Teachers in 09 government aided secondary schools | 256 | 152 | Purposeful sampling |
| | Total | 256 | 152 | |

Adapted by the Researcher own collection (2020)

3.4 Sampling Strategies

To attain the respective sample size from the said population, the researcher used Purposeful sampling strategies. Purposeful sampling provides opportunities for all respondents under the same category to participate (Kombo& Tromp, 2009). The sampling technique was appropriate to contact key informants- professional teachers and attain comprehensive data about the study.

3.5 Data Collection Methods

This study used; Interview, Documentary review and Questionnaire. This is because mixed approach (triangulation) improves research qualities of rigour (Foss & Ellefsen, 2002; Patton, 2002); reliability and validity (Nahid, 2003). It also leads to a comprehensive understanding or

account of complex concept. The study used primary sources in that the researcher contacted respondents for first hand data using self-administered questionnaire (SAQ). This approach enabled the researcher cover a large population quickly at an affordable cost (Amin, 2005; Bakkabulindi, 2008). Furthermore, self-administered questions were very suitable for the target respondents on account of their high level of English literacy. Interviews were also useful in sourcing for first-hand information about the relationship between Philosophical identities and teachers' professional practices which according to Mbabazi (2010) make an interview the most credible tool for comprehensive in obtaining qualitative survey data. The researcher observed their facial expressions and was able to judge their perceptions about the study. Not only that the documentary review was too used to back up the information obtained from the above methods

3.6 Research Instruments

Data collection instruments are tools that a researcher uses to collect data from the respondents. The researcher used questionnaire guide and interview guide as primary source for collecting data and documentary review guide as a secondary source for collecting information concerning the teachers' professional practices. Use of a variety of instruments facilitated triangulation of data (Altrichter, Felman & Somekh, 2008; O'Donoghue & Punch, 2003) so as to enhance validity of the study (Gay, 1996) and for collecting comprehensive data (Sarantakos, 2005).

3.6.1 Questionnaire Guide

A questionnaire guide is a carefully designed instrument for collecting data in accordance with the specifications of the research questions. It consists of questions in which the subject responds in writing (Denscombe, 2000). The questionnaire guide was administered to the professional teachers' and contained only structured question items. All the structured questions had categorical response choices of 'yes' and 'no' and a technique of 'ticking the

right choice', which is familiar to most professional teachers, was used (see Appendix I for details of the data collection items in the questionnaire).

Secondly, the professional teachers' sample size in this study was quite large (152 professional teachers). Hence, a closed ended questionnaire was the best instrument in this case because studies with many respondents often use shorter, highly structured questionnaires (Carman, 2004). Third, owing to time and resource constraints, a closed ended questionnaire was the most ideal tool for collecting vast amounts of data from professional teachers in a relatively short time (Mbabazi, 2010). In addition, since professional teachers are literate, it was much easy to use a questionnaire to collect much information--n in a short time from busy professional teachers. Furthermore, the quantitative data that emerged from the questionnaires helped to establish statistical patterns of the issues under investigation, thus providing outcome data as a context for the collection of other qualitative data through interviews (Boyce & Neale, 2006).

3.6.2 Interview Guide

An interview is a face to face interaction where the interviewer asks questions to the interviewee (Denscombe, 2000). This study used interview guide to collect qualitative data from 152 professional teachers. Interview guide consisted of structured questions formulated basing on the study objectives. Interview guide was useful in sourcing for first-hand information about the relationship between Philosophical identities and teachers' professional practices which according to Mbabazi (2010) make an interview the most credible tool for comprehensive in obtaining qualitative survey data. The researcher observed their facial expressions and was able to judge their perceptions about the study. Weisberg (1997) noted that interviews help the researcher to get responses instantly with ease.

3.6.3 Documentary Review

The researcher looked at documents concerning the teachers' professional practices that is to say the scheme books which contained schemes of work, lesson plans, record of work and record of marks for end of term one. In addition, he looked at the teachers conducting their physical lessons in their classes, schemes of work, lesson plans, registers, record of marks, and record of work and classroom organization. According to Kombo & Tromp (2009), documentary analysis is appropriate in obtaining already existing information on the variables published and preserved. Information obtained in under documentary analysis assist in triangulation and backing up the findings.

3.7 Measurement

The scores from content mastery (maximum scores was 5 points, each indicator i.e. Clarity, Logical flow, Consistence, Relevant examples, Confidence during content delivery exhibited scored 1 point), appropriate approach to teaching used (maximum scores was 3 points, Teacher-centred approach if used scored 1 point, Child- centred approach if used scored 2 points, Socratic approach if used scored 3points) and professional teachers' perception of the content of Philosophy of Education (maximum scores was 5, Relevant to teachers' professional practices scored 2 points, Simple scored 2points, Difficult scored 1 point, Irrelevant scored 0 point) formed subject mastery of Philosophy of Education. A professional teacher was considered to have attained; poor subject mastery of Philosophy of Education if he/she scored between 0-6 points out of 13 points (0%_ 46%), fair subject mastery of Philosophy of Education if he/she scored between 7-8 points out of 13 points (53.8%_ 61.5%), good subject mastery of Philosophy of Education if he/she scored between 9-10 points out of 13 points (69.2%_ 76.9%) and very good subject mastery of Philosophy of Education if he/she scored between 11-13 points out of 13 points (84.6%_ 100` %). Also scores from the professional practices (maximum of 8 points, each indicator i.e. scheming, smart objectives, managing student

behavior, organizing physical space, Communicating clearly and accurately, engaging students in learning, Maintaining accurate records and reflecting on teaching scored 1 point. A professional teacher was considered to have exhibited; poor professional practices if he/she scored between 0-3 points out of 8 points (0%_ 37.5%), fair professional practices if he/she scored between 4-5 points out of 8 points (50%_ 62.5%), good professional practices if he/she scored 6 points out of 8 points (75%) and very good professional practices if he/she scored between 7-8 points out of 8 points (87.5%_ 100%)

3.8 Piloting the Study and Pre-Testing the Instruments

A pilot study is a small-scale rehearsal of a larger data collection process (Odiya, 2009). In this study, the pilot study involved pre-testing the instruments for the following reasons. First, this helped the researcher to identify any ambiguities, misunderstanding or inadequacies in the instruments. It has been argued that without pre- testing, it is simply impossible to anticipate all the ambiguities, difficulties that the wording, presentation, and order of the questions will present as a whole (Gyekye, 2001; Amin, 2005). Second, through the pre-test, the researcher was able to determine how long it may take participants to complete the questionnaire or answer the interview guide questions, establish whether respondents interpreted the questions correctly in view of the information that was required, and to check if the respondents understood the instructions. Third, pre-testing was also used for checking and strengthening the validity and reliability of the instruments (Bell, 1993). The pilot study was carried out in government aided secondary schools in Mukono district because Mukono district is in the same geographical area as that of Kayunga district and therefore has professional teachers with similar characteristics like those of Kayunga District.

3.9 Research Procedure

The researcher obtained a letter of introduction from the Dean Faculty of Education through the head of Department-Foundations of Educational, Kyambogo University. This letter was presented to the respondents seeking for their consent to participate in the study. The researcher himself administered the questionnaires and conducted face to face interview with the respondents. Careful review of documents concerning the teachers' professional practices was made at the consent officials in custody of these documents at the respective schools.

3.10 Data Quality Management

Quality in this study was defined in terms of the validity, reliability (Field, 2013; De Vaus, 2007); and the authenticity (Gulikers et al, 2006) of the data items. As a means of ensuring quality, the researcher ensured that both reliability and validity of the tools were tested and found to be appropriate as recommended.

3.10.1 Validity

Validity refers to the ability of the tool to give true and as expected from the asked questions which can be generalized to other populations (Kombo& Tromp, 2009). Face and content validity was ascertained. For face validity, instruments were reviewed by 20 experts who made comments on the tools. The inter judge validity was computed by:

$$CVI = \frac{\text{Number of times an item is rated as relevant}}{\text{Total number of raters}}$$

The CVI got was 0.98. This means that the tools were valid because an instrument with a CVI of 0.7 and above is considered valid (Amin, 2005)

3.10.2 Reliability

An instrument is said to be reliable if it gives the same results all the time it is administered to the same group of respondents. In this study, reliability 0.7 of the questionnaire and interview guides was established through use of Cronbatch Alpha correlation formula after pre-testing

the instruments on 10 respondents from different government aided secondary schools other than those involved in the study on two different occasions after a time interval of 1 week. Camines and Zellar (1979); Field (2013); Yusof et al., (2012); De Vaus, (2007) asserted that an instrument with a reliability coefficient greater than 0.7 is very reliable.

3.11 Data Analysis Techniques

Data analysis entails separation of data into constituent parts or elements that are easy to interpret, explain and deduce conclusion (Ahuja, 2010). This study used both quantitative and qualitative data analysis techniques. Quantitative data was edited, coded entered into a computer using SPSS. This software was chosen because it creates data entry screens, which look like the hard copy of the questionnaire. In addition, it allows the creation of consistency checks that helps to eliminate out of range errors of the data entry. According to Tukey (1993), in quantitative data analysis, emphasis needs to be placed on using data to suggest hypotheses to be tested. While, qualitative data was sorted according to the study objectives and questions from which they emerge and hence analyzed using narrative analysis technique.

Objectives (i) and (ii) were analyzed by content analysis. Qualitative data from interviews was analyzed by coding and sorting similar responses/data and summarizing it according to the themes and codes.

Objective (iii) was analyzed by Pearson Product Moment of correlation coefficient. Frequencies were used and data was presented in tables. According to William (2006), descriptive statistics provide a simplified way of understanding and interpreting results. This was done with the help of statistical package for social science.

3.11 Ethical Consideration

Ethical consideration are all those endeavors the researcher puts in mind to ensure that all rights of the respondents and the quality of information provided is/are protected (Oso & Onen, 2009). Only responses obtained were considered useful for the study findings. The researcher only obtained voluntary consent from all respondents on signing, with extreme respect, professionalism, and confidentiality while handling them. Assurance was given that the information gathered will be kept confidential and used for academic purpose only. This work was also being subjected to the plagiarism test.

3.12 Limitations of the Study

The researcher faced challenges in obtaining information from respondents with their busy schedules in their daily activities. However, through exercising patience, the researcher relied on respondents who volunteered their time to participate in this study.

High costs of printing due to many questionnaires, transport costs in moving from place to place, binding costs and other paper works. The researcher borrowed some money from friends and later on refunded it.

