

AN ASSESSMENT OF THE ETHICAL PROBLEMS OF THE SECONDARY  
SCHOOL TEACHERS OF BURE WOREDA ILUBABOR ZONE

BY

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## DECLARATION

I, Zemedu Banjaw, here by certify that the research paper titled "An Assessment of the Ethical Problems of the Secondary School Teachers of Bure Woreda" is solely the product of my own research and labor. Regarding originality, each and every source of data used in the study has been acknowledged. The research, which wasn't submitted to this or other universities, was conducted independently, with the exception of when I was guided by my advisors.

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This attests that Zemedu Banjaw Zegeye thesis, An Assessment of the Ethical Problems of the Secondary School Teachers of Bure Woreda, which was submitted in partial fulfillment of the requirements for the degree Master of Art in Curriculum and Instruction, complies with university regulations and meets accepted standards for originality and quality.

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## **List of Acronyms and Abbreviations**

APA	American Psychological Association
ASA	American Sociological Association
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focused Group Discussion
NASDTEC	National Association of State Directors of Teacher Education and Certification
MOE	Ministry of Education
PTA	Parent Teacher Association

## **Abstract**

The objective of the study was to investigate the ethical problems in the secondary school teachers in Bure Woreda, Ilubabor Zone, South west Ethiopia. Descriptive survey design was conducted in four secondary schools in the Bure woreda: Bondawo, Hachalu Hundessa, Bure Nicholas Bohm, and Sibbo. Standard questionnaire, focus groups, and interviews were used to collect quantitative and qualitative data.

This study showed that there are violations of ethical standards in regard to responsibility to one's profession, professional competence, student and teacher relationship, school community, and use of technology. The study further revealed even if instructors have a basic awareness of some of the principles relevant to the professions code of ethics for teachers, there is still a significant knowledge gap. According to the survey the conduct of research in an ethical and responsible is among the major challenge for profession competence. According to the survey lack of using respectful language and consideration their culture when speaking with pupils is another main problem that was investigated. Furthermore, proper and timely communication with parents and guardians was one of the issues that are undermined. The study also demonstrated majority of teachers lack responsible and proper use of technology primarily for teaching and learning reasons.

A number of recommendations were made by the research. Policymakers should think about raising awareness about the value of ethics codes and proper use of technology for teaching and learning. Educational stakeholders should promote right use of technology for teaching and learning. As part of this, policymakers and education stakeholders should think about developing capacity and raising the standard of teaching and learning. Teachers should consider gaining the ability to communicate with pupils in a kind and culturally sensitive way. We also recommend teachers to share and regularly put their professional code of ethics into practice.

# **CHAPTER ONE**

## **1. INTRODUCTION**

In this chapter background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study are included. Finally, operational definition and organization of the study are described.

### **1.1 BACKGROUND OF THE STUDY**

A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live-in darkness without being blind. (Aguba, 2009:25). Secondary education is the education children receive after primary education and before the tertiary stage. The broad goals are to prepare the individual for useful living within the society and higher education. To be able to effectively provide education, there is need to ensure that the educational system is reliable. In considering raising the quality of teaching, one must begin at the teacher level. Teacher development must be seen as a continuum of learning, with teachers located at various places along the continuum (Craig et.al, 1998, p.1). Coexistent with this however is the fact that to improve any educational system the most important factor to be kept in mind is to improve the quality of teachers along with the standard of teaching. This is necessary because a person who would educate others must be educated first and should possess a broad background of general cultural training. It is also necessary to educate teachers because only teachers who have themselves experienced a liberal and valuable education can lead the students towards development by exhibiting resourcefulness and enterprise in their work. All major issues concerning educational changes require staff development activities to implement these changes in the educational infrastructure from top to bottom levels that is, from administrators, school principals, teachers, to technical and administrative support personnel.

Moreover, with the advent of information and technologies in the education system the teachers are now under pressure to learn how to cope with these technologies in their classrooms, and how to use the hardware and software to enhance the teaching and learning process. The situation involves considering the needs of updating and developing teachers' knowledge to be competent enough to deal with the ongoing pressures. As with teaching itself, teacher education features a profusion of advice, little of which is anchored in reliable knowledge or shared across programs. This integrative review article explores the professional development of teachers and teacher educators and the opportunities that need to learn. The goal of teacher education is to produce effective teachers (Tuli and File 2010). The quality of teacher education is recognized as a significant factor influencing the quality of education and learning outcomes of learners (European Commission 2013). The main goal of teacher training is to qualify future teachers (Koster et al. 2008). To enhance the quality of education, it is necessary to start with the level of teacher educator as a teacher.

Ethiopia has embarked on a massive expansion of education at all levels (i.e., primary, secondary, and tertiary education). Even though tremendous achievement has been made in terms of quantitative expansion poor quality of education is still hallmark (Fekede & Fiorucci, 2012). Ministry of Education has designed and implemented a series of policy guides to address the multifaceted problems in the education sector. This document includes: Continuous Professional Development Guideline (MoE, 2003) and Teacher Education System Overhaul (MoE, 2003). Notably, all of these initiatives place substantial emphasis on professional development of teachers. Ethiopian Education and Training Policy (1994) aimed to assert four educational goals of the nation namely quality, access, relevance, and equity.

However, there are different obstacles for achievement of the policy. One of the major obstacles to education is Ethical problem of school teachers. According to Ethiopia education and training policy of 1994” the general objective of education is to bring up citizens who respect human rights, stand for the well-being of justice and peace, endowed with democratic culture and discipline” (FDRE,1994; P7). However, there are different obstacles for achievement of the policy. Kritsonis (2007) points out that ethical conduct inspires a quality of behavior that exemplifies honor and dignity for oneself.

