STUDENTS' PERCEPTION OF LECTURERS' ETHICAL CONDUCT

IN HIGHER INSTITUTIONS OF LEARNING: A CASE OF

KYAMBOGO UNIVERSITY

BY

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DECLARATION

I, Christmas Simpurisio, hereby declare that this research report titled *"Students' Perception of Lecturers' Ethical conduct in Higher Institutions of Learning: a case of Kyambogo University"* is my own work that has never been submitted to any University for academic or professional recognition.
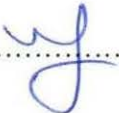
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APPROVAL

We, the undersigned declare that this research report titled "Students' Perception of Lecturers' Ethical conduct in Higher Institutions of Learning: a case of Kyambogo University" by Christmas Simpurisio has been developed with our guidance and under our supervision.

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DEDICATION

This dissertation is dedicated to my wife who has sacrificed her pleasures because of the value she attaches to Education as an Investment. You have been a shoulder on which I bent my head. I dedicate it to my lovely daddy Mr. Tibeijuka Zaverio (RIP) and mum Mrs. Federensi Nyamagambo and to my children. I also dedicate it to Sr. Mbaaga and beloved mummy Benedict Akimpaye; your financial and spiritual support is immeasurable.

ACKNOWLEDGEMENTS

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ABREVIATIONS

KYU   Kyambogo University

HIL   Higher Institutions of Learning

IGG   Inspectorate General of Government

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ABSTRACT

The study focused on Students' Perception of Lecturers' Ethical Conduct in Higher Institutions of Learning; a case of Kyambogo University. The objectives that guided the study included; To establish the students' perception of lecturers' integrity in Higher Institutions of Learning; To establish students' perception on the Lecturers' Commitment to duty in Higher Institutions of learning; and To establish students' perception of the Lecturers' Honesty in Higher Institutions of Learning. A qualitative approach and a phenomenological design were used to capture narratives and views from students. Open ended questions, interview guide and document analysis were used to collect data. A sample of 31 respondents that were got through purposive sampling method participated. Collected data was transcribed verbatim and analyzed using NVivo 10 software. Triangulation was also done to capture all views from all respondents. Findings revealed that lecturers are transparent in the way they award marks. It was also found out that lecturers listen to the students. It was also found that the lecturers follow university rules and regulations, they have self-respect and respect for students. It was further discovered that lecturers were committed to their duties. However, another section of lecturers are biased when marking, assessing and relating with students, others are rude and harsh, soliciting money for awarding marks among others. Lecturers also miss lessons, use outdated notes and do not return papers after marking especially tests and course works. It was concluded that some lecturers are good and their ethical conduct is commendable, however, others are so unethical and make students hate the teaching profession. Among the recommendations made are that integrating ethical theories like virtue theory, consequentialism theory and principles of ethics in education, opening a window for whistle blowers and effecting the deterring measures like punishment.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter entails the Background of the study, the Statement of the problem, the Objectives, the Research Questions, Scope of the study, Significance of the study, and the definition of key words are all included in this chapter.

1.1 Background to the Study

1.1.1 Historical perspective

The study on ethics (the nature of good and evil), the dilemma of human conduct, and man's ultimate aim or "end" man's connection with others, especially students, are all topics covered by ethical principles (Aiftinca, 2004; Lee, 2001). The study of values can concentrate on people's private or public beliefs or standards of behavior, as well as their assessment of what constitutes the *summum bonum* "the highest good" or what they regard to be the most significant thing(s) in their lives (Mugagga, et al. 2016). Moral values are perceived in the educational setting as a goal that the lecturer aspires to, something that he or she espouses, or something that stays after the pedagogical and non-pedagogical experience. These are generally referred to as soft skills, which are derived from both explicit and implicit pedagogy, such as lecturer-student interaction. These values are explicitly responsible for shaping the ethical conduct of an individual who is a lecturer.

According to the study conducted by Keith-Spiegel, Tabachnick, and Allen (1993), lecturers and students shared comparable perspectives on what behaviors were morally right and wrong. Hershey, Fogel, and Linda (2014) found that

teaching while under the influence of alcohol, cocaine, or another illegal drug; making intentional or repeated sexual remarks, gestures, or physical contact with a student that the student does not want; teaching that some races are intellectually inferior; and providing false or misleading information that harms a student were among the most endorsed highly unethical behaviors in almost all situations.

In the public and private universities of Bangladesh, there are qualified lecturers and a range of ethical issues (confidentiality, sexual harassment, discrimination, academic dishonesty, etc.), but it would not be overstated to say that some lecturers engage in unethical behaviors accidentally or knowingly when teaching, evaluating students, dealing with coworkers, students, and others, and even when conducting research.

When difficult factors in educational practice interfere with lecturers' sense of appropriate behavior and decisions are made and carried out in a way that is not in accordance with the "right method," critical episodes involving ethical conflict and moral unease take place (Lishchinsky, 2010). Education leaders may need to take on the responsibility of preparing lecturers to negotiate the diverse values in their higher institutions of learning because they can no longer afford to solely concentrate on academic courses (Husu & Tirri, 2007). Lecturers must have a deeper understanding of significant events and moral quandaries in order to perform their function. This offers academics the freedom to take part in decisions that enable them to uphold their ethical duties without sabotage.

Ethical conduct of University lecturers under optimal conditions observed in the purpose, vision, or stated philosophy of a certain educational institution and its basic principles are implicit in the mission, vision, or purported philosophy of the institution. Unfortunately, most key stakeholders are unaware of the aims and visions of various universities (Muwagga, 2006). Some opponents of Uganda's education system believe that the main reason for the institutional drift is that most people appear to be unaware of the ideology that underpins their educational institutions.

The ethical behaviour of lecturers has been a historical occurrence in Higher Education. This is due to increased media coverage and public knowledge of unethical behaviour by lecturers in Higher Education Institutions such as Universities (Ehrich et al. 2012). Plagiarism by staff and students, other forms of cheating, in- and out-of-classroom, sexual harassment by staff and students, abuse of authority, exchanging sexual activities for grades, and taking money or presents for grades are all examples of unethical behaviour (Robie & Keeping 2004; Ashford & Davis 2006). According to Hanson (2009), " the ethical challenges that lecturers have faced in higher education in a past decade in which institutional integrity and legitimacy are; paving a situation of uncertainty 'the worst of times' both economically and ethically for our nation". Despite the fact that Hanson was referring to the United States, the same might be said of other countries confronting similar challenges including Uganda.

1.1.2 Conceptual perspective

The moral values, guidelines, and attitudes that organizations exhibit in their interactions and behavior are referred to as ethical conduct (Stanley, 2021). Maintaining employee safety, following the law and regulations, and protecting the environment all require ethical behavior (Stanley, 2021). In addition, there are a number of specific rules and guidelines related to business ethics that support an organization's success both commercially and ethically.

Lecturers' ethical conduct means to behave and conduct ones' self in accordance with the moral standards (Brett, 2020). Lectures' Ethical conduct is identified in both personal and professional interactions; that is to say, between the lecturers themselves or with the students. This notion assesses the moral consequences of actions made in each of the aforementioned circumstances. For a Higher Institution of Learning (HIL) to work correctly, ethical behavior is required. An unethical individual (lecturer or student) will typically lose the trust of others, and their unethical behavior should be sanctioned by the law (Brett, 2020). Certain ideals and principles, such as integrity, transparency, honesty, and commitment to duty are demonstrated by this behavior (Alastair & Ploem, 2013). These are ethical guidelines that should be followed by both lecturers and students so as to maintain an ethical environment that leads to students' academic achievement in HIL. The implementation of moral principles in a given Higher Institution of Learning is the ethical conduct of lecturers.

Perception is an important psychological feature since it allows us to understand the various types of phenomena that exist in our surroundings. People have diverse perspectives on the same thing. This perception can be viewed in the

positive or negative ways. Perception is automatically related to the nature of human being, with his or her psychological feature. As a result, perception is a process that begins with an organ's sense. That is, a process in which a person continuously interacts with his or her environment through the acceptance of information by the human brain (Slameto, 2010). Perception, according to Mulyana (2007) and Depdiknas (2003), is an internal process that allows us to choose, organize, and interpret stimuli from the world. These processes might influence our behavior. Furthermore, perception is a person's (students') impression of a specific object (lecturers' ethical conduct), which is influenced by both internal and external elements, such as behavior under personal control and behavior influenced by circumstances outside.

1.1.3. Contextual perspective

Expectations of classroom conduct, research procedures, supervision, and providing feedback to students can all be used to derive ethical principles that moderate ethical conduct (Dobrin, 2002; Sidgwick, 2015). The students perceive these ethical values by way of the curriculum, and extracurricular activities. The students' perception of the lecturers' ethical conduct in HIL include honesty, integrity, and self-discipline. Other examples include, "mutual respect, open-mindedness, the willingness to listen to and take seriously the ideas of others, procedural fairness, and public discussion of contested issues" (Colby et al. 2003). It is hence important that the lecturers possess the professional code of conduct. If they do not comprehend and apply it, they may be dissatisfied with their career, and students' perceptions of their ethical conduct and how they

interact with juniors will be hampered. To avoid causing negative perception on the lecturers, the higher institutions specifically in the School of Education of Kyambogo University, has realized the need to make character education successful. This is possible through recruiting well-trained lecturers (Benninga, 2003) whose ethical conduct cannot be questioned thus causing different perceptions among students.

Kyambogo University has been put to spot-light by the IGG's report (Inspectorate of Government, 2015) about the prevailing conduct of teaching and non-teaching staff of the university. The report states in part, "The IGG further recommends the dismissal of many other academic staff on various grounds notably, altering student marks and eliciting sex for marks from students". In the similar instance, a story appeared in the daily monitor (2018) about the student who had a relationship with her lecturer. The lecturer constantly promised to raise her grades which was not done and this thus ended up causing the student not to graduate due to some re-takes. This has also been a case in other universities of Uganda for example Makerere University (The independent, 2019).