3.13 Delimitations of the Study

The study covered Philosophical identities and teachers' professional practices of teachers in government secondary schools in Kayunga district.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study that was focused on establishing the relationship between philosophical identities and teachers' professional practices in government aided secondary schools in Kayunga district. The chapter presents views obtained from professional teachers in Kayunga district. It covers information about bio data of respondents and the study objectives. The objectives of the study were to:

- (i) Explore on how personal life skills contributes to teachers' professional practices.
- (ii) Establish whether the teachers' ethical values contribute to their professional practices
- (iii) Examine the relationship between subject mastery of Philosophy of Education and Teachers' professional practices.

Data was collected using field questionnaires, face-to-face interview guides and documentary checklist which was administered to professional teachers in government aided secondary schools in Kayunga district. The data was analyzed using SPSS (Ver. 16) and a one- way ANOVA computed. Results were computed basing on the study response rate presented below.

4.1 Study Response Rate

The response rate shows percentage of respondents that participated in the study. According to Frederick and Wiseman (2003), response rate is presented in research results because it provides the validity of the study and failure to do so can put the validity of the study findings into question. Studies that have had high response rate provided a measure of reassurance that the findings obtained could be projected to the population from which the sample was drawn. Response rate is frequently used to compare survey quality and appropriate response rate

should be at least 75% and steps need to be taken to account for possible non-response error whenever a response rate is less (Bailar & Lamphier, 1978).

Table 4.1: Response Rate

| Category | Sample size | Response Rate | % of Response rate |
|---------------------|-------------|---------------|--------------------|
| Sampled respondents | 152 | 152 | 100 |
| None response | 00 | 00 | 00 |
| TOTAL | 152 | 152 | 100% |

Source: Primary data

From the table above, the study obtained 100% response rate which was attributed to availability of all the sampled respondents, while a follow-up was made for respondents not found in their homes or offices and were interviewed at a later date after setting up appointments.

4.1.1 Distribution of Respondents by years of Experience

Table 4.2: Years of Experience (in complete years)

| Category | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|------------|--------------|---------------|--------------------|
| Valid LOW TEACHING EXPERIENCE (1-5) | 58 | 38.1 | 38.1 | 38.1 |
| GOOD TEACHING EXPERIENCE (6-10) | 43 | 28.3 | 28.3 | 66.4 |
| VERY HIGH TEACHING EXPERIENCE (11 and above) | 51 | 33.6 | 33.6 | 100.0 |
| Total | 152 | 100.0 | 100.0 | |

Results in table 4.2 show that teachers with a teaching experience of 1-5 years were the majority- 58(38.1%) followed by those with a teaching experience of 11 and above years- 51

(33.6%) and lastly those with 6-10 years of experience- 43 (28.3%). This response rate was considered relevant and acceptable about the study's topic because it meant that most the professional teachers (101, 66.4%) were still aware of the current syllabus of Philosophy of Education. This also shows that most of the professional teachers (101, 66.4%) have been recruited in government aided secondary schools in Kayunga district in the last 10 years hence their teaching experience.

4.2 Bio Data Information of the Respondents

A total of 152 respondents participated in the study. The bio data information about the sex of the professional teachers was established

4.3 Bio data Information of the Respondents by sex

Table 4.3: Sex of the Respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|------------|--------------|---------------|--------------------|
| Valid MALE | 93 | 61.2 | 61.2 | 61.2 |
| FEMALE | 59 | 38.8 | 38.8 | 100.0 |
| Total | 152 | 100.0 | 100.0 | |

Results in table 4.3 show that male professional teachers- 93 (61.2%) were more than female professional teachers- 59 (38.8%). This could mean that more males qualify as professional teachers and are recruited in government aided secondary schools as professional teachers than females.

4.4 Personal Life Skills and Professional Practices

The first objective of this study was to explore on how personal life skills contributes to teachers' professional practices. This section presents information on the role of personal life skills to Teachers' Professional Practices. To answer this objective, the researcher collected information on teachers' perception about the content of Philosophy of Education, personal life

skills developed by secondary teachers after studying Philosophy of Education and how those skills developed contribute to teachers' professional practices.

4.4.1 Teachers' Perception about the Content of Philosophy of Education

This section presents information on the role of Philosophy of Education to Teachers' Professional Practices. Responses on how the respondents found Philosophy of Education content while still students at the University/ College were obtained as in table 4.4

Table 4. 4: Teachers' Perception about the Content of Philosophy of Education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | SIMPLE | 35 | 23.0 | 23.0 | 23.0 |
| | HARD | 117 | 77.0 | 77.0 | 100.0 |
| | Total | 152 | 100.0 | 100.0 | |

Results in table 4.4 show that most of the respondents (117, 77.0%) found Philosophy of Education to be hard compared to very few (35, 23.0%) who found Philosophy of Education to be simple. In many different interviews conducted, findings show that professional teachers found the content of Philosophy of Education not clear, it was too much and lecturers covered little and it was so complicated with difficult expressions like etymology, epistemology, the development of the mind is from within out but not from without in etc.

In addition to that, in one of the interviews, one respondent said;

“Oooooohooo, to hell, I hated that thing called Philosophy of Education because it was too much, so difficult and just confusing with complicated words like the development of the mind is from within out but not from without in. God just helped to cram the content and I passed the exams” (Teacher P in school H, 08/08/2019).

4.4.2 Personal Life Skills Developed by Philosophy of Education

Results basing on the survey questionnaire guide and interview guide, responses on which personal life skills were developed by the secondary school teachers after studying Philosophy of Education were established as presented in table 4.5

4.5 Personal life skills Developed by Philosophy of Education

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|------------|--------------|---------------|--------------------|
| Valid CRITICAL THINKING | 99 | 65.1 | 65.1 | 65.1 |
| PROBLEM SOLVING | 31 | 20.4 | 20.4 | 85.5 |
| DECISION MAKING | 15 | 9.9 | 9.9 | 95.4 |
| COPING WITH EMOTIONS | 7 | 4.6 | 4.6 | 100 |
| Total | 152 | 100.0 | 100.0 | |

Most secondary school teachers said that they developed mainly critical thinking skill after studying Philosophy of Education (99, 65.1%) followed by problem solving skill (31, 20.4%), then decision making (15, 9.9%) and very few developed coping with emotions (07, 4.6%). The development of critical thinking skill after studying Philosophy of Education was attributed to Philosophy of Education content involving too much thinking. So in return teacher trainees develop that skill on and never wanted to be disturbed by the students. Secondary teachers argued that as they could develop the skill of critical thinking, it was easy for them also to develop the skills of problem solving and decision making as they interact with the students during the teaching process. Very few teachers said that they developed coping with emotion skill on studying Philosophy and this was attributed to lecturers who were teaching Philosophy of Education not reflecting the skill.

4. 4.1: Teachers’ Perception on the Relevance of Personal Life Skills to their Professional Practices

Basing on the survey questionnaire guide and interview guide, responses on personal life skills being relevant to professional teachers’ practices and therefore Philosophy of Education which leads to acquisition of Personal life skills should be scrapped from the Teacher Education program were established as presented in table 4.5

Table 4. 5: Teachers’ Perception on the Relevance of Personal life skills to their Professional Practices

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|------------|--------------|---------------|--------------------|
| Valid YES | 30 | 19.7 | 19.7 | 19.7 |
| NO | 122 | 80.3 | 80.3 | 100.0 |
| Total | 152 | 100.0 | 100.0 | |

Results in table 4.5 show majority of professional teachers (122, 80.3%) accepted that Personal life skills were relevant to their professional practices. The reasons for that were attributed to Personal life skills enable one in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher’s use of questioning and modeling to students.

In an interview with the professional teachers, they confirmed that Personal life skills are very instrumental in helping a teacher to exhibit professional practices and therefore philosophy of Education which leads to the development of Personal skills cannot be scrapped from the curriculum. One of the teachers said

“If Philosophy of Education is scrapped from the curriculum then we shall not have professional teachers who are able to communicate clearly and accurately during classroom instruction. More so teachers will not be able think widely beyond their nose” (Teacher A in school B, 09/08/2019)

However, some professional teachers (30, 19.7%) rejected Philosophy of Education being relevant to their professional practices. The reasons for were attributed to the content of Philosophy of Education; not being clear, so abstract, wide and lecturers covering little of it, complicated with difficult terms like educere, etymology and epistemology etc. In one of the interview, one professional teacher on coiling his face said;

“I disliked Philosophy of Education because the content was so complicated, too much, disorganized, there was no clear course outline and more so lecturers could just confuse the work. In fact, I left the University without understanding the so called Philosophy of Education” (Teacher B in school C, 12/08/2019)

And another teacher said,

“Oooooo hooo those lecturers pretended not to have enough time for us and so they could come and rash over the content because they wanted to finish very fast and the content was too much” (Teacher Y in school X, 05/08/2019)

In addition, many respondents were mentioning the same statement but using different words. This meant that the content of Philosophy of Education was too much and needed to be simplified to cater for individual differences.

4.5 Contribution of Ethical Values to Teachers’ Professional Practices

The second objective of the study was to establish whether the teachers’ ethical values contribute to their professional practices. This section presents information on the role of teachers’ ethical values to their Professional Practices. To answer this objective, the researcher collected information on ethical values developed by secondary teachers after studying Philosophy of Education and how those ethical values developed contribute to teachers’ professional practices.

4.5.1: Ethical Values gained out Philosophy of Education

Responses on which ethical values were developed by secondary school teachers after studying Philosophy of Education were established as presented in table 4.6

Table 4. 6: Ethical values gained out Philosophy of Education

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid DECENCY | 48 | 31.6 | 31.6 | 31.6 |
| MORALITY | 78 | 51.3 | 51.3 | 82.9 |
| FAIRNESS | 20 | 13.2 | 13.2 | 96.1 |
| LOYALTY | 6 | 3.9 | 3.9 | 100 |
| Total | 152 | 100.0 | 100.0 | |

Results in table 4.6 show that secondary school teachers mostly developed morality value after studying Philosophy of Education (78, 51.3%) followed by decency (48, 31.6%), then fairness (20, 13.2%) and very few developed loyalty (06, 3.9%). The development of morality and decency values after studying Philosophy of Education was attributed to teachers' code of conduct which every teacher has to follow. Secondly strict school rules and regulations in some secondary schools especially the religious based schools make secondary school teachers practice good moral and decency values.