In a school situation, teachers, administrators, staff and school board members need to understand the importance of ethical conduct in the educational arena. The principle of work ethics including integrity, equity, fairness, accountability, transparency, teamwork and the like controls what an employee should perform in different situations in every organization. Shapira-Lishchinsky (2019) gathered the ethical dimensions of the teaching profession into five dimensions: caring for the learning and well-being of students, professionalism, professional relations between teachers, respecting the law, school regulations and student rights, and respecting parents and the school community. When these dimensions are examined, it can be said that teachers establish standards of behavior regarding the situations they encounter. According to Wynne (1995; cited in Bergman, 2013), teachers should be experts in ethics since they will be confronted with ethical events throughout their professional lives. Teachers who do not know how to react ethically will not teach ethics and will not be an example for their students (Gokçe, 2013). These principles and values mainly determine the good performance of the workers and effectiveness of an organization, principally as they applied to guide human conduct. Schools and institutions operate on principles that help them achieve their objectives. While operating without principles is not good for individual behavior, it leads to people acting without understanding the values they are supposed to subscribe (Dalio; 2011). The concept of profession consists in a system of ethical principles expressible as duties or obligation (David, 2012). Ethics norms are important because they give people a baseline of the concept of right and wrong. The code of ethics that govern teachers' behavior ensures that the school environment supports and nurtures students and employees in school.

According to the Association of American Education (1994), teachers are ethically bound to perform better at job than other employees. They should strive to learn new techniques of behavior in everyday life, ideas and ideals to guide their conduct as they serve as role models to learners.

Schools, like any other institution, are made up of a diversity of populations with different relationships. Some may be between academic and non-academic staff; some may share in both, as in the relation between teacher and student. Therefore, to avoid conflicts, such improper relationship, indiscipline, partiality in assessing students and teachers, there is need for a guideline that determines what is right and what is wrong (Pierce, L & Fallona;1995).

According to Xinyin Chen (2019), children look to the culture at large for ethical guidance, and many adults are not setting good example. The importance of a parents' influence on a child is recognized by the impact it has on society. Much responsibility lies in the hands of the parents to help the child become a more responsible adult in society. The only remaining alternative is the teacher who spends most of the time in school with students. Unfortunately, some teachers do not adhere to the professional codes of conduct. Barrett (2005) points out that, the press and other media regularly reported on the teacher misbehavior towards students. Further, there are some cases of professional misconduct amongst school, college and university teachers. He pointed out cases where some teachers were implicated in sexual related behaviors with their clients; some were involved in theft, and academic dishonesty. General harassment such as sexist comments and innuendos probably is quite frequent. So that, teaching like other professions has ethical norms and standards. Therefore, teachers should have commitment to those ethics in their work. Therefore, this study mainly aims at investigating the Ethical Problems of the Secondary Teachers of Bure Woreda.

## **1.2 Statement of the Problem**

Professional ethics is conceived as an extra theoretical component in courses of professional education, or the ethical aspects of professionalism are reduced to just so many extra practical competencies acquired through training (David, 1999). Study conducted in Tanzania indicated that cases of teachers having sexual encounters with students, teachers requesting for financial, sexual and other favors from students or family members and unfair treatment of students do occur (Abraham et al; 2014). The study also revealed that a positive significant relationship between teachers and student leads to development of students' self-esteem while negative relationship works in opposite ways (Salehnia and Ashraf, 2015).

Lateness, dress code violation and disrespect for teachers were the major disciplinary problems experienced in Obuasi Secondary Technical School in Ghana and inappropriate handling of concerns of students by teachers was one among causes of these problems (Beatrice B, 2020). Using offensive language, physical violence, defiance towards teachers and stealing of school property are among the identified Indiscipline Problems of High School Students in relation to teachers and school management (Amogne, 2014) Similarly (Hailu, 2018) found out that physical punishment was revealed being utilized to combat indiscipline in the secondary schools of Addis Ababa. Teaching, accordingly, as a profession, benefits from some professional ethical

principles and rules which should be observed essentially by anyone embarking on this profession. Ethics and teaching are inherently interwoven, and various scholars and philosophers have investigated the nature of ethics in teaching (Taylor and Nolen; 2005). According to *Chumi (2001)*, ethical principles are deteriorating and weakening, with teachers engaging in immoral acts ranging from verbal harassment to rape while others have sexually abused female and male students.

According to Habenitch (1998), general harassment such as sexist comments and innuendos, probably is quite frequent, even on Adventist campuses. Female students are said to be asked to provide sexual favors in exchange of grades, mentoring, and career advancement. On sexual abuse within schools, the General Conference of S.D.A Church (Melgosa, 2004) urged schools to devise and publicize their own policies which guided the moral conduct of teachers. The study by Daniel and Sapo (2020) in Ethiopia on teachers' perception of professional ethics and its impact on their professionalism reported that warnings. Discipline may be operationally defined as a set of behavior considered appropriate in a particular teaching- learning setting, discipline is but one aspect although a high significant aspect of classroom management. Discipline does have to do with control, however we seek to bring it about externally or internally control in the sense of placing reasonable limits on the set of behaviors in which a child may engage in particular educational clinical setting ( Clark, 1986). With recent increase in school enrolment, students discipline problems are bound to accentuate and cause more burdens on teachers and school administrators. Students' indiscipline has plagued schools leading to series of unrest. It is observed that students resort to unconstitutional measures in channeling their grievances; and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students 3 Misbehaviors being taken as any acts that violate established or implied rules or acts that disrupt the normal teaching learning process are caused by factors related to students, teachers, school and home environments. On top of that ESDP IV stated in the health policy issued in 1993 by then, Transitional Government of Ethiopia that the acquisition of harmful habits such as cigarette smoking, alcohol consumption, drug abuse and irresponsible sexual behavior will be discouraged.

But, as we observed in our daily lives, teachers, administrators, parents and community continually complain about discipline very high in terms of difficulty and frequency of

occurrences. These problems can be frustrating to the teachers, and since they have significant implication for affection the behavior of students. For instance, some students are late coming to class, especially in the first. There are many different kinds of students who attend school.