1.2 STATEMENT OF THE PROBLEM

In the field of education, one cannot comprehend an ethical lecturer without looking at the attributes such as honesty, commitment, reliability, integrity, trustworthiness and sincerity (Lynch, 2018). These ethical values are a true reflection of an ideal lecturer in the postmodern era. This has made the lecturer to be highly respected, always referred to by the society as a role model whose lifestyle is worth emulating (Dimkpa, 2015). This is as a result of professional training they undergo, accompanied by the professional code of conduct and other regulatory guidelines (Tyessi, 2015). In different lecturers' associations like Forum for Academic Staff of Public Universities in Uganda (FASPU), and Human Resource manuals help to maintain the ethical conduct of the lecturers (KYU HRM, 2014).

However, some studies have studies indicate that lecturers do not live up to their ethical and professional standards while executing their duties and relating with each other and the students (Connell, Donovan & Chambers, 2016). In Uganda, the media and different reports for example the IGG report of Uganda (2015) have put lecturers at a spot for failing to live ethically and acting unprofessionally that has affected their image in the community and among their students in Higher Institutions of Learning.

Despite several studies done on ethical conduct of lecturers, little is known about students' perception of their lecturers' conduct. Therefore, the study intends to assess the perception of students about their lecturers' Ethical conduct Higher Institutions of Learning.

1.3 PURPOSE OF THE STUDY

The study examined the students' perception of the lecturers' ethical conduct in Higher Institutions of Learning, a case of Kyambogo University.

1.4 Objectives of the study

1. To establish the students' perception of lecturers' integrity in Higher Institutions of Learning, a case of Kyambogo University.

2. To establish students' perception on the lecturers' commitment to duty in Higher Institutions of Learning, a case of Kyambogo University.

3. To establish students' perception of the lecturers' honesty Higher Institutions of Learning, a case of Kyambogo University.

1.5 Research questions

1. How do students perceive lecturers' integrity in higher institutions of learning?

2. How do students perceive lecturers' commitment to duty in higher institutions of learning**?**

3. How do students perceive lecturers' honesty in higher institutions of learning?

1.6.0 Scope of the Study

1.6.1 Content cope

The study examined students' perception on the lecturers' ethical conduct in Higher Institutions of Learning. The ethical conduct of lecturers was reflected through their Commitment to duty, their Integrity, and Interpersonal relationship with students and fellow staff members.

1.6.2 Geographical Scope

The research was carried out at Kyambogo University (Kyu) specifically in the School of Education. Kyambogo University has Five Faculties that is Faculty of; Education, Engineering, Special needs, Science, Vocational studies, Arts and social sciences and two schools that is Graduate school and School of management (University Act, 2001). School of education was selected because of its central role in professional formation of teachers who are meant to be ethical models in the community (KYU, 2022).

1.6.3 Time scope

The study covered a period of two years that is 2020 to 2022. This was a time when students' perception of their lecturers' ethical conduct in Higher Institutions of learning has been of contention (Nabaho, Oonyu, & Agut, 2017). It is the time when the IGG report (2015) about the ethical status of University staff was released causing contention among University students and staff (Kasirye, 2015).

1.7 Theoretical Frame work

This research was aided by Immanuel Kant's Categorical Imperative Theory (Fieser, 2017). As a result of Enlightenment Rationalism, the theory was formed (Fieser, 2017). The theory states that, "the only intrinsically good thing is a good will. In other words, an action can only be good if its maxim that is 'the principle behind it' is duty to the moral law" (O'Neill, 1989). According to this idea, whether or not actions are right or wrong is determined by whether or not they fulfill their commitments rather than their consequences (Raw, 2000). Therefore,

the Categorical Imperative, which acts on all persons regardless of their interests or wants, is crucial to Kant's conception of the moral law. The way they teach, what they ought to teach and how they teach must be aimed at achieving the highest good which is high academic achievement amongst students in the university.

In this study, the categorical imperative theory allows us to analyze moral actions and make moral decisions (Pecorino, 2002). In other words, it isn't a directive to do something specific because it doesn't say, "follow the ten Commandments", or "respect your elders". Rather, it is merely a formal technique for evaluating any activity that may be morally important. The categorical is a manner of expressing the criteria by which any action can pass the test of universality, impartiality, and reason, because the moral law is universal, impartial, and rational by nature (according to Kant).

Kant believes that our moral obligations can be expressed in a single principle. Kant, on the other hand, rejects Wolff's specific moral principle in favor of the categorical imperative, which he argues better embodies our obligation as required by reason. Secondly, Kant, like Wolff, argues that morality is derived from the authority of human reason rather than being created by God. "No one, not even God, can be the author of the laws of morality," Kant writes, "since they have no genesis in will, but rather in practical necessity." Authoritarian requirements, according to both Wolff and Kant, cannot produce morality. This is not surprising, given that numerous writers in the eighteenth century defied established authorities in a variety of fields, including religion, politics, and academia. Human reason is the only true guidance, and an enlightened individual

will choose to follow his or her reason over the arbitrary edicts of self-proclaimed authority.

The theory is important because it emphasizes the will of the person who is executing the moral action. Indeed, for Kant, the concept of "Good Will" is at the heart of all ethical conduct, requiring that "we must will to do good." Every morally acceptable action should be motivated by this concept of the Good Will, as reflected in the desire to do our moral responsibility. As a result, the action's effects are not taken into account at all. We must act solely to fulfill our moral responsibilities and commitments. The moral worth of an act is determined by this Good Will.

Kant believes that a moral decision must be based on logical considerations since morality entails doing what is required of us, and only rational considerations are required. My selfish desire to accumulate material wealth, for example, serves no useful purpose. Simultaneously, we perceive an element of need in the moral demand "Do not steal!" because it applies to everyone.

1.8 Significance of the study

i. This study will help the University Senate body to counsel, mentor and advise the Lecturers about their ethical conduct in the university. This is because they are meant to be role models in teaching, supervision, dressing and relationship with the juniors (students) and colleagues.

ii. The study will guide the government, through the Ministry of Education, is in charge of education to pass more laws and regulations that govern the Lecturers in higher institutions of learning. Despite the existence of the teachers' code of

conduct and other regulations, misconduct continues to be on the rise. Therefore, the ministry of education would need to supplement them with other stronger measures.

iii. The study will help in sensitizing the students about the positive measures they can take in case they are treated unethically.

1.9 Operational Definition of terms

i. **Ethics:** Ethics, ethical principles, standards ethical theories, problems, concern, questions of good and bad action. It is morally proper and good to follow acknowledged rules of behavior.

ii. **Conduct:** This is the way a person acts, particularly in a specific setting or scenario.

iii. **Ethics:** Moral principles that govern a person's behavior or the conducting of an activity.

iv. **Ethical conduct:** This refers to the way one behaves especially when dealing with others.

v. **Higher institutions of learning:** This refers to Universities. These are institutions through which students acquire their highest graduate levels like Bachelor's degrees, Masters and other honors.

vi. **Lecturer:** This is a member of the academic staff who is in charge of planning, directing, and carrying out academic instruction and research at a university or other higher education institution.

vii. **Perception:** The way in which something is regarded, understood, or interpreted.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter 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 on the "students' perception of the lecturers' ethical conduct in higher institutions of learning".

2.1 The students' perception of the lecturers' honesty Higher Institutions of Learning

There are several aspects of the teaching assistant's job that could raise ethical issues in some way. Your responsibilities as an advisor, assessor, exam administrator, figure of authority, and peer can occasionally be difficult, especially when competing expectations are present (Whitley, Perkins, Balogh, Keith-Spiegel, & Wittig, 2000). Since fairness is a perception that is based on interpretations of conduct rather than intentions, many lecturers may unintentionally engage in what students consider to be unfair behavior. Dr. Rita Rodabaugh found that violations of interactional fairness are the most severe, despite the fact that result or procedural fairness would appear to be the most significant to students given that it influences their marks (Whitley et al., 2000). Interactional fairness refers to the caliber of the interactions between the instructor and the students and involves impartiality, respect, consideration for the students, concern, integrity, and propriety.

Academic honesty must be given the highest extraordinary attention because failure is also a failure of the institutions. The Whitney and Keith-Spiegel principle described "a failure to deal adequately with academic dishonesty and educate students about the consequences of the behavior constitutes a disservice not only to the academic community but to the society in general" (Delhey & Newton, 2002). The above statement is an indicator of how far and wide dishonesty has been, and how an academic institution must view the failure of honesty in practice. In Auburn University, committing academic dishonesty would mean disgracing the whole academic community; all instructors would be pursuing all the cases just to restore the academic sterility (Academic Honesty Policy of Auburn University, 2006). Dishonesty is also evaluated within the realm of relational development and conflict to betrayal (Morris and Killian; Mohen and Pokorney, 2006; Delhey and Newton, 2002).

The findings of research undertaken by Staats and Silvia, (2008) and Silvia et al, (2010) provide a different perspective on honesty (2011). Staats experimented on a group of minority students who did not engage in academic dishonesty at school. According to the findings of the two experiments, students who were able to be honest in their lives had spirits of heroism and courage. The students were capable of taking on a task and strong enough to take risks. According to Silvia, honesty has a link to creativity. As a result, these two characteristics can be developed in students to improve their honesty.

In addition to the peculiar nature of dishonesty, it is crucial to comprehend the value of honesty in the workplace. Even though companies can get away with

lying, honesty is crucial. Delivering a good or service to the public that fills a need or desire is a company's corporate social responsibility. He showed the value of honesty in the workplace in a study conducted by Westfall (2017), Senior Market Research Associate at Software Advice. According to research, businesses that valued candid and open criticism disclosed a lot of data, including a "10-year total shareholder return that was 270 percent greater than other corporations" (Westfall, 2017). Productivity can be greatly impacted when this honesty is actively implemented into a company's culture.