In addition, on observing and using documentary analysis, many teachers were decent and practiced moral values expected of them. For stance many teachers were seen dressed decently, they had their classrooms well arranged, teachers could give positive feedback to students during the teaching / learning process, some teachers had smart objectives in their schemes of work and lesson plans, many teachers had very calm classes with disciplined students and so role modeled to students during their interactions with students.

Teachers argued that they always practice fairness especially during the marking of students' activities and distribution of tasks to students. However, in an interview held with professional teachers, some teachers said many teachers do not show fairness and loyalty to students

especially in administering punishments to students i.e. girl students are always favored by male teachers, one teacher said;

Oooooooh, some teachers here do not want to punish girls especially those who are very beautiful and you even find them defending those girls in our staff meetings in case we want to discipline them. Then you also find teachers over punishing students especially boys in case of failing to answer the tasks given to them. (Teacher B in school C, 12/08/2019)

4.5.2: Contribution of Ethical Values to Teachers’ Professional Practices

Responses on finding out whether the ethical values developed by the teachers after studying Philosophy of Education contribute to their professional practices were recorded in table 4.8

Table 4. 7: Finding out Whether the Ethical values developed by Philosophy of Education Contribute to Teachers’ Professional Practices

| Category | Freq. | Percentage (%) |
|-----------------|--------------|-----------------------|
| Yes | 134 | 88.2 |
| No | 17 | 11.8 |
| Total | 152 | 100 |

Results in table 4.8 show that majority of the professional teachers- (134, 88.2%) agreed that ethical values developed by studying Philosophy of Education contribute to their professional practices and this was attributed to the ethical values enable secondary school teachers in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher’s use of questioning and modeling to students. On contrary a few teachers (17, 11.8%) said that those ethical values developed by studying Philosophy of Education do not contribute to their professional practices since they did not understand the subject and therefore they were not sure of which exact values Philosophy of

Education developed in them. This was confirmed by one of the respondents an interview who said;

“My dear there is no way you will apply those ethical values in teaching/learning process especially if you are teaching a candidate class and you want your learner to excel. Secondly the pressure from the administrators like the head teacher and the director of studies in hurrying you to finish the syllabus, at the same time external exams just at the corner waiting, forces you not to follow the right approach” (Teacher Q in school W, 07/08/2019).

4.6 Subject mastery of Philosophy of Education and Teachers’ Professional Practices

The third objective was to examine the relationship between subject mastery of Philosophy of Education and teachers’ professional practices. This section presents information on the role of subject mastery of Philosophy of Education to teachers’ professional practices

Basing on survey questionnaire guide, the interview guide and observation guide regarding subject mastery of Philosophy of Education and teachers’ professional practices in government aided secondary schools in Kayunga district; results were established as presented in table 4.9 and table 4.10

Table 4. 8: Subject Mastery of Philosophy of Education and Teachers’ Professional Practices

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------------|------------|--------------|---------------|--------------------|
| Valid | POOR SUBJECT MASTERY (0-6) | 31 | 20.4 | 20.4 | 20.4 |
| | FAIR SUBJECT MASTERY (7-8) | 61 | 40.1 | 40.1 | 60.5 |
| | GOOD SUBJECT MASTERY (9-10) | 10 | 6.6 | 6.6 | 67.1 |
| | VERY GOODSUBJECT MASTERY (11-13) | 50 | 32.9 | 32.9 | 100.0 |
| | Total | 152 | 100.0 | 100.0 | |

Results in table 4.9 show that most professional teachers (61, 40.1%) have fair level of subject mastery of Philosophy of Education followed by those (50, 32.9%) with very good subject mastery of Philosophy of Education and few (31, 20.4%) with very poor subject mastery of Philosophy of Education. This could be that all teachers recruited in government aided secondary school must have passed and mastered Philosophy of Education.

Still also using the same tools, results on the teachers' professional practices were obtained as presented in the table 4.10

Table 4. 9: Exhibiting Professional Practices

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|------------|--------------|---------------|--------------------|
| Valid POOR LEVEL (0-3) | 7 | 4.6 | 4.6 | 4.6 |
| FAIR LEVEL (4-5) | 40 | 26.3 | 26.3 | 30.9 |
| GOOD LEVEL (6) | 50 | 32.9 | 32.9 | 63.8 |
| VERY GOOD LEVEL (7-8) | 55 | 36.2 | 36.2 | 100.0 |
| Total | 152 | 100.0 | 100.0 | |

Source; Field data, professional teachers

Results in table 4.10 show that most professional teachers (55, 36.2%) were at very good level of professional practices and very few (7, 4.6%) at poor levels of professional practices. This could be that all teachers recruited in government aided secondary school must exhibit professional practices.

4.6.1 Subject Mastery of Philosophy of Education and Teachers' Professional Practices

When the above variables were correlated, the results were recorded in the table 4.11 (refer to appendix IV). First and far most the results were interpreted by establishing the relationship between subject mastery of Philosophy of Education and each professional practice. Then the relationship between subject mastery of Philosophy of Education and the combination of all the professional practices was also established and interpreted.

4.6.1.1: Subject Mastery of Philosophy of Education and Making Good Schemes of Work

Results in table 4.11 show that $r = -0.383$, $p = .000$. This means that there was a weak correlation between subject mastery of Philosophy of Education and making good schemes of work. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they fail to make good schemes of work. The correlation was statistically significant because the P value (.000) was less than the level of significance, it did not happen by chance. Therefore, there is a statistically significant relationship between subject mastery of Philosophy of Education and making good schemes of work by professional teachers.

The relationship = $(0.383)^2$

$$= 0.146689$$

%ge = $0.146689 \times 100\%$

$$= 14.7\%$$

Therefore, subject mastery of Philosophy of Education contributes 14.7% to making good schemes of work by professional teachers and the remaining percentage 85.3% is contributed by other factors. For this particular professional practice, we can accept the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and making good schemes of work by professional teachers.

4.6.1.2: Subject Mastery of Philosophy of Education and Smart Objectives

Results in table 4.11 show that $r = -0.704$, $p = .000$. This means that there was a very strong correlation between subject mastery of Philosophy of Education and making good schemes of work. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they fail to make lesson plans with smart objectives.

The correlation was statistical significant because the P value (.000) was less than the level of significance, it did not happen by chance. Therefore, there is a statistically significant relationship between subject mastery of Philosophy of Education and having smart objectives in lesson plans by professional teachers.

The relationship = $(0.704)^2$

$$= 0.495616$$

%ge = $0.495616 \times 100\%$

$$= 49.6\%$$

Therefore, subject mastery of Philosophy of Education contributes 49.6% to having smart objectives in lesson plans by professional teachers and the remaining percentage 50.4% is contributed by other factors. For this particular professional practice, we can accept the hypothesis that is there is a statistically significant relationship between subject mastery of Philosophy of Education and having smart objectives in lesson plans by professional teachers.

4.6.1.3: Subject Mastery of Philosophy of Education and Managing Students' Discipline

Results in table 4.11 show that $r = -0.064$, $p = .543$. This means that there was a very weak correlation between subject mastery of Philosophy of Education and managing students' discipline. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they fail to manage students' discipline. The correlation was not statistical significant because the P value (.543) was greater than the level of significance, it happened by chance. Therefore, there was no statistically significant relationship between subject mastery of Philosophy of Education and managing students' discipline by professional teachers. For this particular professional practice, we can reject the

hypothesis that is there is a statistically significant relationship between subject mastery of Philosophy of Education and managing students' discipline by professional teachers.

4.6.1.4: Subject mastery of Philosophy of Education and good Classroom Organization

Results in table 4.11 show that $r = -0.115$, $p = .276$. This means that there was a very weak correlation between subject mastery of Philosophy of Education and good classroom organization. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they have bad classroom organization. The correlation was not statistical significant because the P value (.276) was greater than the level of significance, it happened by chance. Therefore, there was no statistically significant relationship between subject mastery of Philosophy of Education and good classroom organization by professional teachers. For this particular professional practice, we can reject the hypothesis that is there is a statistically significant relationship between subject mastery of Philosophy of Education and good classroom organization by professional teachers.

4.6.1.5: Subject Mastery of Philosophy of Education and Communicating Clearly and Accurately During Classroom Instruction

Results in table 4.11 show that $r = 0.096$, $p = 0.364$. This means that there was a very weak correlation between subject mastery of Philosophy of Education and communicating clearly and accurately during classroom instruction by professional teachers. The correlation was also positive meaning that the more the professional teachers master Philosophy of Education subject, the more they communicate clearly and accurately during classroom instruction. However, the correlation was not statistically significant because the P value (0. 364) was greater than the level of significance, it happened by chance. Therefore, there was no statistically significant relationship between subject mastery of Philosophy of Education and communicating clearly and accurately during classroom instruction by professional teachers.

For this particular professional practice, we can reject the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and communicating clearly and accurately during classroom instruction by professional teachers.

4.6.1.6: Subject Mastery of Philosophy of Education and Engaging Learners in Learning

Results in table 4.11 show that $r = 0.015$, $p = 0.886$. This means that there was a very weak correlation between subject mastery of Philosophy of Education and engaging learners in learning by professional teachers. The correlation was also positive meaning that the more the professional teachers master Philosophy of Education subject, the more they engage learners in learning. However, the correlation was not statistically significant because the P value (0.886) was greater than the level of significance, it happened by chance. Therefore, there was no statistically significant relationship between subject mastery of Philosophy of Education and engaging learners in learning by professional teachers. For this particular professional practice, we can reject the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and engaging learners in learning by professional teachers.

4.6.1.7: Subject Mastery of Philosophy of Education and Record Keeping in Schools

Results in table 4.11 show that $r = -0.223$, $p = .032$. This means that there was a weak correlation between subject mastery of Philosophy of Education and maintaining accurate records. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they fail to maintain accurate records. The correlation was statistically significant because the P value (.032) was less than the level of significance, it did not happen by chance. Therefore, there is a statistically significant relationship between subject mastery of Philosophy of Education and maintaining accurate records by professional teachers.

The relationship = $(0.223)^2$

$$= 0.146689$$

%ge = $0.146689 \times 100\%$

$$= 5.0\%$$

Therefore, subject mastery of Philosophy of Education contributes 5.0% to maintain accurate records by professional teachers and the remaining percentage 95.0% is contributed by other factors. For this particular professional practice, we can accept the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and maintaining accurate records by professional teachers.