The major objective of education is to help each of these students achieve his maximum potential. The primary function of student personnel services and activities therefore is to provide a set of specialized service which will aid the school, and ultimately the student to accomplish that objective. The techniques and approaches that can be applied to maintain discipline are diverse and many. The common approaches range from the authoritarian to the approach which considers the creation of positive social and emotional climate to involve students' different activities. The techniques are the specific measures that teachers use either to prevent the possible classroom misbehavior before they occur or curatives that are taken just on the spot or after the incident has happened to put amend to the misbehavior (Melaku Yimam, 2002). Fekadu (2000) indicated different societies and different school system have different expectation of adolescent students. If adolescent student's behavior is out of the expectation; it is considered to be a problem. The study also in Addis Ababa Ethiopia by (Beyene, 2016) revealed that techniques and approaches that can be applied to maintain discipline are diverse, but ethics which applies to everyone is violation of professional ethics results ethical question or ethical problem. Generally in addition to the aforementioned gaps there is paucity of research that is done on Ethical problems among teacher in the area. In Ethiopia the available researches in the area need updates in terms of time. What makes this study unique from other was more attention was given to the Ethical Problems of secondary school teachers.

### **1.3. Basic Research Questions**

1. Is there an unethical behavior of the secondary school teachers manifested in responsibility to the teaching professions in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
2. What unethical teacher-students interaction (relationship) can be investigated in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
3. Is there any problem of teachers related to professional competence in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
4. What ethical problem of teachers related to the school community can be assessed in Bure



woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?

5. What ethical problem of teachers related to technology use can be assessed in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?

## **1.4 Objective of the study**

### **1.4.1 General Objective of the study**

The general objective of the study was to investigate the ethical problems of the secondary school teachers of Bure woreda, Ilubabor, Oromia region, South West Ethiopia, 2022.

### **1.4.2 Specific Objectives of the study**

- To identify where the unethical behavior of the school teachers is manifested in responsibility to the teaching professions Bure Woreda, Ilubabor Zone, Oromia region, South West Ethiopia, 2022.
- To elaborate ethical problems of teachers related to responsibility for professional competence in Bure Woreda secondary school, Ilubabor, Oromia, South West Ethiopia, 2022.
- To describe an ethical problem of teachers related to the teacher-students relationship (interaction) in secondary school teachers of Bure woreda, Ilubabor Zone, Oromia region, South West Ethiopia, 2022.
- To identify an ethical problem of teachers related to the school community in the secondary school teachers of Bure Woreda, Ilubabor Zone, Oromia region, South West Ethiopia, 2022.
- To assess ethical problems of teachers related to use technology Bure Woreda, Ilubabor Zone, Oromia region, South West Ethiopia, 2022.

## **1.5 Significance of the study**

This study benefits the following bodies accordingly: This study may help as the mile stone for those researchers who will conduct study on similar areas. It serves as baseline data for educational policy makers by identify teacher's ethical problem. Bure woreda education office, High schools, students, teachers and other stakeholders by that; they were owing the ethical shape teachers and students as well as the better learning-teaching process will be hold in the high school.

## **1.6 Delimitation of the study**

This study was delimited to the Ethical Problems of the Secondary Teachers of Bure Woreda. The study was conducted on four secondary schools found in this woreda: namely Bure Nicholas Bohm, Hachalu Hundessa, Sibbo and Bondowo secondary schools. The study also delimited by its conceptual frame work that independent variable which is teacher's ethical problem and dependent variables such as teacher relationships with student, parent, school community etc.

## **1.7 Limitations of the Study**

Only four government secondary school teachers from Ilubabor, Bure woreda, were included in the study; they worked at Bure Nikolas Bohm, Hachalu Hundessa, Sibbo, and Bondawo secondary schools. The research was conducted using a descriptive survey design with a small sample size. The geographic coverage was restricted to Bure Worada due to time and financial constraints. The study's conclusions might not be sufficient to draw broad conclusions at the national level as a result. If many schools and individuals were involved in the study, it would be better and more successful to acquire sufficient data to establish reliable generalizations.

## **1.8. Operational Definition**

**Knowledge sharing** – an activity through which knowledge (i.e., information, skill, or expertise) is exchanged among people, friends, families, communities or organizations.

**Teachers' professional development** – the process of improving staff skills and competencies needed to produce outstanding educational results for learners.

**Principal**- school leaders, director selected from teachers.

**Ethics**: The process of determining right and wrong conduct.

**Community** - a group of people with common socio-economic and cultural characteristics or interests, legally and administratively recognized to designate a village or a ward. Thus, school community is, the area from which all or most of the students are drawn and where the families and neighbors of the students reside, who assist financially or otherwise with the establishment, maintenance and continuing operation of the school.

**Teacher performance** - a set of attitudes and behaviors that result in learning for children.

**Professional behavior** – to comply with relevant laws and regulations and avoiding conduct that discredits the profession

### **1.9. Organization of the study**

Five chapters make up the study material. The background of the study, statement of the problem, aims, significance, and research question are all included in the first chapter along with the definition of important terminology, delimitation of the study, and limitations of the investigation. The conceptual framework for the investigation was described in the second chapter, along with a review of the relevant literature. The third chapter discusses research design, research methodology, data source, data collection tools, sample procedures, data collection process, and data analysis method. Additionally, this course addresses ethical considerations as well as validity and dependability concerns. The presentation, analysis, and discussion of the study's data are included in the fourth chapter. The findings are summarized, concluded, and recommended in chapter five. Finally, the study has appendices and references attached.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

In this chapter available regional, national and international literatures related to ethical problems of the teachers are reviewed. It has sub sections: the first sub topic is the concept of Professional Ethics and Model code of ethical for educator principles; the second issue is Professional development of teachers and each issue is given sub headings and discussed below. Conceptual frame work is made depending on relevant the relevant literatures and theories.