The necessity to be honest was mentioned in a Harvard Business Review article that explored the successes and failures of firms (Bhide, 2014). The findings imply that being truthful pays off in the long run. This was proven true about the virtue of honesty in the Volkswagen case just a few years later (Volkswagen, 2017). When firms choose to be dishonest, they might certainly come out on top. Is it really necessary for a corporation to be honest if it can just buy its way back into the corporate world? However, the study found that practicing honesty rather than dishonesty is significantly more beneficial to a firm and its employees in the long term.

According to Stevenson and Bhide (2014), when someone is wronged, they seek retribution, and as a result, others lose trust in the organization. "Profit maximizers are honest," according to Stevenson and Bhide's (2014) research. While some businesses continue to profit from dishonesty, those who emphasize honesty are the ones who actually optimize their earnings.

Furthermore, while modesty, decency, morality, chastity, wholesomeness, and piety are concepts that parents have used in child–training and nurturing for many centuries and in many nations, modernity appears to have swept them all away or at the very least recast them in new relative meanings (FayokunSegun, AdedejiSegun, Adedejis, Oyebades, 2009). Youths' depraved attire has come to represent modernity at many higher education institutions around the world, and university campuses in particular. Pauly (2008) defined a dress code as a set of guidelines that outline the proper attire, such as those found in a school. Higher education campuses, on the other hand, have created an environment that encourages women to wear alluring clothing. According to the provocative and seductive ways that most students, particularly females, adorned themselves in the lecture hall, those who have recently visited the campuses of higher education may have wondered whether they were in an intellectual community or a harlot enclave (FayokunSegun, et al. 2009). It is from these students those lecturers and teachers are mentored and groomed. Therefore, their previous dress codes influence the way they will dress even as adult and mature persons. That is why Public Universities have some of those isolated cases of indecent dressing among the staff.

The student leadership at Uganda's Makerere University, one of the oldest universities in Africa, wants to be included in the implementation of the university's policy on sexual harassment aimed at eliminating abuse at the institution (Nakkazi, 2021) Makerere's sexual harassment policy was revised in 2018 and requires lecturers and all staff to declare if they have relationships with their students. In addition, the policy states that all sexual harassment complaints

by students should be channeled through the directorate of gender mainstreaming rather than heads of department, to minimize possible retaliatory action against victims.

In relation to the above, on Friday, December 10, 2021, Makerere University sponsored a Stocktaking Dialogue on Sexual Harassment and Response in collaboration with national and international stakeholders (Wamai, 2021). The event was the culmination of 16 days of protest against Gender-based Violence, which took place from November 25th to December 10th, 2021. The debate, which took place on International Human Rights Day, provided an opportunity for all players to demand for the protection of all human rights, particularly the rights of women and girls. As a result, the event followed the UN Secretary-UNiTE General's campaign's worldwide theme: "Orange the World: End Violence against Women Now!".

2.2 Lecturers` Commitment to duty in Higher Institutions of Learning

According to the study conducted by Coladarci, (1992), students perceive commitment as lecturers' ethical devotion to the profession of teaching. Therefore, the duties and scopes of work for lecturers in the academic setting are being carved out by rapid developments in the educational system (Bibiso,

2017). According to Bibiso (2017), in order to advance their professional dedication, lecturers must be creative and original. Their findings indicate that students perceive lecturers as lazy in teaching and marking, do not meet deadlines and above all, they are unethical. Therefore, a committed lecturer loves his/her profession and students gain much in terms of emulation and role model. Furthermore existing study indicates that there is empirical evidence to support the concept that increasing absenteeism among Professors leads to a negative perception of lecturers among students. (Semugenyi, Mubaraka, & Nandacha, 2013). When the lecturer is frequently absent and education is delivered by a variety of substitute teachers, Bruno et al., (2007) determined that students in a classroom eventually lose their will to study. Regular attendance, according to Chung (2000), appears to be a strong predictor of exam success. This is a widely established ethical standard among students, and failure to adhere to it may result in the professor being disciplined by higher authorities if students complain.

The competence of lecturers is one of the most important aspects of service that students notice (Latip et al., 2019). A successful lecturer is knowledgeable about all facets of education, including social contacts, professional knowledge and interactions, moral character, and mature personal traits (Hanapi & Nordin, 2014). Subject expertise and lecturers' competency are essential for students to be satisfied with the institutions' services because knowledge transfer is the core activity of the institutions (Awang, 2014). As a result, in order to meet the needs of students and deal with a demanding working environment, lecturers must enhance their professional competency as a crucial component of the overall learning process, including emotional intelligence (Prasetio et al., 2017).

In another related study, it was found out that commitment to School or institution and students' perception, "is a sophisticated and challenging vocation that requires considerable attention" (Carbonneau, 2008). It is demanding in a sense that it calls for full attention to students, giving constant feedback and closely monitoring the students so as to ensure that they obtain their academic and ethical goals. As a result, students feel that commitment entails a strong emotional relationship to a company (Crosswell, 2006). In a similar view, one of the most important professional attributes that influences an educator's success is their devotion (Crosswell, 2006). Therefore, less committed lectures dodge lessons, do not assess learners, do not counsel or guide the students thus being ineffective in their delivery which makes students have a negative perception of the lecturers.

In the context of information technology, Lumley et al. (2011) and Tsai & Huang (2008) discovered that rewards in terms of pay, status, management, fringe benefits, subject rewards, teammates, nature of work, and communication have a beneficial impact on institution loyalty. The results of business processes are significantly impacted by the personnel. Because they wish to be linked with the firm they are committed to out of inspiration and gratitude, workers who have a high level of corporate commitment are less likely to engage in job search behaviors (Welty et al., 2014).

A study on corporate commitment and motivation in the form of rewards by Ali and Ikhlas (2014) found a considerable impact of reward management systems on staff commitment. As a result, among the administrative tools for achieving institution goals, incentives occupy a prominent position. This point of view was

shared by Cherotich (2012), Ngugi, Mukulu, and Gachoka (2014), Maritim (2014), and Wangari (2014), who based their conclusions on research on job satisfaction, motivation, workforce commitment, and turnover or retention. The outcomes of these research are most useful when applied to lecturers' dedication to their responsibilities in higher educational institutions.

In addition to rewards and support, opportunities for progress, family support, and favorable workplace conditions, Muhammad et al. (2014) list other factors that have an impact on Pakistan's worker commitment. These elements have been found to be significant predictors of teacher commitment. In a number of recent studies (Enache et al., 2013; Muhammad, et al., 2012) that investigated intrinsic motivation in different categories of the workforce using a direct effects model, it was found that a manager's ability to offer incentives to staff members was crucial in fostering employee commitment. Similar findings are made by Samuel & Twaha (2014) and Mazuki et al. (2014) as well as Mathew et al (2011). According to Enache et al. (2013) and Elizerbeth & Zakkariya, there is some evidence regarding employees' dedication and motivation (2015). Oboko and Wasswa (2020) did a similar study in Ugandan schools in the Kakonge Sub-County.

According to research, if commitment behavior is not transferred from individuals and subgroups to the entire business, individual employees with aims that contradict with the organization's general objectives may display dysfunctional behavior (Cohen, 2003; Vandenberg & Scarpello, 1994). One example is the probable inverse link between organizational commitment and

career commitment. If the organization's goals do not align with the individual's, the person may become more engaged to his or her career rather than the organization, negatively impacting organizational performance (Cohen, 2003). Optimal organizational and individual performance, as well as individual employee happiness, exist when employees are committed at all levels. The findings from this study will inform whether they students in higher institutions of learning have a similar or related perspective. Distress inside the organization may develop when individuals are not dedicated to the organization, their jobs, careers, and/or work groups, or the organization. This can lead to organizational performance difficulties and low-performing personnel.

2.3 The students' perception of lecturers' integrity in Higher Institutions of Learning

In a study conducted by Belyaev (2011), it was discovered that lecturers' integrity is an internal consistency that combines beliefs, words, and actions. Consistency, according to him, is frequently associated with a scenario in which there is external pressure to change one's mind or behaviour. In most cases, this pressure is from students and colleagues in the work place especially in higher institutions of learning. Another finding suggests that integrity, defined as a firm commitment to one's values, is intrinsically valued and a defining characteristic of one's identity (Schlenker, 2008). Integrity has been studied empirically as a predictor of work performance, a core quality of great leaders, and a determinant of trust in organizations leading to successful teaching, according to Becker (2015). Different students at any level of learning and especially in higher

institutions of learning have the way they perceive the integrity of their lecturers. This is influenced by how much honestly the lecturers relate with them academically and socially. The study findings will inform the researcher whether it is true with higher institutions of learning.

The purpose of any organization, according to Zulkefli, Salina, and Wan (2019), is to have employees behave in ways that are consistent with the organization's mission and goals. This includes upholding core values, abiding by an ethics code, and matching actions to beliefs in a variety of scenarios (Pattison, S. & Edgar, 2011). In a related study, it was shown that staff alignment, sound moral and ethical standards, and organizational productivity are all influenced by integrity (Cleary, Walter, Horsfall, & Jackson, 2013; Simons, 2002). According to Manap et al. (2005), integrity is defined as a constant commitment to those principles, expressed through words and actions, in order to achieve individual and organizational excellence, jointly with knowledge or awareness. People are considered to have high integrity when their activities are aligned with good values; this definition aspect is significant to this study since it is consistent with local elements; people are said to have high integrity when their activities are aligned with excellent values (Manap et al., 2005).

In a study about students' perception of their lecturers' behavior by Campbell (2003), show that teaching as a profession is characterized by high moral standards and a high level of trust. According to the findings, lecturers are expected to adhere to greater standards of ethical behavior. According to Campbell (2003), such a designation of "higher" moral standards could indicate a high level of moral standards in relation to other professions as well as different

requirements. Lecturers must behave themselves ethically in both their professional and personal spheres of influence due to the nature of their vocation, in which they are expected to "live the talk." It is not an exaggeration to say that lecturers are "involved in one of the most ethically demanding tasks" as professionals (Clark, 2004). While this phrase may be more applicable to teachers in schools, lecturers in higher education are not exempt from this trust.