4.6.1.8: Subject Mastery of Philosophy of Education and reflecting on Teaching

Results in table 4.11 show that $r = -0.730$, $p = .000$. This means that there was a strong correlation between subject mastery of Philosophy of Education and reflecting on teaching. The correlation was also negative meaning that the more the professional teachers master Philosophy of Education subject, the more they fail to reflect on their teaching. The correlation was statistical significant because the P value (.000) was less than the level of significance, it did not happen by chance. Therefore, there is a statistically significant relationship between subject mastery of Philosophy of Education and reflecting on teaching by professional teachers.

The relationship = $(0.730)^2$

$$= 0.5329$$

%ge = $0.5329 \times 100\%$

$$= 53.3\%$$

Therefore, subject mastery of Philosophy of Education contributes 53.3% to reflecting on teaching by professional teachers and the remaining percentage 46.7% is contributed by other factors. For this particular professional practice, we can accept the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and reflecting on teaching by professional teachers.

4.6.2 Summary of the Relationship between Subject Mastery and Teachers’ Professional Practice

Table 4. 10: Summary of the Relationship between Subject Mastery and Teachers’ Professional Practice

| | | SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | EXHIBITING PROFESSIONAL PRACTICES |
|--|---------------------|--|-----------------------------------|
| SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | Pearson Correlation | 1 | .658(**) |
| | Sig. (2-tailed) | | .000 |
| | N | 152 | 152 |
| EXHIBITING PROFESSIONAL PRACTICES | Pearson Correlation | .658(**) | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 152 | 152 |

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

Results in table 4.11(refer to appendix iv for more details) show that $r = 0.658$, $p = .000$. This means that there was a strong correlation between subject mastery of Philosophy of Education and teachers’ professional practices. The correlation is also positive meaning that the more the professional teachers master the subject of Philosophy of Education, the more they exhibit professional practices. The correlation was statistically significant because the P value (.000) was less than the level of significance, it did not happen by chance. Therefore, there is a statistically significant relationship between subject mastery and teachers’ professional practices.

The relationship = $(0.658)^2$

$$= 0.432964$$

%ge = $0.432964 \times 100\%$

$$= 43.3\%$$

Therefore, subject mastery of Philosophy of Education contributes 43.3% to teachers' professional practices and the remaining percentage 56.7% is contributed by other factors. We can now accept the hypothesis that there is a statistically significant relationship between subject mastery of Philosophy of Education and teachers' professional practices.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the Discussion of the findings on the Philosophical identities and teachers' professional practices in Government aided secondary schools in Kayunga district. The study was conducted in Kayunga district and focused on professional teachers in the government aided secondary schools in the said district. The chapter also includes the Conclusion and Recommendations of the study.

5.1 Discussion of the Findings

A total of 152 participants were involved in the study out of which 61.2% were male and 38.8% were female professional teachers in Government aided secondary schools. This meant that more male teachers qualify as professional teachers and recruited in government aided secondary schools than female teachers. Findings also reveal that most of these professional teachers 38.1% had a teaching experience of 1-5 years as qualified professional teachers followed by those with 11 and above teaching experience 33.6% then lastly those professional teachers with a teaching experience of 6-10 years 28.3%. This confirmed that the sample population was still well versed with the ongoing Philosophy of Education curriculum thus they were able to provide valid information about Philosophical identities in relation to their professional practices. This also meant that most professional teachers were recruited in the last 10 years 66.4%.

5.1.1 Personal Life Skills and Professional Practices

The first objective of this study was to explore on how personal life skills contributes to teachers' professional practices. This section presents discussion of findings on the role of personal life skills to Teachers' Professional Practices. As already discussed in chapter four

information on this objective was collected in three sub sections; teachers' perception about the content of Philosophy of Education, personal life skills developed by secondary teachers after studying Philosophy of Education and how those skills developed contribute to teachers' professional practices. Therefore, the findings were discussed following the sub sections.

Findings reveal that most professional teachers 77.0% found the content of Philosophy of Education to be hard, with too much content and lecturers covered little and it was complicated with difficult expressions. This is in line with researchers (Gweru 2015; NAQVI, 2012; Gutek, 2004; Schon, 1983; Ozman & Craver, 1976) who claim that professional teachers have referred to Philosophy of Education as difficult, irrelevant and anachronistic.

In the researcher's own view, professional secondary school teachers found the content of Philosophy of Education to be hard, too complicated with difficult terms and expressions because they are not directly familiar with the content of Philosophy of Education in their previous education background. Secondly some universities introduce the discipline to education students in their first year semester one to the university where by the students' capacity to handle the discipline at the university level is not yet developed. Thirdly still some universities combine the discipline with other course units for example Philosophy of Education and History of Education to be assessed as a single course unit yet each of them has too much content to be covered according to the time allocated.

Many secondary school teachers (99, 65.1%) said that they mostly developed critical thinking skill after studying Philosophy of Education followed by problem solving skill (31, 20.4%), then decision making (15, 9.9%) and very few developed coping with emotions (07, 4.6%). The development of critical thinking skill after studying Philosophy of Education was attributed to Philosophy of Education content involving too much thinking. So in return teacher trainees develop that skill on and never wanted to be disturbed by the students. Secondary

teachers argued that as they could develop the skill of critical thinking, it was easy for them also to develop the skills of problem solving and decision making as they interact with the students during the teaching process. This in line with Alwehaibi (2012) found that critical thinking and overall student success could be improved if institutions of higher learning adopt and integrate strategies and techniques that have been identified as helpful in developing critical thinking into various courses. In addition, Abrami and colleagues (2008) found that instructors who received specific training on methods to teach critical thinking were more effective in developing critical thinking in students than instructors who had no prior training.

In contrary, other researchers postulate that many college graduates lack critical thinking skills needed for success in the modern workplace (Ahuna et al., 2014; Gellin, 2003; Shim & Walczak, 2012; U.S. Department of Education, 2006). More current, numerous studies have found that high school teachers and university faculty lack basic knowledge or understanding of critical thinking or how to incorporate such thinking into lesson plans so that critical thinking can be developed in students (Bataineh & Alazzi, 2009; Innabi & El Sheikh, 2007; Lauer, 2005; Stapleton, 2011; Thurman, 2009)

It was also found that very few teachers who said that they developed coping with emotion skill after studying Philosophy of Education and this was attributed to lecturers who were teaching Philosophy of Education not reflecting the skill. This is in line with Hargreaves (1998) and Zembylas (2003) who postulate that teaching is emotional work and it can carry with it intensely emotional experiences running the full gamut from joy to rage (Liljestrom, Roulston & Demrrais, 2007). And teachers need to draw on their intellectual and emotional resources to successfully connect with their students and help students connect with the subject matter (Woolfolk Hoy & Davis, 2005)

Findings also revealed that majority of the professional teachers 80.4% acknowledged that personal life skills developed by Philosophy Education enhance their professional practices and therefore Philosophy of Education should not be scrapped from the curriculum. The reasons for that were attributed to personal life skills developed by studying Philosophy Education enable one in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher's use of questioning and modeling to students. This is in line with Samuel and Stephens, 2000; Rodrigues et al., 2018 who emphasize the importance of quality education in the shaping expectations and the idea of their role. Like personal life skills are believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell *et al.*, 2004; Baumert and Kunter, 2006). Also Winch (2012) asserts that personal life skills are to equip student teachers with professional knowledge and expertise. Thus this is in line with others researchers Beijaard, Meijer, and Verloop (2004) who contend that Philosophy of Education strongly determines the way teachers teach, their professional practices and their attitude toward educational changes.

However, some research researchers contend that teacher education is worldwide in crisis (Vanderlinde, Rots, Tuytens, Rutten, Ruys, Soetaert, &Valcke, 2013) as numerous research (e.g. Cohran-Smith, 2005; TALIS, 2008) and policy papers (e.g. European Union, 2007) describe all kinds of difficulties, such as problems with the quantity and quality of candidates entering teacher education, problems with the extent to which teachers attain critical competences put forward (Valcke, Struyven, & Rots, 2012), or problems with the preparation of teachers to enter and stay in the profession (Coburn & Russell, 2008; Rots, Kelchtermans & Aelterman, 2012). Overall, it seems that teachers are rather poorly prepared for the teaching job (Tait, 2008), and also experience tensions regarding their professional identity (Pillen, Beijaard, & den Brok, 2013). In my own view many teachers do not exhibit their professional

practices mainly because the tension from the school community of making sure that the students pass the exams.

5.1.2 Ethical Values and Teachers' Professional Practices

The second objective of the study was to establish whether the teachers' ethical values contribute to their professional practices. This section presents discussion of findings on the role of teachers' ethical values to their Professional Practices. As already discussed in chapter four, information on this objective was collected in two sub sections; ethical values developed by secondary teachers after studying Philosophy of Education and how those ethical values developed contribute to teachers' professional practices. Therefore, the findings were discussed following the sub sections.

Findings reveal that secondary school teachers mostly developed morality value after studying Philosophy of Education (78,51.3%) followed by decency (48, 31.6%), then fairness (20, 13.2%) and very few developed loyalty (06, 3.9%). The development of morality and decency values after studying Philosophy of Education was attributed to teachers' code of conduct which every teacher has to follow. Secondly strict school rules and regulations in some secondary schools especially the religious based schools make secondary school teachers practice good moral and decency values. This is in line with Caetano & Silva (2009) who claim that teachers qualify their profession as an "essentially ethical activity and Kang & Glassman (2010) claim that ethic values are part of a way of life and cannot be separated from all other aspects of life experiences. Also Mahony (2009) asserts that teachers are moral agents, and education as a whole, and thus classroom interaction in particular, is fundamentally and inevitably ethical in nature.

Findings show that a few secondary teachers agreed to have developed fairness and loyalty as result of studying Philosophy of Education. This was attributed to professional teachers failing

to demonstrate those values in their professional practices for example especially during the marking of students' activities, administering punishments to students and distribution of tasks to students i.e. girl students were always favored by male teachers. This is in line with Damon (2001) who claims that many institutions are facing lack of professional ethics within their teachers, besides having ample of degrees, achievements, medals, extra qualifications and content knowledge. It is also emphasized by a survey made with Australian pre-service-teachers (Boon 2011) which shows that there is a high need of discussing ethical issues in teacher training courses and that a high percentage of beginning teachers feel unsure regarding ethical topics.