#### **2.1 Professional ethics**

Professional Ethics is a set of standards that describe the professional behavior and competencies that is expected in all fields of work. Professional ethics is concerned with the moral issues that arise because of the specialized knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public. Professional ethics may also be defined as a set of self-imposed professional ideals and principles, necessary for the attainment of professional excellence and self- satisfaction. Professional ethics undertakes to examine the special ethical obligations and problems that people who work in professional occupations have because of their professional status. It seeks to reach normative conclusions about these; that is, it considers how professionals ought to behave in their professional work, not merely how they do conduct themselves.

In order to accomplish this goal, it must consider the various professions in their historical, legal, and social contexts in society. Every legitimate occupation involves its own characteristic ethical obligations. Thus, firemen have a special obligation to rescue people from burning buildings even when it is dangerous for them to do so, and farmers have a special obligation to see that the foodstuffs that they produce are safe to consume.

National Association of State Directors of Teacher Education and Certification (NASDTEC, 2015) published a Model Code of Ethics for Educators to help states design or redesign their own codes. The NASDTEC model covered essential expected behaviors for teachers, and designated five broad categories of responsibility for teachers.



**Figure 1: Conceptual frame work (NASDTEC, 2015)**

Ethics is the principles, beliefs, assumptions and values that characterize a moral life. Ethical teaching and leadership require that the educator act based on the principles, beliefs, assumptions and values that are espoused in the individual's system of ethics (Starratt2004). Is philosophical study of the code, standards or norm of human conduct and it is more theoretical and general one ethics establish the standards ,norms, or codes to be followed by human beings is the study of morality, moral principles, and moral decision making.

Is the development of reasonable standards and procedures for ethical decision-making Is a set of normative rules of conduct, a code, a standards that govern what one ought to do when the well-being, or duties to oneself, others or institutions is at stake has to do with what one should d. According to the ASA, (2014), a professional Code of Ethics is a public statement prescribing ethical principle of specific profession. It prescribes the way the principles should be applied in order to promote the highest standards of professional service. Ethical principles are intended to guide, educate, motivate and inspire members of the profession in the process of carrying out their duties. Professional ethics are acceptable standards of personal and business behavior, value and guiding principles, Code of professional ethics are often established by professional organization to aid and direct members in performing their functions and duties according to required consistent ethical principles.

Code of Professional Practice has been developed with the key objectives in mind: To promote quality teaching and learning, to encourage and support teachers in their professional role and to promote the teaching profession. Professional knowledge is the foundation of the practice of teaching and learning. This professional knowledge includes a range of roles, responsibilities and relationships: The Teacher and Student, the teacher and parents, the teacher and curriculum and the teacher, the State, the Community and the School. Good teacher-student relationships are fundamental to engagement in the teaching/ learning process. These are developed through communication which is built on mutual respect and trust. Teachers recognize that differences in students' backgrounds and identities can shape experience and impact on learning. They respect, value and accommodate diversity including those differences arising from gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status. They apply their knowledge of students' backgrounds, identities, experiences and learning modes to their teaching. Partnership with Parents, Teachers appreciate that parents are the primary educators of their children. They build trust with parents and actively communicate and collaborate with them in the education of their children. They exercise their professional integrity and judgment in communicating with students and parents. Teachers know and understand the subject matter of the relevant curriculum/syllabus, how it is linked to other subjects and related to life experiences. Teachers work to develop positive relationships with parents, school management and co-professionals. Teachers are active partners with school management and parents in the development of a school

ethos and culture conducive to a positive environment for teaching and learning. Teachers work with management, students and parents in establishing and maintaining policies which are necessary for a safe and supportive teaching and learning environment. Teachers in their professional role work within the framework of relevant legislation and regulations.

They work in partnership with the Inspectorate of the Department of Education and Science and other statutory educational services. Effective teaching requires the support and positive collaboration of the wider community. Teachers, through their schools, utilize the community as a learning resource. The community, in turn, is enriched by its interaction with teachers who have a tradition of contributing to a range of community activities. Teachers are educational leaders who contribute to creating and sustaining learning communities in their classrooms, in their schools and through their professional networks. Therefore, they should respect students, parents, colleagues, school management, co-professionals and all in the school community. They should interact with them in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status. A teacher's first moral obligation is to provide excellent instruction. Teachers with a high level of moral professionalism have a deep obligation to help students learn.

According to Wynne (1995), teachers with that sense of obligation demonstrate their moral professionalism by: Coming to work regularly and on time, being well informed about their student-matter, planning and conducting classes with care, regularly reviewing and updating instructional practices and cooperating with, or if necessary, confronting parents of underachieving students. Teachers' knowledge base about guidelines or ethical codes may be uncertain because they often lack formal assessment training or their training has become dated (Stiggins, 1999). Conflicting norms related to teaching (e.g., institutional norms vs. ethical interpersonal norms) often place teachers in ethical dilemmas Colnerud, (1997). But, teachers' ability to apply guidelines to a specific context has received limited attention in the literature. One exception is the Impara and Plake (1993) study in which five items in a test of teacher assessment competence measured teachers' ability to answer items related to ethical issues in student evaluation. These items, however, all focused on issues relating to standardized tests. The content the teacher brings into the classroom questions the teacher's ethics of what "subject matter" they want to include in their instructions.

The teacher has to decide whether there will be enough time to cover each skill of the content area. If there is, then some critical thinking skills to be included in the content even though the school may not require its coverage. The teacher should decide what to do. He or she should not be tempted to leave out the difficult parts of the course content, when students will need it the most (Kienzler, 2000 & Kovalskie, 2005).

### **2.1.1 Teaching Profession**

A profession is defined as any occupation/job/vocation that requires advanced expertise (skill and knowledge), self-regulation, and concerted service to the public good. It brings a high status, socially and economically. In relation to the term profession, it is important to discuss other terms like professional and professionalism. Professional has to do with a person or any work that a person does on profession, and which requires expertise (skills and knowledge), self-regulation and results in public good. The term professional means a person as well as a status. Professionalism is the status of a professional which implies certain attitudes or typical qualities that are expected of a professional. Professionalism is defined as the service related to achieving the public good, in addition to the practice of the knowledge of moral ideals.