Another important aspect that influences students' perception of lecturers' integrity is moral or value judgment. This is derived from a caring heart; that is, in a given scenario, caring for others, demonstrating empathy, and respecting others' rights. (Gaikwad, 2016). Lecturers must consider others' welfare while performing their specific responsibilities, notably their students (Gaikwad, 2016). When making decisions, it's important to take into account pedagogical difficulties like assessment and treating all students fairly regardless of their needs. Moral judgments are in fact "becoming the cornerstone of high-quality student-lecturer relationships and effective disposition" (Johnson, 2008). All educational levels, especially those in higher education, can attest to this. Focusing on what truly matters in life—morals and integrity—needs to go beyond subject-matter knowledge and even pedagogical concerns. Because they are seen as morally upright, this considerably increases students' esteem for professors.

Respect for the pupil is still another crucial element in this situation. Through the mutual job of learning and teaching, this is explicitly achieved (Raina & Khatri, 2015). The student may gain inner confidence and a sense that he or she

has something special and individual to contribute to the work by making learning a cooperative endeavor. In order to prepare the student to accept intellectual challenges and independence with confidence, and possibly even resolution, over time and as necessary, the lecturer should help the student maintain a balance between inner confidence and a sense of being challenged, according to Shuck and Wollard (2010). If this occurs, integrity emerges naturally as barriers between teachers and students dissolve and students forget about everything else in a learning experience that involves the complete person. However, due to changes in our wider culture, interests, and backgrounds of both lecturers and students, teachers confront greater challenges than in the past in achieving such moments.

Additionally, a lecturer's communication skills are essential for imparting knowledge to pupils (McCarthy and Carter, 2001). Communication skills include speaking, writing, reading, and listening. To properly lecture, a lecturer needs to be very skilled in each of these areas. Communication-skilled lecturers usually simplify and make concepts clearer (Freddie, 2018). Effective communication is essential for a lecturer's interaction with students, classroom management, and the delivery of information (Ehindero & Ajibade, 2000). A lecturer must impart knowledge to pupils using various modes of thought. To educate in accordance with students' ability and potential, a lecturer must choose communication strategies that encourage participation in the learning process (SngBee, 2012). The success of pupils both academically and professionally depends on the lecturer's ability to communicate. More spoken instructions are given to pupils by the professor in the classroom. If a teacher has poor

communication abilities, students may find it difficult to learn and grow academically. It is essential for students to be able to discriminate between right and wrong, and this depends totally on the communication abilities of the teachers in the classroom (Sherwyn, Morreale, Michael, Osborn, & Pearson, 2000). Effective communication during the educational process lessens the likelihood of negative emotions. To learn during a lecture, the student must pay close attention to the instructor. Teachers should speak in a way that is both clear and intelligible (Loss, 2000).

CHAPTER THREE:

METHODOLOGY

3.0. Introduction

The research design, methodology, study location, target population, sample size and technique, research instruments to be utilized, measurement, validity and reliability, data collection procedure and ethical considerations, limitations and delimitation of the study were all covered in this chapter.

3.1 Research Design

According to Blaikie (2000), a study design is a plan, structure, and method of investigation created to obtain information while controlling variance. It is the overall strategy or plan for the study. According to Kumar (2011), a research design is a methodical strategy utilized by the researcher to respond to inquiries in a proper, impartial, precise, and economical way.

A qualitative approach was used to capture narratives, opinions, comments and views from different respondents (Taylor, Bogdan & DeVault, 2015). Qualitative studies aim at improving the understanding of the phenomena through human experiences (Devers & Frankel, 2000; Myers, 2000; Meriam, 2002). Furthermore, qualitative research places a greater emphasis on how a person interprets his or her social environment (Bryman, 2008).

The researcher specifically used phenomenological research design. According to Moran (2000), phenomenology is the study of how objects seem to consciousness. Moran (2002) goes on to say that the way problems, things, and events are treated must take into account how they look to consciousness.

According to Barone and Eisner (2012), phenomenological design enables the researcher to comprehend the meanings that people have formed about their environment and experiences, as well as how they make sense of these experiences (Merriam, 2002). Phenomenology's strength lies in calling attention to aspects of lived experience.

A qualitative research approach was used to capture narratives, opinions, comments and views from students of Kyambogo University (Taylor & DeVault, 2015). Furthermore, qualitative research places a greater emphasis on how an individual interprets his or her perception (Bryman, 2008).

3.2 Study Population

The participants in the study were second year students from Kyambogo University School of Education. The researcher chose this population because these students have had experience while interacting with the lecturers. In addition, school of education being at the center of teacher training which emphasizes greatly professionalism, students have high expectations of the ethical conduct of lecturers.

3.3 Sample Size

Individual interviews included a sample size of 31 respondents chosen from the School of Education. The number of the respondents was subject to increase or reduce in case the point of saturation was reached (Guest & Wutich, 2017). Saturation occurred when increasing the number of participants in the study did not result in more viewpoints or knowledge (Guest and MacQueen, 2008; Bunce and Johnson, 2006). The sample size for individual in depth interviews therefore

depended on when saturation would be reached since this was a yardstick for achieving an appropriate sample size. These included, BTE students, BED secondary students, and BED primary students.

Table 1: Distribution of respondents

S/n	Group	Target population	Sample size	Sampling technique
1	BTE	50	10	Purposive sampling
2	BED	67	13	Purposive sampling
3	DES	65	8	Purposive sampling
	TOTAL	182	31	

Source: Designed by Researcher (2021)

The researcher used the sample size of 182 from which 31 were sampled. This is because, in qualitative research, the number is prone to increase or reduce when the level of saturation is reached. The sample size for qualitative data, according to Sandelowski (1995), should be minimal enough to for "deep, case-oriented examination of qualitative data." Morse (2000) asserts that the fewer participants needed, the more valuable data may be collected from each individual.

3.4 Sampling Techniques.

Mugenda and Mugenda (2003) defined sampling as the process of choosing the people or cases that would be included in the sample. In this experiment, deliberate sampling was used. The main goal of purposeful sampling was to focus on particular traits of a population that were of interest and would best allow one to respond to the study questions. Although the study's sample was not representative of the general population, qualitative researchers did not consider this as a flaw; rather, they saw it as a deliberate choice to gather participants who knew the most about the subject being studied (Kothari, 2004; Creswell, 2003).3.5. Data collection methods

A combination of methods/techniques were utilized to gather data that is; Open ended questionnaire, interviews and document analysis. From all informants, qualitative data was accessed from their day time locations.

3.5.1. In-depth interviews

In-depth interviews are a useful strategy because they allow the researcher to collect detailed information on a topic in order to suit specific demands. The interview guide included open-ended questions that were relevant to the study's goals. The question items in the interview guide were used to obtain narratives of students' perception of lecturers' conduct (Walliman, 2011). The researcher then clarified unclear issues in the guide to the respondent to garner relevant and adequate data. The number was determined by the concept of saturation (Hennink & Kaiser, 2020).

3.5.2: Open ended questionnaires

Open-ended questions are those that do not present participants with a fixed set of response options, instead enabling them to express themselves in their own words (Mike, 2017). In qualitative research methodologies and exploratory studies, open-ended questions are frequently utilized. This is because open-ended responses allow respondents to provide more options and viewpoints than would be allowed with a closed-question or forced-choice survey measure. Qualitative studies using open-ended questions allow researchers to take a holistic and thorough look at the subjects being examined (Susan, et al. 2018). Before looking at how to write well-constructed open-ended survey questions, this item touches on the many advantages of open-ended survey questions.

3.5.3. Document Analysis

In a form of qualitative research known as document analysis, the researcher interprets documents to give them voice and meaning in connection to a particular evaluative topic (Bowen, 2009). As with evaluating interview transcripts, document analysis entails categorizing content into topics (Bowen, 2009). A rubric can be used to score or grade a piece of writing. There are three main categories of documents (O'Leary, 2014), including tangible evidence like flyers, posters, agendas, handbooks, and training materials; public records like yearly graduation books and conference papers; and personal documents like journal articles.

3.6. Research tools

Data was collected from the individual participants using tools and devises such as a voice recorder and writing materials like pens and note books. According to Matheson (2007) a voice recorder is used for audio recordings to capture voices of respondents which were transcribed purposefully and field notes were also be taken to supplement voice recordings by ensuring correctness in the recorded data. The researcher sought permission from the interviewee before recording or writing the proceedings of the interview.

3.7. Data collection procedure

An introductory letter from the Institute of Research and Graduate training was obtained after the approval of a research proposal. The researcher introduced himself to the respondents (students). This was followed with arranging the interview time and date. After scheduling the interview date and time, the researcher conducted the interview exercise to the interviewee while noting down responses and recording the responses using voice recorder. The researcher also administered open ended questionnaire that were meant to collect some of the information that the respondents were not comfortable to discuss during the interview.

3.8. Data Quality Control

3.8.1 Validity of the instruments.

The ability of a research instrument to measure what is supposed to be measured is referred to as validity (Field, 2005 cited by Taherdoost, 2016). Validity entails face validity and content validity. Face validity is reached by taking interview

guides to the supervisors. Validity refers to whether the findings are correct from the perspective of the researcher, participants, or readers.

To validate the findings, triangulation was applied, which entailed the use of various data gathering methods (interviews and document analysis) (Yin, 2013).

3.8.2 Reliability of instruments

Reliability in this study will be established by using triangulation where a variety of sources of data relating to the same event will be consulted to get competent data (Marques & McCall, 2005; Flick, 2005; Hussein, 2015). In this case, reliability was established through triangulating the responses of the study cases and the more their responses were similar, the more reliable the instruments were. Triangulation, according to Golafshani (2003), is a mechanism for improving the validity and reliability of research or findings evaluation.

3.9. Data Analysis and Interpretation

Data analysis, according to Shamoo and Resnik (2007), is the systematic application of statistical and/or logical approaches to explain and illustrate, compress and recap, and assess data. For this study, given the themes and objectives of this study, only qualitative data was gleaned and analyzed.