Findings show that majority of the professional teachers- (134, 88.2%) agreed that ethical values developed after studying Philosophy of Education contribute to their professional practices. This was attributed to the ethical values enable secondary school teachers in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher's use of questioning and modeling to students. This is in line with Schaps, Schaeffer, & McDonnell (2001) who claim that teachers implicitly impart the ethical values enable them to exhibit their professional practices. Corrigan et al. (2010) supports the as they assert that the notion of ethical values is that they play a large role in how our attitudes and beliefs are formed. Also Hill IV & Zinsmeister (2012) postulate that a teacher is responsible for the welfare and emotional growth of his students. Furthermore, Bauml (2009) postulates that teachers who get to know their students personally are better able to choose appropriate pedagogical methods for instruction and can relate the material to students' interests. In contrary Boon (2011) claims that there is a high need of discussing ethical issues in teacher training courses and that a high percentage of beginning teachers feel unsure regarding ethical topics

Findings also revealed that some teachers did not develop any ethical values after studying Philosophy of Education. Thus those ethical values developed by studying Philosophy of Education do not contribute to teachers' professional practices. This was attributed to the content of Philosophy of Education to being hard, with too much content and lecturers covered little and it was complicated with difficult expressions. This is in line with researchers (Gweru 2015; NAQVI, 2012; Gutek, 2004; Schon, 1983; Ozman & Craver, 1976) who claim that professional teachers have referred to Philosophy of Education as difficult, irrelevant and anachronistic. This is supported by Tait (2008) who claim that still teachers are poorly prepared for the teaching job.

In my own view since secondary school teachers did not understand and master the content of Philosophy of Education subject and therefore they are not sure of which exact values Philosophy of Education developed in them.

5.1.3 Subject Mastery of Philosophy of Education and Teachers' Professional Practices

The third objective this study was to examine the relationship between subject mastery of Philosophy of Education and teachers' professional practices. The study findings on this objective reveal that there was a strong relationship between subject mastery of Philosophy of Education and teachers' professional practices (table 4.5). This is in line with: Gweru, 2011; Ogutu, 2015; Gosselin, 2007; Lipman, 2003 who all claim that Philosophy of Education enables professional teachers to exhibit professional practices. However, most of the professional teachers do not acknowledge the contribution of Philosophy of Education to their professional practices. This was attributed to the content of Philosophy of Education; not being clear, so abstract, too much and lecturers covering little of it, complicated with difficult expressions. This is also supported by other researchers (Gweru 2015; NAQVI, 2012; Gutek, 2004; Schon, 1983; Ozman & Craver, 1976) who assert that professional teachers look at Philosophy of Education as difficult, irrelevant and anachronistic. Also Tickle (2000) claims

that what is found desirable to the profession is not necessarily what teachers experience as good and therefore practice. In my own view professional teachers do not acknowledge that Philosophy of Education enhances their professional practices because they fail to master the discipline during their study at the University/College. From the findings, this could be due to the content of Philosophy of Education being too much to be covered in a short period of time, moreover in some Universities it combined with other course unit like History of education to be done as a single course unit, the content is not familiar to the students like other disciplines but it is introduced at an earlier stage in the University before students developing their thinking capacity as adults since the discipline involves reasoning abilities.

5.4 Conclusion

The conclusions are drawn based on the objectives of the study on the relationship between Philosophical identities and teachers' professional practices in government aided secondary schools in Kayunga district.

Professional teachers appreciate the need and contribution of personal life skills developed by studying Philosophy of Education to their professional practices. Personal life skills enable a professional teacher in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher's use of questioning and modeling to students. However, the content of Philosophy of Education is difficult, too wide and the approaches of teaching need to be revisited.

Professional teachers appreciate the need and contribution of ethical values developed by studying Philosophy of Education to their professional practices. Ethical values developed by studying Philosophy of Education. Ethical values enable a professional teacher in scheming, having smart objectives, managing student behavior, organizing physical space, giving positive feedback to students, teacher's use of questioning and modeling to students.

There is a strong relationship between subject mastery of Philosophy of Education and teachers' professional practices. Thus Philosophy of Education that leads to possession of Philosophical Identities enhances teachers' professional practices.

5.5 Recommendations

In light to the above findings and conclusion, the study recommends that;

Professional secondary teachers need to continuously apply their life skills developed by studying Philosophy of Education if they are to exhibit effectively their professional practices. The application of those life skills has to in and outside classroom so that the students can copy good examples.

Lecturers have to be role models in demonstrating the relevance of Philosophy of Education as far as professional teachers' practices are concerned. They have also to master the study content of the discipline in order to be able to teach the students.

Professional secondary teachers have to constantly exercise their ethical values in order to effectively demonstrate their professional practices. This will help the students to improve on their academic performance and become responsible citizens.

The curriculum designers need seriously to revisit the Philosophy of Education course unit highlighting the clarity of the content i.e. simplifying the content for easy understanding of both the lecturers and students. The content can be reduced leaving only that is very useful to the secondary teachers or increase on the time allocation for the course unit. Philosophy of Education being not a familiar subject and more so proving to be difficult to students directly coming from high schools (because it can easily be understood by students who have developed their thinking capacity), then it should be taught in either 2nd year or 3rd year or both of the study as an independent course unit.

5.5 Areas for Further Research

This study was carried out in government aided secondary schools in Kayunga district. Further researchers are encouraged to carry out the same study in private schools in Uganda to have a global view and knowledge about the relationship between Philosophical identities and teachers' professional practices.

A study should be conducted to investigate the relationship between gender and mastery of the study content of Philosophy of Education course unit.

A study also about the lecturers' pedagogy in teaching Philosophy of Education and student teachers' academic performance can be carried out

REFERENCES

- AAC&U (2011). The LEAP vision for learning: Outcomes, practices, impact, and employers' view. Washington, DC: Association of American Colleges and Universities.
- Abrami, P. C., Bernard, R.M., Borokhovski, E., Wade, A., Surkes, M.A., Tamim, R., & Zhang, D. (2008). Instructional interventions affecting critical thinking skills and dispositions: A stage 1 metaanalysis, *Review of Educational Research*, 78, 1102-1134.
- Adom, D., Hussein, E. & Agyem, J. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of Quality Research. *Int. J. Sci. Res.*
- Ahuna, K.K., Tinnesz, C.G., & Kiener, M. (2014). A new era of critical thinking in professional programs. *Transformative Dialogues: Teaching & Learning Journal*, 7(3), 1-9.
- Ayeni, A. J. (2011). Teacher professional development and quality assurance in Nigerian Secondary Schools. *World Journal of Education*, 20, 143-149.
- Alexander, R. (2001). *Culture and pedagogy: International comparisons in primary education*. Oxford: Blackwell
- Alvarez, B, Gillies, J and Bradsher, M (2003). *Beyond Basic Education: Secondary Education in the Developing World*. Washington, D.C.: World Bank Institute and Academy for Educational Development
- Altrichter, H., Feldman, A., Posch, P. & Somekh, B. (2008). *Teachers Investigate Their Work: An Introduction to Action Research Across the Professions (2nd ed.)*. London: Routledge
- Alwehaibi, H. (2012). Novel program to promote critical thinking among higher education students: Empirical study from Saudi Arabia. *Asian Social Science*, 8(11), 193-204.
doi:10.5539/ass.v8n11p193

- Amin, M. E. (2005). *Social Science Research concepts, Approachology and Analysis*. Kampala: Makerere University Press.
- Arend, B. (2009). Encouraging critical thinking in online threaded discussions. *Journal of Educators Online*, 6(1), 1-23. Retrieved from <http://files.eric.ed.gov/fulltext/EJ904064.pdf>
- Argyris, C. (1996). Actionable knowledge: Design cusality in the service of consequential theory. *The Journal of Applied Behavioral Science*, 32(4), 390-406. Retrieved from <http://search.proquest.com/docview/236355552?acountid=35812>
- Astin, A. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Ader, H. J., Mellenbergh, G. J., & Hand, D. J. (2008). *Advising on research methods: A consultant's companion*. Huizen, The Netherlands: Johannes Van Kessel Publishing.
- Bakkabulindi et al. (2015). *Application of the unified theory of acceptance and use of technology (UTAUT) to the use of ICT by undergraduates in the school of Reduccion*. Makerere University
- Bataineh, O., & Alazzi, K. (2009). Perceptions of Jordanian secondary schools teachers towards critical thinking. Education Resources Information Center. ERIC No. EJ869429.
- Beck, D. & Young, S. (2005). *Using teacher evaluation reform and professional development to support: Core assessments*. Washington D.C. USA: Center for American progress.
- Bell, A. W. (1993). *Educational Research*. New York: NY Publishers.
- Bernstein, H. (2009). *When accountability knocks, will any one answer?* Philadelphia, PA: Consortium for policy research in education.

- Beijaard, D., Meijer, P. C., & Verloop, N. (2003). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2013). The Emergence of Research on Teachers' Professional Identity: A Review of Literature from 1988 to 2000. *Advances in Research on Teaching*
- Beijaard, D., P.C. Meijer, and N. Verloop.(2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education* 20, no. 2: 107–28.
- Buchmann, M. (1984). The priority of knowledge and understanding in teaching. In L. Katz and J. Raths (Eds.), *Advances in teacher education* (Vol. 1, pp. 29-50). Norwood, NJ: Ablex
- Boon, H. J. (2011). Raising the bar: ethics education for quality teachers. *Australian Journal of Teacher Education*, 36(7), Article 6.
- Bullough, R. V. J. (2011). Ethical and moral matters in teaching and teacher education. *Teaching and Teacher Education*, 27, 21-28. 13
- Bullough, R. V., & Baughman, K. (1997). *First-Year Teacher Eight Years Later: An Inquiry into Teacher Development*. New York, NY: Teachers College Press.
- Bullough, R. V., Jr., Draper, R. J. (2004). Mentoring and the emotions. *Journal of Education for Teaching*, 30, 271-288.
- Buczynski, S., C.B. Hansen. (2010). *Impact of professional development on teacher practice: uncovering connections*.
- Campbell, P. F., & Malkus, N. N. (2011). The impact of elementary mathematics coaches on student achievement. *The Elementary School Journal*, 111(3), 430-454.