Teaching is deemed a profession with responsibility, trust and truthfulness. It demands highest standards of professionalism which the teachers are expected to demonstrate not only within the boundaries of an educational institution but beyond the boundaries as well. Teachers through teaching transform the society and set examples for the coming generations. The society expects that their behavior reflects ethical and moral integrity. They are role models and their conduct significantly influence upon their professional image. Their professional role expects commitment to the students, the profession, the community and the family.

The Council for the Teaching Profession in Malta listed the essential six ethical codes of the teaching profession (Teachers' Code of Ethics) as follows: maintaining trust in the profession; maintaining professional relationships with students; respecting the uniqueness and diversity of students; working in a collaborative manner with colleagues, parents, guardians and caregivers; acting with honesty and integrity; and keeping their professional knowledge and practice up to date.

Teaching is regarded as the kind of occupation which people enter for love rather than money” (David, 2000). Teacher are the employers of wider community those who serve with the interests of people, society, culture and religion.

Teaching is called profession due to: Its social obligation, Social prestige, Community demand, Social service, Transformation of values and traditions.

At the same time, the Teachers' Code of Ethics is also a statement to learners, parents, and the wider public about what may be expected of teachers as they carry out their professional roles.

Teacher professionalism is what teachers actually practice. These practices involve: Transfer of knowledge, Presentation of content, facilitating learning, developing skills in monitoring and enhancing learning. Teacher is a role model; he/she has to perform according to the requirements of cultural or traditional values. Carr, (2000) stated, the teachers are conceived as the representative or custodian of a specific set of civilized standards and value predicted on a traditionalist idea of education as the transmission of culture. Teachers play multiple tasks in daily life; an imperative role is transmission of morality towards next generation. Teacher performs moral duty formally and informally, he/she is considered to be same role inside and outside the classroom.

Ways to transmit moral messages: Show moral and ethical behavior himself, Model good behavior and attitudes in classroom, Storytelling, Respecting students, Peaceful environment being nice, polite and thoughtful and well behaved.

The moral duty of teachers; Handle students with care, Positive relationship with students and other staff members, Acting best interest of students and Classroom environment. Knowledge and expertise of teachers; Academic and theoretical knowledge, Cultural custodian, Facilitator of inquiry, Communicator, management, organization for effective teaching, using rapid incremental innovation, empowering others, emphasizing thinking over memorizing, applying knowledge, fitting one's teaching to one's own style, Maintain dignity of the student, Fairness and Responsibility (Joyce & Rober, 2003). On the other hand, (Clecka2010) explains that ethical principles guide the behavior of teachers as reflected in standards of the conduct described in the documents of professional associations for teachers and codes of ethics published by disciplinary associations, such as the American Chemical Society, the American Psychological Association, the American Sociological Association, and the Modern Language Association. In addition, college and university faculty handbooks often include a section that addresses ethical standards or expectations regarding the behavior of workers. Ethical standards for students may be found in official student handbooks or college and university catalogues, although standards for graduate students are also addressed in some of the professional and disciplinary association



codes of ethics. These various documents embody shared beliefs that are intended to guide both the activities and the behavior of people engaged in the academic enterprise.

The APA, (2004) points out that faculty are guided by ethical principles that address their professional responsibilities as teachers, scholars, and, more generally, members of college and university communities. While some aspects of documents concerning ethical standards describe the behavior to be embraced, other aspects make clear what actions must be avoided. Eagan (2017) says, students are guided by general ethical principles as teachers regarding their academic work. Academic honesty and intellectual integrity are central in the educational process. These two principles apply to academic work, including, but not limited to, papers, assignments, laboratory reports, exams, quizzes, exhibits, and performances.

Violation of ethical standards would be grounds for action against a student. The situational context of the violation along with the institutional norms and regulations affect the path of action. Although some situations involving a student's alleged violation of ethical standards may warrant action on the part of a teacher or an administrative officer, other situations may warrant a hearing by a duly constituted committee to determine whether the alleged act occurred as well as the appropriate sanctions.

Nath and Cohen (2010) explain that some institutions of learning have an honor code that makes clear that cheating and other forms of academic dishonesty are violations of ethical standards. These codes typically obligate students to practice academic integrity and avoid engaging in academic misconduct, but also to take action when they believe others have engaged in academic misconduct. The action taken by a fellow student who witnesses the ethical digression can range from directly confronting the alleged perpetrator to reporting the alleged act to individuals acting on the part of the institution, who may find it appropriate to convene a hearing panel for a judicial process in which students usually play an important role.

### **2.1.2 Principle of ethics in teaching**

The ethical principles guide the behavior of teachers as reflected in standards of the conduct described in the documents of professional associations for teachers and codes of ethics published by disciplinary associations, such as the American Chemical Society, the American Psychological Association, the American Sociological Association, and the Modern Language Association. In addition, college and university faculty handbooks often include a section that

addresses ethical standards or expectations regarding the behavior of workers.

Ethical standards for students may be found in official student handbooks or college and university catalogues, although standards for graduate students are also addressed in some of the professional and disciplinary association codes of ethics. These various documents embody shared beliefs that are intended to guide both the activities and the behavior of people engaged in the academic enterprise.

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### **General principle of ethics in teaching;**

#### **Justice**

An action is considered to be right when all people treating fairly. Justice is mainly related with the duties and rights of all stakeholders and it emphasizes the fairness and equity of an action (Dempster & Berry, 2003).

#### **Care**

The care perspective emphasizes empathy and caring as well as the network of relationships. An action is right when it satisfies stakeholder's needs and desires and leads to their growth (Feng, 2011).

#### **Utilitarianism**

Utilitarianism perspective is concerned with outcomes. It emphasizes that the consequence of an action determines its moral worth. An action is right because it leads to the greatest good and the least bad on the basis of utilitarian considerations. Teacher, principal should always act to maximum benefit of students and minimum harm for the greatest number of stakeholders (Feng, 2011).