3.9.1 Qualitative analysis

The process of meticulously searching and organizing interview transcripts, observation notes, and other non-textual resources obtained by the researcher in order to better understand the phenomenon is known as data analysis in qualitative research (Bogdan & Biklen, 1982). The majority of qualitative data processing involved coding or categorizing the material. As a result, it requires

processing enormous amounts of data by reducing the amount of raw data, identifying pertinent patterns, drawing conclusions from the data, and ultimately creating a logical chain of evidence (Patton 2002).

Data from interviews, open ended questionnaires and document review, was analyzed using Creswell's (2014) six step data analysis procedure.

❖ Transcription of interviews and open ended questionnaire to produce written transcripts.
❖ Reading through the data to reflect on the overall meaning
❖ Coding all the data followed to reflect emerging themes.
❖ Generalization: Integrating codes to generate broader themes.
❖ Descriptions of the themes using participants' voices from the transcripts to illustrate them.
❖ Interpretation using relevant literature to make sense of, as well as support the themes.

3.10. Ethical Consideration

The researcher sought clearance from the Graduate school by presenting the proposal for review and subsequent endorsement. Further still, the researcher sought consent from all the respondents/participants before meeting for interviews and before participating in the study. Confidentiality was ensured by not writing names of the individual participants in the study on any document.

3.11. Limitations and Delimitation of the study

3.11.1 Limitations of the study

The researcher found a challenge in obtaining information from respondents amidst their busy schedules in their daily activities. However, through exercising

patience, the researcher successfully re-programmed, and rescheduled the interview time so as to fit in the respondents' time frame. This was through constant reminders through phone calls and re-mobilization of the respondents.

Another greatest challenge was the Covid19 Pandemic. This delayed the researcher since the institution was affected by subsequent lock downs. Since the university was not exceptional, the data collection process lagged behind the schedule. More so, there was a high risk of contracting the virus thorough interviews and exchange of papers. As a result, social distance was highly observed, no questionnaires were used and face masks were highly won.

The researcher anticipates high costs in travelling to meet the respondents near their residences, air time for communication and some printing of interview guides. The researcher had to do physical walking to meet the respondents, send messages which are less costly and maximize the printed copies to avoid extra costs.

3.11.2 Delimitation of the study

The research is confined to Higher Institutions of Learning; a case of Kyambogo University. Therefore, the result and the study findings should not be applied to all Universities.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study findings are presented in this chapter were focused on examining the students' perception of the lecturers' ethical conduct in Higher institutions of learning a case of Kyambogo University. It covers information about bio data of respondents and the study objectives.

4.1 Demographic characteristics of respondents

The demographic characteristics are described in this section of interviewees with respect to students' perception on the lecturers' ethical conduct in higher institutions of learning a case of Kyambogo University (KYU). The characteristics of the demographic information included gender versus all nodes (themes). The graph about demographic characteristics helped the researcher to arrive at proper information about the respondents in the study area.

Fig 4.1. Graph indicating demographics of the participants
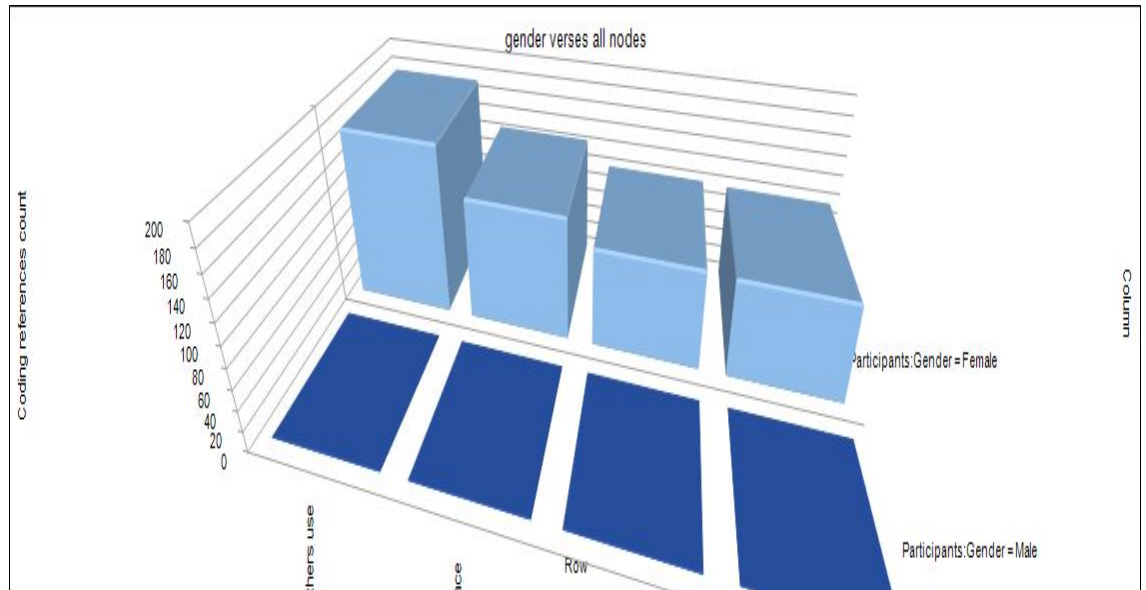
Figure 4.1 clearly indicates that all participants were both male and female given the fact that the study targeted students of different gender stereotype. The males and females were purposively sampled so as to have voices of all genders.

4.2. The students' perception of the lecturers' honesty in Higher Institutions of Learning

As stated in chapter two, Honesty is one of the Virtues Knowledge givers should possess, however basing on the field findings, the participants gave their perceptions through interviews and the presentation indicate that the lecturers are transparent in the way they award marks to learners which shows their level of honesty. It was noted that 80% of the lecturers' award marks basing on the students' efforts. Respondent X commented,

"There is no lecturer in our department who can give you a free mark even if is your brother, these lecturers are really professional and very honest" (20th. 12.2021).

Furthermore, respondent P stated

"Can you imagine I was left with one single mark to raise 80% which would help me to obtain an 'A', I went to the lecturer and pleaded with him at least to give me one mark and he refused, for this mark was going to put my CGP into the first class, at first I was annoyed and angry but realized the lecturer was being so honest and professional" (7th.1.2022).

On contrary, some respondents said that some of the lecturers at times award marks basing on personal interests like payment, friendship and technical know who. The respondent emphasized that such dishonest acts undermine the status of the lecturers especially when students share with their fellow students about a given lecturer. The most hurting of all these is the way marks are awarded in exchange for sex. The respondent R said that this belittles the lecturer and makes the students proud and arrogant in class. The respondent further called it the "power of the thigh".

By implication therefore, there are a number of factors that the researcher considers good and honest lecturers as well as those who are selfish, dishonest and biased when it comes to awarding of the marks. Such dishonest and unethical conducts are highly condemned and regrettable.

Respondents P and X concurred that,

"When it comes to the professional subject lecturers, they are more honest. Those lecturers are really professional from the word 'go'. They are not easy to manipulate and get a favor from them especially when it is against their professional and ethical conduct" (21st. 12. 2021).

In a similar vein, respond R stated that,

"For example, its vey okay for the lecturer to give half of the class retakes as long as the students do not meet the minimum pass mark without tampering with anyone's results. This is high level of honesty" (10.1.2022).

"It is interesting to find-out how the lecturers in the faculty of education are honest with their profession, and are not easily corrupted even if one seems so close to the students. To prove to you that they are serious, they are not easily manipulated by the students not even their fellow lecturers especially when some students do not perform well in a given subject" (15th. 1. 2022).

Though the respondents seem to support and praise the professional lectures, the other respondents said in the department apart from professional subjects, the teaching subject lecturers at times are easily manipulated by students. Respondent P said that "she" successfully fooled the lecturer to add her extra on personal organization. The respondent confessed that "she got the marks and

the agreement was breached. Similarly, the researcher found out that some lecturers give retakes to students when they refuse to "cooperate" that is giving in for incentives.

Though the minority of the respondents were free to express their opinion on this issue, they none the less seemed uncomfortable to discuss it. Even the few expressed it in the open-ended questions that were answered with anonymity.

Basing on the aforementioned, as proposed by the respondent, the researcher also concurs that professional subjects should be keenly taught to the students since they form a basis of good teacher character and character formation. Apart from professional papers being mandatory, the way they are taught has to lead to acquisition of values that later help teachers to be ethical.

In another finding, it was discovered that 60% of the respondents said that Lecturers listen to them and give advice where necessary. That is, the lecturers always spare time to speak to the students. This is always before real teaching in class, or during the lesson, or even when found in the offices; they fully attend to the students. Respondent W reported that;

"Can you imagine entering into a lecturer's office, he stops what he is doing and gives you attention" (7th. 1. 2022).

This implies that honesty leads to a sense of humor and respect to others whether senior or junior in age and tittles. This is what every one would expect from a well-trained and qualified lecturer.

In the similar vein, respondent X quoted the words of one of the lecturers saying;

"Some of you are often misled by the older students about certain subjects claiming that they are hard and impassable, you never know that student just had his or her own issues with the subject, then one gets biased and you also take it as a gospel truth, just do your part and don't listen to those negative minded persons, their ideas will not take you anywhere at all, therefore, be yourself" (6th. 1. 2022).

Though this seems true, the researcher also discovered that some lecturers are too tough, rude and heartless when it comes to attending to the students' individual needs. A respondent said that some lecturers enter into offices and lock themselves inside, others say they are too busy, others claim that they are not counsellors, and yet others say they are not problem solvers. The researcher also observed some of these cases when lecturers abuse students publicly and others embarrass the students without considering the audience. In reality, lecturers are meant to advice and encourage and motivate students

The researcher found out that lecturers treat students equally. On this aspect, respondent P said that,

"Lecturers in my department treat the students equally in and outside the lecture rooms whether male or female and not basing on the tribes and religions. "Lecturers do not underate them, humiliate them or undermine their contributions. They have sense of respect for the female gender in the class and at campus in general" (11th, 1.2022).