- Campbell, E. (2006). *Ethical Knowledge in Teaching: A Moral Imperative*. Education Canada, 46(4), 32-35. 15.
- Chang, Y. (2010). Students' perceptions of teaching styles and use of learning strategies. Retrieved from http://trace.tennessee.edu/utk_gradthes/782 on 22/01/2015
- Capps, J. (2019). *The Pragmatic Theory of Truth*. Metaphysics Research Lab, Stanford University
- Carman, B. (2004). *Module 10B: Design of Research Instruments; Interview Guides and Interview Skills*. Retrieved February 8th, 2011, from http://www.idrc.ca/directory/employee_info.php?ID=2890
- Clegg, A. (2009). *Draft lower secondary curriculum and assessment review road map. Unpublished road map*. Ministry of Education and Sports, Kampala, Uganda.
- Creswell, J. W. (2013). *Qualitative, quantitative, and mixed approaches approaches (4th ed.)*. Thousand Oaks, CA: Sage. *Unpublished road map*. Ministry of Education and Sports, Kampala, Uganda.
- Coburn, C. E. & Russell, J. L. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*.
- Cochran-Smith, M. & Zeichner, K., 2005. *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Cohen, L., Manion, L. & Morrison, K., (2007). *Research approaches in education*. London: Routledge
- Connor, C. M., Morrison, F. J., Schatschneider, C., Toste, J. R., Lundblom, E., Crowe, E. C., & Fishman, B. (2011). *Effective Classroom Instruction: Implications of Child*

- Characteristics by Reading Instruction Interactions on First Graders“ Word Reading Achievement. *Journal of research on educational effectiveness*, 4(3), 173-207.
- Colnerud, G. (2006). Teacher ethics as a research problem: synthesis achieved and new issues. *Teachers and Teaching: theory and practice*, 12(3), 365-385. 21.
- Creswell, J., (2014). “*Research Design. International student edition. Qualitative, Quantitative and Mixed Approaches Approaches*”.CA: Thousand Oaks: SAGE.
- Crook, M.(2008). “*State laws and regulations governing teachers’ certificates*”. New York: Basic B education studies.
- Cummings, R., S. Harlow and C. Maddux (2007), “Moral reasoning of in-service and pre-service teachers: a review of the research”, *Journal of Moral Education*, Vol. 36/1, pp. 67-78, <http://dx.doi.org/10.1080/03057240601185471>.
- CURASSE (2007). “*Uganda Secondary Education and Training Curriculum Assessment and Examination Roadmap for Reform*”, 2007. Daker Framework for Action 2000
- Daniel, M. F.(1998)."*P4c in pre-service Teacher Education*". *Journal of Analytic Teaching*, 19(1).
- Darling-Hammond, L., (2006). “*Constructing 21st Century teacher education*”. *Journal of teacher education*, 57(X).
- Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N. & Orphanos, S. (2009). State of the Profession: Study Measures Status of Professional Development. *Journal of Staff Development*, 30, 42-44.

- DeJaeghere, J.G., Williams, R, and Kyeyune, R. (2009). Ugandan secondary school headteachers' efficacy: what kind of training for whom? *Journal of International Educational Development*. 29 (3): 312-320.
- Department for Education (2018). "*Statutory Framework for the Early Years Foundation Stage*". Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2> (Accessed: 11 March 2019).
- Department for Education (2013) "*Statutory Framework for the Early Years Foundation Stage*": Setting the standards for learning, development and care for children from birth to five. London: Department for Education
- Desimone, L. M., Smith, T. M., & Ueno, K. (2006). "Are teachers who need sustained, content focused professional development getting it?" An administrator's dilemma. *Educational administration quarterly*, 42(2).
- De Vaus, D.(2007). "*Analyzing social science data: 50 key problems in data analysis*". London :Sage
- Dewey, J. (1904). "*The relation of theory to practice in education*". In *The Third yearbook of the National Society for the Scientific Study of Education: Part I: The Relation of theory to practice in the education of teachers* (pp. 9-30). Chicago: University of Chicago Press.
- Field, A. (2013). "*Discovering statistics using IBM SPSS statistics*" 21.4th Ed. London: Sage
- Flanagan, C., P. Cumsille and L. Gally (2007), "School and Community Climates and Civic Commitments: Patterns for Ethnic Minority and Majority Students", *Journal of Educational Psychology*, Vol. 99/2, pp. 4421-431, <http://dx.doi.org/10.1037/0022-0663.99.2.421>

- Flexner, A. (1910). *Medical education in the United States and Canada*. Carnegie Foundation for the Advancement of Teaching (Bulletin No. 4). Menlo Park, CA: Carnegie Foundation
- Freidson, G. (2014). *Teachers in the making”: Building accounts of teaching. Teaching and teacher education*.
- Fullan, M.G. (1995). The limits and the potential of professional development. In T. Guskey and M. Huberman (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 253-267). New York: Teachers College Press.
- Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., & Silverberg, M. (2008). *The impact of two professional development interventions on early reading instruction and achievement*. Washington, DC: US Department of Education.
- Gay, L. R. (1996). *Educational Research Competences for Analysis and Application (5th ed.)*. New Jersey: Prentice Hill.
- Government of Uganda (19152).” *Government White Paper. Education for National Integration and Development*. Kampala: Government of Uganda.
- Grant, C. & Onsaloo, A. (2014). Understanding, Selecting and integrating a theoretical framework in dissertation research: creating a blue print for your “house”. Vol 4. Iss.2
- Gulikers, J. T. M., Bastiaens, T. J., Kirschner, P. A., & Kester, L. (2006). “*Relations between student perceptions of assessment authenticity, study approaches and learning outcomes*”. *Studies in educational evaluation*.
- Guttek, G. L. (2004). *Philosophical and ideological voices in education*. Boston: Allynand Bacon.

- Guskey, T. R. (2002). *Professional development and teacher change*. Teachers and Teaching: theory and practice.
- Gweru, H. (2011). “*Philosophy of Education: Its relevance to teacher education*”. Oswell H. Chemhuru: Booklove Publishers, Zimbabwe
- Gyekye, A. S. (2001). *The Self-defensive Attribution Theory Re-visited: A Culture Comparative Analysis Between Finland and Ghana in the Work Environment*. Helsinki: Yhopistopainto.
- Harris, D. N., & Sass, T. R. (2007). *Teacher training, teacher quality and student achievement*. Unpublished manuscript, Grant R305M04121 from US Department of Education.
- Hesson, M. & Shad, K.F. (2007), “A student-centered learning model,” *American Journal of Applied Sciences*.
- Hopkins, L.T. (1941). *Interaction: The Democratic Process*. Boston, MA: D.C. Heath, p. 198-200
- Naqvi, J (2010). Syllabi and course guides for the four-year B.Ed. (Hons) Elementary
- Hurd, S, Jones, M, McNamara, O and Craig, B (2007). Initial teacher education as a driver for professional learning and school improvement in the primary phase. *The Curriculum Journal*. 18 (3) 307-326
- Jacob, B. A. & Lefgren, L. (2008). “Can principals identify effective teachers?” Evidence 101–136.EC
- Jacoby, L. L. (1978), “On interpreting the effects of repetition: Solving a problem versus remembering a solution,” *Journal of Verbal Learning and Verbal Behavior*, 17:649-667.

- Joyce, B. R., & Showers, B. (1981). Transfer of training: The contribution of "coaching." *Journal of Education*, 163(2), 163-172.
- Hargreaves, A. (1998). The emotional politics of teaching and teacher development: With implications for educational leadership. *International Journal of Leadership in Education*, 1(4), 315.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811.
- Hargreaves, A. (2001). Beyond anxiety and nostalgia. *Phi Delta Kappan*, 82(5), 373.
- Hargreaves, A. (2002). Teaching and betrayal. *Teachers & Teaching*, 8(3), 393-407.
- Hargreaves, A. (2004). Inclusive and exclusive educational change: Emotional responses of teachers and implications for leadership. *School Leadership & Management*, 24(3), 287-309.
- Hargreaves, A. (2005). Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teaching and Teacher Education*, 21(8), 967-983.
- Intrator, S. (2006). Beginning teachers and emotional drama in the classroom. *Journal of Teacher Education*, 57, 232-239.
- Isenbarger, L., & Zembylas, M. (2006). The emotional labour of caring in teaching. *Teaching & Teacher Education*, 22(1), 256-134.
- Kagan, M. D. (19152). *Professional Growth Among Preservice and Beginning Teachers*. *Review of Educational Research*, 62(2), 129–169.
<https://doi.org/10.3102/00346543062002129>

- Kagolo (2014, March 26). “*School inspectors: Where did they go?*” *The New Vision*. Retrieved May 17, 2015 from www.newvision.co.ug
- Khisa, I. & Lanyero, F. (2009, October 12). Uganda: Education standards are falling, say Experts. *The Daily Monitor*, p. 12.
- Komba, L.K. and Nkumbi, E (2008). *Teacher Professional Development in Tanzania: Perceptions and Practices. Journal of International Cooperation in Education. 11 (3) 67-83*
- Kombo, D. & Tromp, A. (2009). *Proposal and thesis writing*. Nairobi: Kenya. Pauline publications.
- Korthagen, F.A.J. in cooperation with Kessels, J., Koster, B., Lagerwerf, B., &Wubbels, T. (Eds.) (2001). *Linking practice and theory. The pedagogy of realistic teacher education*. Mahwah, NY: Lawrence Erlbaum Associates.
- Krejcie, R. & Morgan, D. (1970). “*Determining sample size for research activities. Educational and Psychological measurement*.”
- Lewin, K (2002) *The costs of supply and demand for teacher education: Dilemmas for development. International Journal of Educational Development, 22(3): 221-42.*
- Ling, L.M. and Mackenzie, N (2001). *The Professional Development of Teachers in Australia. European Journal of Teacher Education. 24(2) 87-98*
- Liljestrom, A., Roulston, K., & deMarrais, K. (2007). “*There is no place for feelinglike this in the workplace*”: Women teachers’ anger in school settings. In P.A.
- Lipman, M. (2003). “*Thinking in education*”. Cambridge, UK: Cambridge University Press.

- Lindquist, T. M. (1995), “*Traditional versus contemporary goals and approaches in accounting Education*”: Bridging the gap with cooperative learning,” *Journal of Education for Business*.
- Ling, L.M. and Mackenzie, N (2001). *The Professional Development of Teachers in Australia. European Journal of Teacher Education. 24(2) 87-98*
- Malmhether, M. (1999). "*The 6 Years Long Swedish Project*". Best in the world in thinking, partly presented at the ICPIIC congress.
- Ministry of Education & Sports (MoES). (2012). Strategies to Address the Quality of Science and Mathematics at Secondary School Level in Uganda. *The 19th Education and Sports Sector Review* (pp. 1-15). Kampala: Unpublished.
- Ministry of Education and Sports (2009). *Sector indicators (2000/01- 2010/11)*. Kampala: The Government of Uganda.
- Ministry of Education and Sports (2012). *Annual report of the Directorate of Education Standards*. Kampala: The Government of Uganda.
- Ministry of Education and Sports (2014a). *Teacher Initiative in Sub-Saharan Africa (2014). Teacher issues in Uganda. A shared vision for an effective teachers’ policy*. Kampala: The Government of Uganda.
- Ministry of Education, Science, Technology and Sports (2014b). *The Education and Sports Sector. Annual Performance Report (ESAPR) (FY 2014/15)*. Kampala: The Government of Uganda.
- Ministry of Education and Sports (2015). *The Education and Sports Sector Annual Performance Report (ESAPR) (FY 2014/15)*. Kampala, The Government of Uganda.