#### **Critique**

The critique perspective emphasizes decision makers' recognizing inequities in both schools and society. An action is right when it leads to equal opportunities for stakeholders by breaking oppression, privileges, and inequalities. School leaders should critically reflect on the ideology

that people take for granted and probe unreasonable details when making decisions.

Overall, the focus of this perspective is on addressing inconsistencies and inequalities in life to achieve real social justice.

## **Virtue**

The virtue perspective emphasizes a person's moral character. Virtues are a person's disposition to act in a certain way and are cultivated by practice in daily life to facilitate a certain way of acting and living.

### **2.1.3. Ethical Role Pertaining to the Role of Teacher**

Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). According to Anangisye (2008), poor academic performance of students in has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits, which have been attributed to poor motivation. It has also been observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Tanzania are poor. These prevailing conditions would definitely show a negative influence on the instructional quality in schools, which may translate to poor academic performance (Blankstein, 1996; Starr, 2002 & Joshua et al. 2006). Studies show that embodying ethical knowledge gives the teacher the ability to practice their teaching skills with morals and ethics and not just viewing their job as being teaching only. The use of ethical knowledge by a teacher can be expressed by the way a teacher projects the tone of his/her voice towards the student, by avoiding student embarrassment and by reminding students of how their behavior can affect other classmates (Mwalimu,2001 & Campbell, 2005 & Smith, 2001).

### **Model code of ethical for educator principles**

The mandatory Code of Professional Ethics defines the ethical relationship the public, the bench, and the bar have a right to expect from a Member. The Code sets out the conduct of the Member when dealing with the user of reporting services and acquaints the user, as well as the Member, with guidelines established for professional behavior. The Guidelines for Professional Practice, on the other hand, are goals which every Member should strive to attain and maintain. Members are urged to comply with the Guidelines and must adhere to local, state and federal rules and

statutes. It should be noted that these guidelines do not exhaust the moral and ethical considerations with which the Member should conform, but provide the framework for the practice of reporting. Not every situation a Member may encounter can be foreseen, but a Member should always adhere to fundamental ethical principles. By complying with the Code of Professional Ethics and Guidelines for Professional Practice, Members maintain their profession at the highest level.

The NASDTEC model covered essential expected behaviors for teachers, and designated five broad categories of responsibility for teachers: Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

**Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

**Principle II: Responsibility for Professional Competence**

A professional is competent when he/she acts responsibly and effectively according to given standards of performance. One can also say that this professional possesses sufficient competence. Professional competence is seen as the generic, integrated and internalized capability to deliver sustainable effective (worthy) performance (including problem solving, realizing innovation, and creating transformation) in a certain professional domain, job, role, organizational context, and task situation. The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence. Professional competence and due care: require maintaining professional knowledge and skill at the level required to ensure that a client or employer receives competent professional service based on current developments in practice, legislation and techniques. A member shall act diligently and in accordance with applicable technical and professional standards when providing professional services.

The principle of professional competence and due care imposes the following obligations on professionals:

- To maintain professional knowledge and skill at the level required to ensure that clients or employers receive competent professional service.
- To act diligently in accordance with applicable technical and professional standards when providing professional services,
- Competent professional service requires the exercise of sound judgment in applying professional knowledge and skill in the performance of such service. Professional competence may be divided into two separate phases: Attainment of professional competence and maintenance of professional competence. The maintenance of professional competence requires continuing awareness and understanding of relevant technical, professional and business developments. Continuing professional development (CPD) develops and maintains the capabilities that enable a member to perform competently within the professional environment. One is competent only when one has attained and maintained an adequate level of knowledge and skill, and applies that knowledge effectively in providing services to clients. Competence also includes the wisdom to recognize the limitations of that knowledge and when consultation or client referral is appropriate.

### **Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The Professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries. At the secondary school level, teachers can be extremely powerful influences on the development of positive attitudes and behaviors among students. Students learn as much from what teachers say as from what teachers do. Also at the high school level, student–teacher relationships are critically important. Students often seek out teachers when they are experiencing academic, social, and/or emotional issues. Teachers have the responsibility of encouraging in their students a positive attitude toward learning, not only for today, but also for tomorrow as part of a lifelong experience.

#### **Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries. The role of the teacher in a positive school-community relationship is extremely important since it is the teacher who is the backbone of the educational system. Although school boards create school policy and administrators interpret these policies, teachers are the personnel who implement school policy. Teachers must also be prepared to make the most favorable impression possible in even the most innocent of circumstances in order to maintain public support. The community's perceptions of the teacher affect their perceptions of the school and subsequently student morale, school resources, and support for the school in general.

#### **Principle V: Responsible and Ethical Use of Technology**

NASDTEC, which is dedicated to providing leadership and support to educators, released a model code of ethics. The association announced the responsibilities to the profession, students, the school community, professional competence, and ethical use of technology. According to the text, professional teachers should use technology and social media responsibly and accountably for teaching and learning purposes. The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

### **2.2. Professional development of teachers**

Professional development basically refers to overall development of the profession of an individual. Teachers' education is also a part of professional development of teachers. Definitions of professional development, such as (Glatthorn, 1995) states that "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (p. 40). The concept of professional development of teacher covers a broader aspect than the career development or the staff development aspect.

Wei et al. (2009) conceptualizes high quality or effective professional development as that which results in improvements in teachers' knowledge and instructional practice, as well as in improved student learning outcomes.

Wei et al. (2009) found the following common features characterizing professional development practices in high- achieving countries: Extensive opportunities for both formal and informal in-service development, time for professional learning and collaboration built into teachers' work hour, Professional development activities that are embedded in teachers' contexts and that are ongoing over a period of time, school governance structures that support the involvement of teachers in decisions regarding curriculum and instructional practice and teacher induction programs for new teachers with release time for new teachers and mentor teachers, and formal training for mentors.