Basing on the above assertion, honesty of the lecturers in terms of equal treatment has greatly facilitated the students to perform well academically, be

active in politics, chaplaincies and other University activities like 'cultural galla', 'bazzas' and many other activities as would be organized by different departments. The researcher found out that lecturers especially from faculty of education and particularly professional subjects are more conscious about gender disparities in the lecture rooms and give it full attention.

On the contrary, students cried out loudly about unjust and unfair treatment of the students in class. Some of them said that some lecturers treat learners according to their regions and tribes. For example, speaking with the student in the local language in the presence of other students. Some lecturers treat certain gender more superior as compared to others. Some females respondents complained about female lecturers are hard towards them. However, the researcher observed that some female respondents were biased about the female lecturers when it came to talking about them.

In addition to the above, the respondents reported that both male and female lecturers are sympathetic. For example, respondent Q said,

"When a student misses a test because of a genuine reason like sickness, work related issues, the male and female lecturers are too quick to understand and find an immediate remedy" (11th, 1. 2022). The same respondent further noted that, *"Some of the lecturers make phone calls to students especially when they perpetually miss classes and find the possible solution. Others even ask fellow students to contribute to their colleagues especially when one has lost a relative"*.

Despite the above-mentioned statements, in the responses from the similar respondents in the open-ended questionnaires showed that some lecturers are not honest at all. At times these lecturers give abrupt tests and do not consider the absent students. Some others do not administer remedial tests and even if they do, they are not considered or marked.

In addition, majority of the lecturers have been reported to be honest while relating with the students. The respondents P and R had this to say,

"Many lecturers award marks honestly, respond to students' grievances honestly, teach with honest and relate with opposite sex with honest. The lecturers are keen not to hurt or harm anyone because of his or her ethical conduct. The lecturers always encourage 'us' (students) to behave well when we return back to our schools, that we should not malice the students, harass them in any form or underate them. The lecturers tell us that these are children who are learning from the teachers' statements, encouragements and relationships" (12.1.2022).

By implication, any dishonest actions make the students lose trust in the lecturers and even hate their profession. However, basing on the above statement, the students affirm that their lectures are real honest persons which is a fundamental ethical quality and a basis for professionalism especially in the teaching profession.

4.3. Lecturers` Commitment to duty in Higher Institutions of Learning

It was reported that 80% of the lecturers in their respective departments endeavored to teach the assigned load till completion. The lecturers always issue out the course outline that would help them to have a coherent and systematic flow on how the content would be delivered. Respondent M said,

"At the beginning of every semester, we always find the course outline ready and the respective lecturer hands over to the coordinator and the rest make copies out of it. The respective lecturer systematically follows the outline till its complete" (7th. 1. 2022).

Basing on the above, lecturers have proved that they can prepare adequately before entering into the teaching session. Prior preparation is mostly done by lecturers who are committed to their duties and responsibilities which is an Ethical obligation.

However, respondents P and S had a contrary view. These respondents said that at times some lecturers start teaching without a course outline for that semester but rather they base on the previous semesters they have taught before in the same vein, it was also observed by the researcher that some lecturers use old handouts with the same information without necessarily capturing the new changes in the subject material. The content in these handouts has been circulation since time immemorial. Some even printout booklets that they ask students to buy if they are to pass their exams.

Respondent Q noted,

"Some lecturers about 40% always use different approach to finish the

content. For example, some pick a topic and give it out as course work,

then some other topics to be discussed in groups then members present

to each other during the lecture time and the lecturer handles the

remaining topics." (2nd, 2. 2022).

Therefore, this has promoted completion of the set course objectives and semester targets hence enhancing academic performance among the students in class.

Despite the above assertion, most lecturers about 60% only rely on the lecture method of teaching. Whereas others just appear for a week, rush through the handout and come back later to sum up the semester. Therefore, students have to read and cram the handout so as to pass the exams. Some lecturers even simply download some notes, do not take time to edit and simply sends them to students inform of handout. These acts of uncommitted staff have to be canvassed against if the School of Education is to maintain the standard and thus quality of their output.

As part of their ethical responsibility, lecturers are committed by setting course work, test and examinations. This is in line with the university and the appointments recommendations. It was found out that 60% of the lecturers follow university policies to the fullest and are freely motivated to perform their responsibilities and duties whether on part time or full-time appointment. Lecturers freely set exams, mark papers and submit the results for uploading and

consideration. This has proven to the students that their lecturers are really committed and professional in the way they act.

It's crucial to keep in mind that some lecturers at times duplicate the questions they had set in the previous years. If one is to pass exams, respondents P, R, S and M concurred that one has to get the past papers for the previous three years or more. Then he/she would be assured of getting at least all numbers repeated in the exams. This keeps the researcher wondering as to whether it is the lecturer's laziness or their (lecturers) inability to set fresh or new exams could be the issue at stake here in. Having accessed these sample papers, the researcher vehemently concurred with the observation of the students. Therefore, the lecturers have to improve on this aspect if they are to maintain their commitment.

On the issue of returning of the course works and tests, respondent C affirmed that,

"*Since I started my course, I always receive my course work papers and test papers fully marked and marks awarded. What surprises me is that these papers are returned before the final exams are done. I feel proud of my lecturers*" (10th. 1.2022).

Basing on the aforementioned, it can be observed that the level of commitment of the lecturers is not motivated by extrinsic factors but intrinsically motivated to perform their allotted duties and responsibilities as per the appointments. This boosts the students' academic excellence and later inspires the transfer of such ethical values to the field of work.

However, respondent M had a contrary view;

"Can you imagine some few lecturers about 20% do not bother to return our tests and course works, they are not even bothered to tell us why? I have a feeling that they do not mark our scripts and just award us marks. These lecturers have no commitment to their duties" (10th. 1. 2022).

Despite the above assertion, respondents reported that there are some lecturers who use other people to mark the assessment papers and award marks. This is because according to the respondents the lecturers say they are too busy to mark the tests and course works. To make it worse, there are other lecturers who do not mark completely but rather sit back in their offices and award marks without marking the papers. This makes some students score less than they should have or others scoring higher than they could have scored.

Every 70% respondents agreed that 80% of the lecturers in different departments attend to individual student's academic problems. These problems include missing tests, course works and giving remedial papers to every student who scores less than average marks in the test and coursework. Respondent K shared boldly that,

"I got 10 out of 40 in the test that I did when I was sick, the lecturer allowed me to do a remedial in which I scored 30/40. I felt so happy that I was going to pass. Even my colleagues are always given remedial tests or course works to boost their performance. The lecturers spend time to mark these papers and return them willing. This is an act of a committed lecturer" (20th. 12. 2021).

By implication, only a committed lecturer would allow to give remedial papers considering the magnitude of marking especially professional subjects versus the number of admitted students. It calls for a committed heart guided by ethical values to do such commendable work.

On the same issue, respondent R and M had a contrary opinion that,

"Some of the lecturers (about 20%) are unhuman, you plead with them for a remedial they will say, "I have many things to do rather than spending time on your remedial, what you scored is your own problem. What dismays me to the worst of it all, on will ask how much are you willing to pay so as to do the remedial? I feel very hurt by such lecturers. The University must do something" (12th, 1. 2022).

Basing on the above, some lecturers have no commitment to duty since they cannot give attention to the remedial which greatly affects the students' performance. This creates a lot of suspicion whether the lecturers comprehensively do/ did assess the students.

Furthermore, some students closely disclosed how they have suffered at the hands of the merciless lecturers. Some lecturers especially "young" lecturers who want their authority to be felt seem to have no time for students. They brag around about how they have studied at a younger age, how they are progressing academically and so on and so forth. The respondent said, "Some of us are in-service with our own challenges and problems and others are mature entrants". In what seemed to be out of anger, the respondent said, I pray for their children".

This showed the magnitude of the problem of the lecturers who do not want to listen to their students.

The respondents reported that lecturers are not only committed to the class works but also to department and faculty obligations through attending departmental and faculty meetings, seminars and other sessions. It was reported that 80% of the lecturers always inform students about their absence when the lecture is colliding with the meeting which one ought to attend. Respondent K reported,

"*When a lecturer misses his or period because of the meeting, he or she will send reading materials to us so that we do not miss out on the days lesson. Others even ask for compensation time, we as a class agree and give him or the hour that is convenient to us all. I feel challenged by such an act of commitment. How I wish I emulate such good spirit of hard work and concerned about the academics of my students*" (10th, 1. 2022).

Basing on such a confession, there is evidence enough to show that lecturers are committed to their duties. It was even observed that some lecturers leave the meetings so as to be in time for the class not intending to miss the lecture. Therefore, they have to continuously be encouraged to keep the zeal and commitment growing.

Respondent C said

"*This kind of commitment I tell you is driven by internal and self-motivation. No one can pay such a spirit of hard work. I feel I will look*

up to these characters so that my career will be a good one" (12th, 1.

2022).

Basing on this assertion, the lecturers are purely internally motivated to be committed to their duties despite the outraged numbers in the classrooms which result into heavy marking load.

The same respondent wondered,

"How does a student get the courage to miss a lecture when the lecturer

endeavors to be present every time he or she is expected to be available

on the time table? This really defeats my conscience and understanding.

We as students have to endeavor not to become disappointment to the

lecturer who does not miss any of the lectures" (12th, 1. 2022).

Therefore, it was observed that the commitment of lecturers motivates students to follow the footsteps of their predecessor lecturers. The students perform well since lecturers complete their course load as per the semester course outline, they facilitate practical lessons and hence enhance individual and group learning.