- Mpokosa & Ndaruhutse (2008). *Managing Teachers. The centrality of teacher management to Quality education. Lessons from developing countries*. Retrieved from [www.cfbt.com/evidence for education and www.vsointernational.org](http://www.cfbt.com/evidence%20for%20education%20and%20www.vsointernational.org)
- Mulkeen, A. (2010). *Teachers in Anglophone Africa. Issues in Teacher Supply, Training and Management*. Washington DC.
- Musaazi, J.C.S. (2006). *Educational Planning. Principles, Tools and Applications in the Developing World*. Makerere University Printery. Kampala Uganda.
- McDaniel, M. A., Friedman, A., & Bourne, L. (1978), "Remembering the levels of information in words. Memory & Cognition,".
- Meighan, M. & Walker, A. (2004). *Critical thinking: An exploration of the theory and Practice*: New York: USA; Routledge.
- Mugenda, O. & Mugenda, A.G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mulkeen, A, Chapman, D.W., DeJaeghere, J.G., and Leu, E (2007). Recruiting, retaining, and retraining secondary school teachers and principals in Sub-Saharan Africa. World Bank Working Paper No. 99. African Human Development Series. Washington DC: The World Bank.
- Munyoki . J .M. (2011). *Marketing Management: Theory and Practice*: Downtown Publishers and printers, Nairobi.
- Nakabugo, M.G., Masembe-Ssebbunga, C., Okurut, C.O., Byamugisha, A. &Maani, J.S. (2008). Large class teaching in resource – constrained contexts: Lessons from Reflective Research in Uganda primary schools. *Journal of International Cooperation in Education*, 11(3).

- Nakabugo, G. & Masembe, C. (2015). The continuum of teacher professional development: towards a coherent approach to the development of secondary school teachers in Uganda.
- Ndirangu C (2007). Teaching approach ology, African Virtual University 1 Published under Africana.
- Njoroge, R.J., & Bennaars, G.A. (1986). *Philosophy and Education in Africa: An Introductory Text for Students of Education*. Nairobi: Transafrica.
- Odden, A., Archibald, S., Fermanich, M., & Gallagher, H. A. (2002). *A cost framework for professional development*. *Journal of Education Finance*.
- Odiya, J. N. (2009). *Scholarly Writing: Research Proposals and Reports*. Kampala: Makerere University Printers.
- O'Donoghue, T. & Punch K. (2003). *Qualitative Educational Research in Action: Doing and Reflecting*. London: Routledge.
- Okonye, G. (2007, January 22). *Uganda's examination system needs quick reforms*. The New Vision.
- Opio, R. (2007). Our country needs quality education. *The New Vision*, November 13, 2007.
- Ogutu, A. (2017). "Ethics in the Educational Curriculum in Africa", in *Tangaza Journal of Theology and Mission*, 2016/I, Science and Religion
- Otaala, J. Maani, J. & Bakaira, G. (2013). Effectiveness of University Teacher Education Curriculum on the secondary school teacher performance in Uganda: *Journal of International Cooperation*.
- Otsen, O. & Roger, C. (2007). *Reshaping culture, knowledge and learning: New-Zealand*. Ozmon, H., & Craver, S. (1999). *Philosophical foundations of education*. New Jersey: Merrill Publishing Company.

- Ozmon, H., & Craver, S. (2007). *Philosophical foundations of education*. Washington DC: Pearson.
- Patton, M.Q. (2002). *Qualitative evaluation and research approaches* Newbury, CA Sage Pub.Inc.
- Pillen, M., Beijgaard, D & den Brok, P. (2013). Professional identity tensions of beginning teachers. *Teachers and teaching: theory and practice*.
- Poom-Valickis, K., Oder, T., & Lepik, M. (2012). Teachers' Beliefs Regarding their Professional Role: a Gardener, Lighthouse or Circus Director? *Procedia - Social and Behavioral Sciences*, 69, 233–241. <https://doi.org/10.1016/j.sbspro.2012.11.404>
- Ricoeur, P.(19152). *Oneself as another*. Chicago (transl. by K. Blamey): The University of Chicago Press
- Rodrigues, L. D. A. D., de Pietri, E., Sanchez, H. S., & Kuchah, K. (2018). The role of experienced teachers in the development of pre-service language teachers' professional identity: Revisiting school memories and constructing future teacher selves. *International Journal of Educational Research*, 88, 146-155. <https://doi.org/10.1016/j.ijer.2018.02.002>
- Roseman, I., & Smith, C. A. (2001). Appraisal theory: Overview, assumptions, varieties, controversies. In K. R. Scherer, A. Schorr & T. Johnstone (Eds.), *Appraisal Processes in Emotion* (Vol. 3-19). New York: Oxford University Press.
- Rots, I., Kelchtermans, G., & Aelterman, A. (2012). Learning (not) to become a teacher: a qualitative analysis of the job entrance issue. *Teaching and Teacher Education*.
- Sankaranarayanan, B., Sindhu, B. (2012). *Learning and Teaching Nursing*. (4th Ed) New Delhi: Jaypee Brothers Medical Publishers Ltd

- Sagebiel, F. & Dahmen, J. (2006). Masculinities in Organisational Cultures in Engineering Education in Europe: Results of the European Union Project WomEng. *European Journal of Engineering Education*, 31(1), 5-14.
- Samuel, M., & Stephens, D. (2000). Critical dialogues with self: Developing teacher identities and roles—a case study of South Africa. *International Journal of Educational Research*, 33(5), 475–491. [https://doi.org/10.1016/S0883-0355\(00\)00030-6](https://doi.org/10.1016/S0883-0355(00)00030-6)
- Schutz, P. A., Hong, J. Y., & Cross, D. I. (2007). Teacher candidates' Organization of Statements Related to Beliefs about Emotions in the Classroom. Paper presented in the annual meeting of American Educational Research Association, Chicago, IL.
- Scriven, M., & Paul, R. (2005). Defining critical thinking. Retrieved from <http://www.criticalthinking.org/pages/definingcritical-thinking/410>
- Sekaran, V. (2003). *Research approaches for business: A skill building approach*. John Wiley.
- Shim, W., & Walczak, K. (2012). The impact of faculty teaching practices on the development of students' critical thinking skills. *International Journal of Teaching and Learning in Higher Education*, 24(1), 16-30.
- Shulman, L. S. (1987). *Knowledge and Teaching: Foundations of the new era*. *Harvard Educational Review*.
- Siegel, H. (2009). *Philosophy, Social and Political Philosophy, Epistemology*. Oxford University Press.
- Slamecka, N. J., & Graf, P. (1978). The generation effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Human Learning and Memory*.

- Slavin, R.E. (1996), "Research for the future- Research on cooperative learning and achievement: What we know, what we need to know," *Contemporary Educational Psychology*.
- Stapleton, P. (2011). A survey of attitudes towards critical thinking among Hong Kong secondary school teachers: Implications for policy change. Education Resources Information Center. ERIC No. EJ915705.
- Stedman, N. R., & Adams, B. L. (2012). Identifying faculty's knowledge of Critical Thinking concepts and perceptions of Critical Thinking Instruction in Higher Education. *NACTA Journal*, 56(2), 9-14.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358.
- Tait, M. (2008). Resilience as a contributor to Novice Teacher Success, Commitment, and retention. *Teacher Education Quarterly*.
- TALIS. (2008). Teaching and Learning International Survey: Technical report. Paris: OECD.
- Talisse, R. B., Aikin, S. F. (2008) *Pragmatism: A Guide for the Perplexed*. London: Continuum International Publishing Group
- Tickle, L. (2000). *Teacher induction: The way ahead*. Buckingham: Open University Press.
- Teo, R. & Wong, A. (2000), "Does Problem Based Learning Create A Better Student: A Reflection?" Paper presented at the 2nd Asia Pacific Conference on Problem Based Learning: Education Across Disciplines, December 4-7, Singapore.

- Trickey, S., & Topping, K. (2004). Philosophy for Children. *Research Papers in Education*, 19 (3), 365–380.
- Thurman, B. (2009). Teaching of critical thinking skills in the English content area in South Dakota public high schools and colleges. Education Resources Information Center. ERIC ED513229
- Tukey, J. W. (1993). *Exploratory Data Analysis*. Boston, Massachusetts: Addison-Wesley.
- European Union. (2007). Conclusions of the Council and the Representatives of the Governments of the member states within the Council of 15 November 2007, on Improving the Quality of Teacher Education. *Official Journal of the European Union*, http://www.atee1.org/uploads/EUpolicies/council_conclusions_qofte_nov07_0_jeu_en.pdf.
- UNEB. (2012). Uganda Advanced Certificate of Education. Kampala: UNEB.\
- Uganda National Examination Board. (2015). *The Achievement of S2 Students and Teachers in English Language, Mathematics and Biology*. Kampala: Uganda National Examination Board
- Uganda Technology and Management University (UTAMU, 2016). Curriculum review report on a framework for the harmonization of lower secondary teacher education curriculum with the revised lower secondary school curriculum, assessment and examination reform in Uganda
- Valcke, M., Struyven, K., & Rots, I. (2012). *Eenbijdrageaan de Beleidsevaluatie Van De Lerarenopleidingen in Vlaanderen. Bestuurlijk samenvatting (When the Craydust settles. A contribution to the policy evaluation of teacher education in Flanders. A policy summary)*.