### **2.2.1. Teacher Professional Development in Ethiopia**

Professional development of teachers is an important aspect of professional life of teachers as it has a significant positive impact on teachers' beliefs and practices along with its role in supporting the students' learning. A teacher's professional quality is comprised of different skills and competencies that need specific training for mastery. Professional development of teachers would enable them to be well prepared with the necessary pedagogical skills needed at different levels and also make them adept at handling the current technology successfully as part of their teaching.

There are different types of teacher professional development programs that were developed and implemented in different countries to support professional development of the teachers throughout their career. Teacher professional development should be conducted at all levels across primary teacher development to university teacher development. Teacher professional development in Ethiopia is undertaken as a priority issue to enhance teaching effectiveness of teachers to teach the students in increasingly diverse contexts and at high levels. It is to support their professional growth so they may transition over their careers into roles of high status and responsibility within their profession. In Ethiopia, it is now mandatory for teachers at all levels that they should go through a negotiated continuous professional development program (CPD), completing a minimum of 60 hours of approved activities each year, as the basis for their on-going professional development. It was mandatory in CPD that teachers spend 60 hours in professional development activities each school year. At school level professional development programs should include school principals/directors, teachers and technical and administrative personnel. The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement.

It is a career-long process of improving knowledge, skills and attitudes - centered on the local context and, particularly, classroom practice. According to MOE (2009b) all teachers must be actively engaged in:

- (a) Their own learning process.
- (b) Working with their colleagues.
- (c) Identifying their own needs and
- (d) The wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

### **2.2.2 Objectives of Continuous Teacher Professional Development**

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009b) the first is updating a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. The second is upgrading the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

The overall objective of the CPD program me is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher professional development are to: Support teacher capacity to teach effectively using appropriate new student-centered and problem-solving approaches. Improve teacher's subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills. Help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity. Introduce the idea of reflective practice and action research through which teachers studied their practice to improve it. Promoting teachers to recognize their work as a professional by provides new opportunities for growth, exploration, learning and development.

### **2.2.3 Principles of Continuous Teacher Professional Development**

The major principles of continuous teachers' professional development are drawn from the works of Leu (2004), Giable and Burns (2005), Gray (2005), Hooker (n. d.) And Weiss



(2010).The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.

Professional development should be based on analyses of the differences between

- (a) Actual student performance and
- (b) Goals and standards for student learning.

Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.

Professional development should be primarily school-based and built into the day-to-day Work of teaching.

Most professional development should be organized around collaborative problem solving.

Professional development should be continuous and ongoing, involving follow-up and Support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives.

Professional development should incorporate evaluation by multiple sources of information on

- (a) Outcomes for students and
- (b) The instruction and other processes involved in implementing lessons learned through professional development.

### **Characteristics of effective CPD**

MOE (2009b) listed the following characteristics of effective CPD:

Broad definition that aims at improving teacher’s performance in the classroom

Class practice based, Subject content and teaching strategies centered, clear procedures for identifying and aligning training needs, Excellent use of classroom practitioners.

The importance of an informal system within institutions and locally available resources is recognized

The processes which are being learned are modeled

Linking programs to school settings and school wide efforts is conducted

Participation of teachers as helpers, facilitators and planners

Emphasis on self-instruction and with differentiated training opportunities

Teachers in active roles, choosing goals and activities for themselves

Emphasis on demonstration, supervised trials and feedback

On-going support and assistance available upon request

### **2.2.4 Professional competencies of Ethiopian Teachers**

In the Ethiopian context teachers are expected to have the following professional competencies which are to be achieved through CPD:

Facilitating students learning: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning.

Assessing and reporting students learning outcomes: describes how teachers monitor, assess, record and report student learning outcomes.

Engaging in continuous professional development: describes how teachers manage their own professional development and contribute to the professional development of their colleagues.

Mastery of Education and Training Policy, curriculum and other program development initiatives: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives.

Forming partnership with the school community: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

### **Components of Good Teaching**

MoE (2009b) listed the following components of good teaching that are expected from teachers to be developed through CPD:

Professional knowledge and understanding (up-to-date subject matter and curriculum knowledge, good understanding of classroom pedagogy, etc.).

Teaching skills (learning plans for students' involvement, use of active learning methods, reflect on classroom practices, etc.).

Values and attitudes (love of profession, form excellent relationship with colleagues, strive for learning and self-improvement, high expectations for students, etc.).

Learning environment (maintaining an attractive and supportive learning environment, creating a safe and orderly environment, use of appropriate teaching aids).

## The CPD Cycle

The CPD Cycle is a carefully planned response to identified needs. The CPD cycle is similar at individual, group, Woreda, Zone, Region and National levels (MoE, 2009b)



**Figure 2: The CPD Cycle (MoE, 2009b)**

### The CPD “Plan” Cycle

The CPD plan that meets the need analysis is developed by an individual and the institution.

**Individual planning:** Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The individual teacher’s Annual CPD Action Plan is kept in their Teacher’s Professional Portfolio and used as a guide for the type of information and evidence collected during the year.

**Institutional Planning:** Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process. Three main priorities are recommended for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes, list the responsible persons/group/institution and outline the time needed to implement the plan.

### The CPD “Do” Cycle

The CPD “Do” cycle involves activities that are chosen to meet the identified needs through the needs analysis.

## **The CPD “Evaluate” Cycle**

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle which should be included in the plan. The effectiveness is judged whether or not it is effective in improving students’ learning.

### **The review can take place**

During an individual’s work, e.g., in lesson or planning time.

During or at the end of a group activity, e.g., workshop or staff meeting.

During regular monthly meeting of the CPD committee

As a planned part of a specific program, e.g., at the end of each module of the Higher.

At the end of the program, an evaluation should be conducted. The process of evaluation

Should: Celebrate success, measure whether the desired outcomes have been achieved, identify additional unplanned outcomes, identify less successful aspects of the program and Inform future CPD needs of the individual and at the institution level.