On the aspect of missing lectures, some lecturers are notorious at dodging the lessons. This appears as a contradiction with some of the above assertions as aforementioned but yet it is such a true situation. Some lecturers appear rarely to attend to the students. They sometimes come at the beginning and the end of the semester. They only send hand outs and claim that their role is only to give 15% to students and the students do 85% of learning. However, the learners are

not properly guided on how to achieve the 85% witho a facilitator. Respondents K, R, S, A, P and M affirmed to this and they said,

"We even don't know where to report such cases and even sometimes after reporting, nothing is done. The only outcome is that the very lecturers come to class angry and threatening to fail all those who went to complain. This keeps us in suspense and panic. The lecturer can tell us that even if we go to the VC's office, nothing will be done".

The students are thus kept wondering about the rightful and trustworthy offices that they should log their complaints to and as to whether they will have seemingly good results. Therefore, such issues need serious attention if the commitment of lecturers is to be reinstated in the School of Education and more if sanity is to reign.

4.4. The Integrity of Lecturers in Higher Intuitions of Learning

The findings indicate that 70% of the respondents agreed that the integrity of the lecturers is very great. Respondent W had this to say,

"Hmm, the lecturers do not mark our scripts with bias. As a student, am satisfied with the marks and the grades I get from the course units as marked and awarded by the lecturers. This has increased the respect given to the lecturers by students and trusting all that the lecturers tell students" *(1.2.2022).*

By implication, biasness is not a characteristic of professional teacher and lecturer. Since the students are satisfied with integrity of the lecturers in relation to mark awarding.

However, other respondents said that they are not pleased with the lecturers' integral conduct. Some of the lecturers are biased basing on religion, ethnic groups, tribes and gender. Some lecturers are known for treating students based on the gender, that is male or female and also on cultural belonging.

The research noted that most female respondents talked well about male lecturers compared to female lecturers. This shows that there could have been an influence of conflict of gender related issues between the female students and female lecturers.

Respondent X also noted,

"I have not heard some instances of re-marking, or getting retakes based on personal misunderstanding with the lecturer(s) by students" (1.2.2022).

Respondents M and R were quick to interject. They said,

"Hmmmmm!!!, it's because some students fear to be earmarked by lecturers as being against them, or not even knowing the right procedure of reporting and they decide to remain silent over marks issues and the scores they get".

By implication, this shows that some lecturers are not performing their roles and responsibilities in an integral manner. The researcher noticed that some of those

cases are silently kept in the hearts of students and have made them uncomfortable.

In relation to the above, Respondent P exclaimed,

"On principles, haaaaa!! Lecturers, hmmm, they stand by the principles of professionalism. For example, they do not indulge in any immoral relations with students like sexual relations, being paid for marks not even leaking the examinations to individual students in my department" *(20th. 12.2021).*

From the above assertion, it can be vehemently reported that these acts promote high level of integrity of the lecturers and keep good track of the professional expectations.

Furthermore, 80% of the respondents also concurred that most lecturers follow university rules and regulations, cases of unethical conduct would not suffice in KYU. These include impartial teaching, marking, assessing students, processing results, fair treatment of the students among others. Nevertheless, some of the lecturers have tried to uphold these ethical principles. This has kept the lecturers' integrity in Kyambogo University specifically School of Education relatively highly rated and admirable. One student said, "you cannot compare the integrity of the School of Education teaching staff with that of any other University".

Furthermore, respondents said that another way through which lecturers show high integrity is through proper dress code. Respondent P said,

"Lecturers' dress code matches with the teaching profession. Unlike

some isolated instances that some lecturers especially those from

particular teaching areas that are not professional" (20th. 12. 2021).

Basing on the aforementioned, dress code though with contention is proper and up to the expectations of the students.

However, respondents X and Y regretted that,

"Can you imagine a lecturer appears with hanging shirts, open shoes

for men and sometimes sports shoes as if they are going for a physical

education class? Some female lecturers also appear in tight dresses,

tight trousers especially the youthful lecturers" (1st, 2. 2022).

This implies that a lecturer's integrity is compromised when one appears shabby and indecent in the presence of the students. The lecturers have to remain consistent with the professional code of conduct.

From the researcher's point of view, it has been observed that generally the lecturers are decent persons especially those in the School of Education. Though some respondents had mixed feelings on the dress code of the lecturers, it could have been biased. This forced the researcher to carry out a personal observation of these lecturers to ascertain whether the reports from respondents' perspective was a genuine one. It was vehemently observed that lecturers dress professionally in the school of Education.

The respondents said that the lecturers have self-respect and respect for the students as well. Majority of the male and female lecturers understand

themselves fully especially as regards to how to respect themselves in terms of self-presentation, language of communication and keeping of promises. This has helped the learners to associate freely with the lecturers and finally thus enhancing their academics and professional growth as a whole.

Another aspect through which lecturers exhibit integrity is the area of communication. About 60% of the respondents observed that 80% of the lecturers are good at selecting the vocabulary they use in class. They do not use harmful/hurting words not even using shaming words and vulgar language. The lecturers always mind about the level of the students, their sex, and interests so as not to use offensive words that may indirectly or directly offend the students. The language of communication is always English. All lecturers in the departments were reported to be familiar with English as a medium of communication thus shielding their personal local languages. This is so appropriate because the faculty of education has students who are multi - linguists because they hail from all over the country and outside the country like Rwanda, Tanzania and South Sudan.

However, about 10% of the lecturers are easily taken up by their local languages. This is especially when a particular lecturer wants to make an emphasis of the point. The lecturer finds it easy to use local language expressions to pass on the point well. This deprives other students from knowing exactly what the lecturer wanted to mean especially when the language used is from another region different from the one of their origins.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The Discussion of the Findings is presented in this chapter about Students' Perception of Lecturers' Ethical conduct in Higher Institutions of Learning: a case of Kyambogo University. The chapter also includes the Conclusion, Recommendations of the study and areas where more investigation is needed.

5.1 Discussion of the findings

5.1.1. The students' perception of the lecturers' honesty in Higher Institutions of Learning

The findings of the study indicated that the lecturers in Kyambogo University are honest persons. Their degree of honesty is reflected through their independent marking and assessment of student's assignments, guidance and counseling of the students and finally the equal treatment of all the students both male and female. This was particularly according to the findings of the research by Whitley et al. (2000) who affirms that the lecturers' major ethical roles and duties is that of advisors, evaluators, exam administrators, authoritative figures and peers who have the capacity to positively influence the ethical conduct of their students in class and later after campus. Similarly, the findings are supported by the study about academic honesty conducted by Academic Honesty Policy of Auburn University (2006) which asserts that "academic honesty must be given the highest extraordinary attention because failure of students is also a failure of the institutions". More so, the Whitney and Keith-Spiegel principle

described "a failure to deal adequately with academic dishonesty and educate students about the consequences of the behavior constitutes a disservice not only to the academics community but to the society in general" (Delhey and Newton, 2002).

Furthermore, the findings indicate that there are some lecturers who are never honest. The findings indicate cases of dishonesty as gender bias, gender harassment especially the girl-child, roughness, leaking exams and poorly assessing students. FayokunSegun, et al. (2009), for example, found similar results which assert that "in many higher institutions across the world, indecent dressing among the youth has become the emblem of the modernity in general and the university campuses in particular". The same study further noted that it is from these students that the lecturers and teachers are chosen from and thus groomed. Therefore, their previous dress codes influence the way they will dress even as adults and mature persons. That is why Public Universities have some of these isolated cases of indecent dressing among the staff. To address the challenge of gender harassment as in the findings, the student leadership at Makerere University, wants to be included in the implementation of the university's policy on sexual harassment aimed at eliminating abuse at the institution (Nakkazi, 2021). Makerere's sexual harassment policy was revised in 2018 and requires lecturers and all staff to declare if they have relationships with their students (Policy and Regulation Against Sexual Harassment, 2018).

5.1.2. Lecturers` Commitment to duty in Higher Institutions of Learning

The study findings indicate that lecturers are committed through teaching the assigned work load, setting course works, tests and exams and returning. This finding finds its base in the One of the key service attributes experienced by students is lecturer competency (Latip et al., 2019). A competent lecturer is well-versed in all aspects of learning and teaching, including professional knowledge and interactions, social interactions, good character, and matured personal attributes (Hanapi & Nordin, 2014). More so, because knowledge transmission is the institution's fundamental activity, topic knowledge and lecturer quality are critical for students' satisfaction with the institution's services, which include assessment, teaching, and marking (Awang, 2014).

Furthermore, it was observed that lecturers find time to attend to students' academic issues and personal issues. The findings of this study are completely consistent with those of a comparable investigation where it was found out that commitment to School or institution and students' perceptions is a complex and demanding career that requires intense dedication as asserted by Carbonneau (2008). In addition, it is demanding in a sense that it calls for full attention to students, giving constant feedback and closely monitoring the students so as to ensure that they obtain their academic and ethical goals. More so, students therefore believe that a high level of attachment to an organization is defined as commitment (Crosswell, 2006). In a similar vein, one of the most important professional attributes that influences an educator's success is their devotion (Crosswell, 2006).

In addition to the above, the study findings indicated that lecturers attend the departmental and faculty meetings, a sign of commitment. This is in disagreement with the study conducted by Semugenyi, Mubaraka, & Nandacha, (2013) which concluded that there is evidence to support the premise that increasing absenteeism among lecturers lead to a negative impression of lecturers among students. Therefore, absence of the lecturer in class does not mean that one does not deliver. The respondents said on such days, lecturers give the reading areas and even later made arrangements to compensate for the lost time.

However, the findings also found out that some lecturers use unqualified persons to mark the tests and exams on their behalf. This is as a result of teacher absenteeism and absconding from their duties. This is in line with previous research, which reveals that there is empirical evidence to support the concept that high absenteeism among lecturers leads to a bad view of lecturers among students (Semugenyi, Mubaraka, & Nandacha, 2013). When the normal instructor is frequently absent and education is delivered by a variety of substitute teachers, students in a classroom gradually lose their willingness to study (Bruno et al., 2007; Chung, 2000).