- Valcke, M. (2013). "Evidence-Based Teaching, Evidence-Based Teacher Education" (Quality of Teachers and Quality of Teacher Education). In: X. Zhu & K. Zeichner, Preparing Teachers for the 21st Century (pp. 53-66). Berlin: Springer
- Van Veen, K., & Lasky, S. (2005). Emotions as a lens to explore teacher identity and change: Different Theoretical Approaches. *Teaching and Teacher Education*, 21(8), 895-898.
- Verloop, N. (2003). *De leraar [The teacher]*. In *Onderwijskunde: een kennisbasis voor professionals [Educational sciences: a knowledge base for professionals]*, ed. J. Lowyck, and N. Verloop, 195–248. Groningen: Wolters-Noordhof.
- Weinberg, M. (1977). *A Chance to Learn: A History of Race and Education in the United States*. Cambridge, England: Cambridge University Press.
- Winch, C. (2012). *For philosophy of education in teacher education*, *Oxford Review of Education*, 38:3, 305-322, DOI: 10.1080/03054985.2012.693299
- Winograd, K. (2003). The functions of teacher emotions: The good, the bad, and the ugly. *Teachers College Record*, 105(9), 1641-1673.
- Woolfolk Hoy, A., Davis, H. A. & Pape, S. (2006). Teachers' knowledge, beliefs, and thinking. In P.A. Alexander & P.H. Winne (Eds.), *Handbook of Educational Psychology* (2nd ed, pp. 715-737.). Mahwah, NJ: Lawrence Erlbaum.
- Yusof et al. (2012). Measurement model for employability skills using confirmatory factor analysis. ICTLHE, RCEE; RHED: Bangi, Malaysia.
- Zakaria, E., Chin, C.L. & Daud, Y. (2010), "The effect of cooperative learning on student mathematics achievements and attitude towards mathematics, *Journal of Social Sciences*, 6(2): 272-275. Available on <<http://dx.doi.org/10.3844/jssp.2010.272.275>

- Zeeb, M. S. (2004). Improving student success through matching learning and teaching styles.
- Zembylas, M. (2003). Caring for teacher emotion: Reflections on teacher self-development. *Studies in Philosophy & Education*, 22(2), 103-125.
- Zembylas, M., & Barker, H. (2007). Teachers' spaces for coping with change in the context of a reform effort. *Journal of Educational Change*, 8(3), 235-256.
- Wanzare, Z. & DaCosta, J.L. (2000). Supervision and Staff Development: Overview of the Literature. *NASSP Bulletin*, 84(618), 47-54.
- World Bank. (2012). *Systems approach for better education results. SABER Country report*. Washington D.C
- Zepeda, S.J. (2010). *Instructional supervision: applying tools and concepts* (3rd ed.). New York: Routledge.
- Zhanga L, (2012). *The Impact of Teacher Training on Teacher and Student Outcomes: Evidence from a Randomized Experiment in Beijing Migrant Schools*. Beijing China.

APPENDICES

APPENDIX I: SURVEY DATA INSTRUMENT

Self -Administered Questionnaire (SAQ) for professional teachers.

Section A: Biographical variable of respondents

Years of experience (in completed years)

Gender identity; 1 male 2 female

Name of the school

Section B: Subject mastery of Philosophy of Education and teachers’ professional practices

Respond to the given statements by ticking your choice

Values derived from philosophy of education and teachers’ professional practices

| S/N | ITEM | YES | NO |
|-----|--|-----|----|
| 1 | I always give relevant examples during content delivery because of what I learnt in Philosophy in Education | | |
| 2 | I give good notes with good logical flow during content delivery because of what I learnt in Philosophy of Education | | |
| 3 | I am always confident during content delivery because of what I learnt in Philosophy of Education. | | |
| 4 | I always ensure consistence during content delivery because of what I learnt in Philosophy of Education | | |

| | | | |
|---|--|--|--|
| 5 | I always ensure clarity and accuracy during content delivery because of what I learnt in Philosophy of Education | | |
| Approaches used in teaching Philosophy of Education and teachers' professional practices | | | |
| 6 | I always employ teacher- centred approach in teaching because it was the most used by lecturers in teaching Philosophy of Education | | |
| 7 | I always employ child- centred approach in teaching because it was the most used by lecturers in teaching Philosophy of Education | | |
| 8 | I always employ Socratic approach (mixed approach) in teaching because it was the most used by lecturers in teaching Philosophy of Education | | |

| | | | |
|--|--|--|--|
| Teachers' perception of content taught in Philosophy of Education | | | |
| 9 | I gained much from the content taught in Philosophy of Education it was so simple | | |
| 10 | I gained less from the content taught in Philosophy of Education it was difficult | | |
| 11 | I did not gained anything from the content taught in Philosophy of Education it was so complicated and un coordinated. | | |
| 12 | The content I learnt in Philosophy of Education was very relevant to my professional practices | | |

Teachers' perception of Philosophy of Education and their professional practices

| | | | |
|----|---|--|--|
| 13 | The subject mastery of Philosophy of Education helps me to make good schemes of work in preparation for their teaching. | | |
| 14 | The subject mastery of Philosophy of Education helps me to have smart objectives in preparation for their teaching | | |
| 15 | The mastery of study content in Philosophy of Education help teachers to manage students' discipline in and outside classroom | | |
| 16 | The mastery of study content in Philosophy of Education helps teachers to organize the classroom environment that is easily accessed by the students. | | |
| 17 | The mastery of study content in Philosophy of Education helps teachers in communicating clearly and accurately during classroom instruction. | | |
| 18 | The mastery of study content in Philosophy of Education helps teachers to engage their student in learning. | | |
| 19 | The mastery of study content in Philosophy of Education help teachers to maintain accurate records (i.e. class register, progress sheet, record of work e.tc) | | |
| 20 | The mastery of study content in Philosophy of Education helps teachers to reflect on their teaching. | | |

APPENDIX II: INTERVIEW GUIDE FOR PROFESSIONAL TEACHERS

SECTION A: RELEVANCE OF PERSONAL LIFE SKILLS DEVELOPED BY PHILOSOPHY OF EDUCATION.

1. What is your comment about the content you learnt in Philosophy of education while at the university/ college?
2. Which personal life skills did you develop on studying Philosophy of Education?
3. How do those life skills developed by Philosophy of Education help you to exhibit professional practices?

SECTION B: CONTRIBUTION OF ETHICAL VALUES TO TEACHERS' PROFESSIONAL PRACTICES

1. Which ethical values did you develop on studying Philosophy of Education?
2. How do those ethical values developed by Philosophy of Education help you to exhibit professional practices?

SECTION C: TEACHERS' PERCEPTION ON HOW PHILOSOPHY OF EDUCATIONS CONTRIBUTES TO THEIR PROFESSIONAL PRACTICES.

1. How did you generally find Philosophy of Education while still a student at the university/ college?
2. Do you think Philosophy of Education contribute to your professional practices?

APPENDIX III: DOCUMENTARY REVIEW CHECKLIST

In conducting this study, the researcher will make a case attendance (s) to one of the lesson in progress and in case he will focus on observing

1. The student teacher's knowledge of the subject matter.
2. The ability of the teacher to control coordinator and guide learning.
3. The ability of the teacher in selecting instructional goals.
4. The ability of the teacher in organizing physical classroom environment.
5. The ability of the teacher in communicating clearly and accurately.
6. The ability of the teacher in engaging students in learning.
7. The ability of the teacher in maintaining accurate records.
8. The ability of the teacher in reflecting on his/her teaching.
9. The moral conduct of the teacher in the teaching learning process.
10. Any other aspects related with quality teaching of the subject.

APPENDIX IV: RELATIONSHIP BETWEEN SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION AND TEACHERS' PROFESSIONAL PRACTICES
Relationship between Subject mastery of Philosophy of Education and Teachers' Professional Practices

Correlations

| | | SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | EXHIBITING PROFESSIONAL PRACTICES | MAKE GOOD SCHEMES OF WORK AND LESSON PLANS | SMART OBJECTIVES | MANAGE STUDENTS' DISCIPLINE | GOOD CLASSROOM ORGANIZATION | COMMUNICATING CLEARLY AND ACCURATELY DURING CLASSROOM INSTRUCTION | ENGAGING LEARNERS IN LEARNING | MAINTAINING ACCURATE RECORDS | REFLECTING ON TEACHING |
|--|--|--|-----------------------------------|--|------------------|-----------------------------|-----------------------------|---|-------------------------------|------------------------------|------------------------|
| SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | Pears on Correlation Sig. (2-tailed) N | 1 | .658(**) | -.383(**) | -.704(*) | -.064 | -.115 | .096 | .015 | -.223(*) | -.730(*) |
| | | | .000 | .000 | .000 | .543 | .276 | .364 | .886 | .032 | .000 |
| | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 |
| EXHIBITING PROFESSIONAL PRACTICES | Pears on Correlation Sig. (2-tailed) N | .658(*) | 1 | -.606(**) | -.589(*) | -.339(**) | -.436(**) | -.026 | .445(**) | .532(**) | -.322(*) |
| | | .000 | .000 | .000 | .000 | .001 | .000 | .806 | .000 | .000 | .002 |
| | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 |
| MAKE GOOD SCHEMES OF WORK AND LESSON PLANS | Pears on Correlation Sig. (2-tailed) N | -.383(*) | -.606(**) | 1 | .367(*) | .050 | .330(**) | -.056 | .224(*) | .627(**) | .177 |
| | | .000 | .000 | .000 | .000 | .637 | .001 | .599 | .032 | .000 | .091 |
| | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 |
| SMART OBJECTIVES | Pears on Correlation Sig. (2-tailed) N | -.704(*) | -.589(**) | .367(**) | 1 | .009 | -.021 | -.198 | .157 | .139 | .759(*) |
| | | .000 | .000 | .000 | .000 | .930 | .843 | .059 | .134 | .186 | .000 |
| | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 |

APPENDIX V; SUMMARY OF THE RELATIONSHIP BETWEEN SUBJECT MASTERY AND TEACHERS' PROFESSIONAL PRACTICE

| | | SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | EXHIBITING PROFESSIONAL PRACTICES | MAKE GOOD SCHEMES OF WORK AND LESSON PLANS | SMART OBJECTIVES | MANAGE STUDENTS' DISCIPLINE | GOOD CLASSROOM ORGANIZATION | COMMUNICATING CLEARLY AND ACCURATELY DURING CLASSROOM INSTRUCTION | ENGAGING LEARNERS IN LEARNING | MAINTAINING ACCURATE RECORDS | REFLECTING ON TEACHING |
|--|-------------------------------------|--|-----------------------------------|--|------------------|-----------------------------|-----------------------------|---|-------------------------------|------------------------------|------------------------|
| SUBJECT MASTERY OF PHILOSOPHY OF EDUCATION | Pearson Correlation Sig. (2-tailed) | 1 | .658(**) | -.383(**) | .704(*) | -.064 | -.115 | .096 | .015 | -.223(*) | -.730(*) |
| | | | .000 | .000 | .000 | .543 | .276 | .364 | .886 | .032 | .000 |
| | | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 | 152 |

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

* Correlation is significant at the 0.05 level (2-tailed).