5.1.3. The Integrity of Lecturers in Higher Intuitions of Learning

The study findings indicated that lecturers' integrity is very great. This is evident in the way they mark and process results without bias, how they stick to principles that govern their profession and following university rules and policies. The study findings are consistent with research that was undertaken by

Belyaev (2011), where it was discovered that lecturers' integrity is an internal consistency, which combines thoughts, words, and deeds. To him, external pressure to change one's mind or behaviour is frequently linked to consistency. In most cases, this pressure is from students and colleagues in the work place especially in higher institutions of learning. Lecturers do not often succumb to external pressure so as award marks with bias. The issue of sticking to principles, the findings are consistent with the research by Schlenker (2008) indicates that Integrity is naturally valued and a defining trait of one's identity in the sense of a consistent devotion to one's ideals. According to Zulkefli, Salina, and Wan (2019), any organization's purpose is to have employees perform in ways that are compatible with the company's mission and goals, which includes adhering to core values, following a code of ethics, and matching actions to beliefs in a range of scenarios (Pattison, S. & Edgar, 2011) which is in an affirmation of following university policies and rules to make them integral lecturers.

Furthermore, the lecturers have self-respect and respect for others. This finding is consistent with Campbell's (2003) study of students' perceptions of their lecturers' behavior, which found that teaching as a profession is endowed with a high level of trust and moral standards of conduct. More importantly, the findings claim that instructors are held to a higher standard of ethical behavior. According to Campbell (2003), such a designation of "higher" moral standards could indicate a high level of moral standards in relation to other professions as well as different requirements. However, one may not easily rate the study of Campbell because the Ugandan context may be different from his area of research study.

Similar to the above, study findings showed that the lecturers have high sense of communication skills in terms of the language of instruction and communication. Listening, speaking, reading, and writing are all part of communication abilities. A teacher must be highly proficient in all of these areas in order to teach effectively (Ehindero & Ajibade, 2000). Teachers that communicate effectively always make things easier and more understandable (Freddie S, 2018). In addition, for a teacher, strong communication skills are critical in the transmission of education, classroom management, and contact with students. As a result, a teacher must instruct students with varying levels of thinking ability. A teacher must adopt communication techniques that urge students to engage in their learning process in order to teach according to their aptitude and potential (Sng Bee, 2012).

5.2 Conclusions

Basing on the findings, lecturers' honesty largely depends on the personal experience with an individual student. The response of; objectivity in their actions, high self-esteem, proper dress code, attending to students and respecting university rules and regulations are as a result of ones' encounter with the lectures. Nevertheless, the researcher concurs that lectures in the school of education are honest.

In relation to the above, the study findings indicate that lecturers are committed to their duties. This was identified through responses like; lecturers teach the assigned load, set, mark and assess students objectively as well as attending departmental and faculty meetings. This has left a great number of students

satisfied with the ethical commitment to duty of the lecturers in their respective departments.

However, the study findings indicated some instances where the lecturers have behaved and acted unethically. These range from harassing students sexually, soliciting for money, dodging classes, indecent dressing, and use of other persons to mark the exams who are not trained enough, instances of absenteeism, toughness and missing students' marks. These have negatively portrayed the image of the lecturers both male and female. These actions have dehumanized the ethical conduct of the lecturers' honesty, integrity and commitment to duty.

Worse still, the findings indicated that students have no clear channels where such unethical behaviors of the lecturers can be reported. This is because, they are always intimidated, they are timid and others do not want to be publicized as having been harassed by a lecturer. This leaves them silent and unattended to.

The conclusions of this study may not be applicable to other Universities since it was carried out from Kyambogo University and particularly in the Faculty of Education. Therefore, comparable study should be conducted in other universities, both public and private to ascertain how students perceive the ethical conduct of their lecturers.

5.3 Recommendations

Considering the current trend of change in morality of the society from which the higher institutions recruit their staff, there is need to integrate the consequentialism theory as proposed by Jeremy (1789), Mill (1861), and Sidgwick (1907) as cited in (Armstrong, 2019) in the training of the lecturers

and teachers. These theories help in enhancing the honesty of the lecturers. They should be integrated in the professional subjects since they are done by all the students offering education.

About integrity of the lectures, the government in conjunction with higher institutions have to conduct guidance and counselling. This can be a fulfillment of the Ethical Virtue theory of Aristotle (Papouli 2018; Inwood & Woolf, 2013). Virtue ethics are normative ethical theories that emphasize being rather than doing and focus on the individual's character and moral upbringing, and Aristotle's emphasis is "being good through doing well is what matters for achieving a good life" (Webb, 2010; Banks, 2012; Banks & Gallagher, 2009). The training should greatly focus on the wholeness of the integral moral person rather than part of the person. This is because integrity encompasses many ethical aspects of humanity. Teaching and learning should therefore be integral based rather than mere subject oriented teaching.

Furthermore, the universities in conjunction with the government should open a window for whistle blowers. The findings indicate that majority of the students go silent about different forms of harassment caused by the lecturers. These harassments range from social, economic, sexual and academic. Students in most times do not whom to run to for they are not sure of being helped. The universities should open a window for whistle blowing with assurance to the students that they would be protected from shame, and further harassment from the lecturers when discovered.

There is a need to develop stronger and more applicable administrative policies, practices and processes which promote ethical values like honesty, integrity and commitment. These policies should be directed to the lecturers and the students. The respondents observed that when these policies are only directed to the lecturers, the students may take the advantage to harass some lecturers. The respondents affirmed that some students directly or indirectly harass lecturers especially through social media, and passing on seducing acts that may tempt the lecturers for example students dress code and language used.

There is also need for effecting punishments upon those apprehended for behaving unethically. These punishments should include suspension, dismissal or even termination of the contracts. Since most of the unethical lecturers go unpunished, it gives room to the others to continue behaving in such a manner that is not befitting. Other lecturers do not come out openly to condemn such acts but rather seem to be condoning the unethical acts of their colleagues. The administration has to protect the students through interventional measures that may include punishments among others. In some instances, these unethical lecturers need to be exposed to the public eye via public media so that they are not recruited by other institutions and end up causing other scandals in those places. In other words, they have to be out of the teaching profession completely when found guilty of the offence committed.

5.4 Areas for further research

The study of student dress code as a protective factor against unethical behavior in higher education institutions.

The philosophical position of a lecturer amidst the dynamic ethical trends of the postmodern society in Uganda.

The impact of students' ethical conduct and the lecturers' ethical position in higher institutions of learning.

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APPENDIX I: INTERVIEW GUIDE FOR STUDENTS

Dear respondent,

I am Christmas Simpurisio, a student pursuing a Master's degree in Educational Foundations from Kyambogo University. I would like to get information about Students' perception of the lecturers' ethical conduct in higher institutions of learning. You have been identified as the best source of this information since you are a taught and interact with lecturers. Information obtained will be kept confidential and your names are not required.

Section A: Biographical variable of respondents

Gender identity;   Male ☐   Female ☐

Course: BTE   ☐D   ☐S

SECTION B:

1. How can you describe a lecturer?

2. Do lecturers behave well at campus? If yes how? If no, what is the problem?

3. How do you rate the integrity of your lecturer?

a) Very Great   b) Great   c) Poor   d) Very poor

4. Why would he or she be rated in that category?

5. Are lecturers honest persons in the way they conduct themselves with students? Yes or No. If NO, what should be done?

6. In your opinion, are lecturers committed to their duties? Yes or No.

a) If Yes, mention some aspects that show a committed lecturer.

b) If no, what should the stake holders do to help the lecturers?

7. What should the government do to maintain the ethical conduct of lecturers in higher institutions of learning?

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am Christmas Simpurisio, a student pursuing a Master's degree in Educational Foundations from Kyambogo University. I would like to get information about Students' perception of the lecturers' ethical conduct in higher institutions of learning. You have been identified as the best source of this information since you are a taught and interact with lecturers. Information obtained will be kept confidential and your names are not required.

Section A: Biographical variable of respondents

Gender identity; …………………………………………………….

Faculty…………………………………………………………………

Department……………………………………………………………..

Course:…………………………………………………………………

SECTION B:

8. How many male lecturers do you have in your department?

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9. How many female lecturers do you have in your department?

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10. How do you rate male lecturers over female lecturers' ethical conduct in your department?

a) Very Great   b) Great   c) Poor   d) Very poor

Give reasons why you rate them like that

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11. How can you describe an ethical lecturer in your department?

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12. Do lecturers in your department behave well in and outside classroom? If yes how? If no, mention aspects in which they misbehave?

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13. How do you rate the integrity of your lecturer?

b) Very Great   b) Great   c) Poor   d) Very poor

Give reasons for any of the above choice

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14. Are lecturers honest persons in the way they conduct themselves with students?

If Yes, how honest are they? or No. If NO, site examples how they are honest

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15. What should be done to improve honesty

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16. In your opinion, are all lecturers in your department committed to their duties?

Yes or No.

c) If Yes, mention some aspects that show they are committed.

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d) If no, mention some cases in which lecturers are not committed?

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17. In your opinion, how do you perceive the general image of your lecturers while at campus regarding;

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ii) Time management

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iii) Language used

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iv)   Assessment of students

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v)   Keeping of students' secrets.

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THANK YOU FOR YOUR RESPONSES AND TIME

APPENDIX III: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

09th December, 2021

To Whom It May Concern
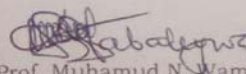
RE: LETTER OF INTRODUCTION

Dear Sir/Madam,

This is to introduce **Christmas Simpurisio** Registration Number **18/U/GMEF/19687/PE** who is a student of Kyambogo University pursuing a Masters in Foundations of Education.

He intends to carry out research on **"Students' Perception of Lecturers' Ethical conduct"**. as partial fulfillment of the requirements for the award of the Master's Degree.

We therefore kindly request you to grant him permission to carry out this study in your institution.

Any assistance accorded to him will be highly appreciated.

Yours sincerely,

Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

KYAMBOGO UNIVERSITY
★ 09 DEC 2021 ★
OFFICE OF THE
DEAN GRADUATE SCHOOL