### **Resources and materials to support the CPD**

The resources to support the CPD come under human resources and material resources (MoE, 2009b). Human resources include professional resources at the institution level and external support. Committed and supportive colleagues are the most powerful and accessible resources at the institution level. External supports for CPD include the local and regional educational authorities such as the Woreda and Zone educational offices and the Region education bureaus (REBs) which have a number of supervisors and educational experts. The institution organizing the CPD can ask for the support of an experienced and knowledgeable expert or organization.

To achieve improved teaching and learning process, therefore, require supervision to help teachers develop a new set of instructional methodology. Instructional supervision enhances teachers' professional knowledge and promotes the effectiveness of teaching activities.

According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of

providing guidance and support to teachers. A good supervisor works closely with their team and should be easily accessible when questions, conflicts or issues arise. As a supervisor, you will need to listen when your employees come to you with workplace complaints or suggestions.

Some of the strategies to improve instructional leadership are: Get in Classrooms More, Streamline Expectations and Eliminate Ineffective Practices, Improve Feedback, Be a Scholar, Model, Teach a Class, Grow Professionally and Write in Order to Reflect.

**The Concept of Instructional Supervision** Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. (Eye, Netzer and Krey, 1971:30 cited in Peretomode (2004:192). and Wiles (1975:5) respectively, cited in Peretomode (2004:192) sees it as those activities which are designed to improve instruction at all levels of the school enterprise and as behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behavior. The instructional supervisor does much than inspect. Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may not be an official sent from the Ministry or Board of Education. Hoy and Forsyth (1986:3) and Ukeje (1992) respectively, according to Akinwumiju and Agabi (2008:69-70) define instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

### **Quality in Teaching and Learning**

Quality in teaching and learning according to Okorie (2002) in Nnabuo, Okorie, Agabi and Igwe (2004:46) results from an inter-play among a broad range of success factors that have important consequence for effective teacher performance and student learning, such factors include:

1. Basic school facilities such as classroom, standard libraries, well equipped laboratories, staff offices, teaching facilities and so on.

2. Financing such as provision of funds to schools, staff remuneration, school budget and its implementation.
3. Personnel including quality and quantity, quality mind set and orientation among personnel usually resulting from the organizations motivational efforts, staff satisfaction, commitment and morale and so on.
4. The schools organizational environment including climate and leadership. Instructional Supervision as a Viable Tool for Quality Output in Secondary Education Instructional supervision is an aspect of checking quality output in secondary school hence it is designed to evaluate educational inputs and outputs. The act of teaching and learning is supervised to see if it is achieving the desired objectives.

Techniques of Instructional Supervision Peretomode (2004:196-200) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behavior for achieving teaching effectiveness. They include:

1. Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.
2. Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.
3. Teacher visitation: This activity also called "intervisiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.
4. Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation.
5. Micro-teaching: It is a teaching situation which is scaled down in terms of time; class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually, it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is

on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement.

6. Listening to tape, radio or recordings: This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also, the use of visual presentations through the media film, television, or video tape is increasingly important in the supervisory process.

7. Guided Practice: This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practice activities arranged out of context. 8. Research: Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with and through teachers to finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

### **Types of instructional supervision**

Although several instructional supervision models and approaches were mentioned in the literature, this article is based on five supervisory models (clinical, conceptual, developmental, contextual, and differentiated), which acknowledged a developmental process for both the instructional leader and the teacher.

Effective is instructional supervision. Effective supervision in schools is evidenced by good administrative procedure characterized by disciplined behavior by teachers and students demonstrated through positive implementation of school rules and regulations directed towards the achievement of the aims and objectives of the school in particular.

### **Administrators can best support teachers in improving their instruction**

If you're wondering how administrators can support teachers, the key is to offer guidance, provide time to collaborate with peers, offer meaningful evaluations, and treat them as trusted professionals. By doing so, you'll build a positive school culture with low turnover and high achievement. Instructional supervision is very important as administrators can reinforce and enhance teaching practices that will contribute to improved student learning

Some of the benefits of instructional supervision

The benefits of supervision include enhanced accountability, increased feeling of support, development of professional skills and improved efficiency. Supervision is also associated with decreased feelings of isolation and role ambiguity. Some key supervisory roles include educator, sponsor, coach, counselor, and director. Each is described below. Note that in your role as a supervisor, you will be using these five roles, in some combination, simultaneously, depending on the needs of the team members.

### **Some of the tips for effective school leadership**

Focus on respect rather than popularity, establish clear goals, listen to input from your staff, led by example, provide regular, constructive feedback, delegate, and make meetings matter.

Teacher can improve his/ her teaching competencies be strengthened through the means of continuing education, peer support, mentoring and job guidance, and by developing the entire working community. Developing the competence of the teaching staff and having them committed to the development are central issues in order to produce actual changes.

### **2.3. Theoretical Literature Review**

The foundation of this study will be on Immanuel Kant's theory of deontological ethics, which confirms that the ethical decisions are not simply one of morals, but of duty and justice.

The deontological theory affirms that people should hold fast to their obligations and duties when analyzing ethical dilemma. This means that a teacher will follow his or her obligation to students, fellow teachers or society because up holding one's duty is what is considered ethically correct (Ridley, 1998). Teachers who pursue this theory bring into being very steady decisions since they will be based on ethical codes that govern their set of duties (Penslar, 1995).

In other words, rules are set to be a standard of what ought to be done and there is no room for conditions prevailing at the time of executing one's duties.

Therefore, teachers will have to dress neatly, use good language, treat students fairly and respect both students and fellow teachers.

### **2.4. Empirical studies**

There are of course, little empirical studies are existed concerning, ethical problems of teachers in secondary schools, but here are some forwarded works on the similar areas, for instance study conducted by (Daniel and Sapo, 2020), Ethiopian primary schools, secondary schools and higher institutions, it is common to hear teachers' misconduct related to unfair opposite-sex student relationships, class absenteeism, grading problems and drug abuse. Ethics is relevant to in



everyday life as at some point in professional or personal life Grayling, 2005). Therefore, professional ethics are acceptable standards of personal and business behavior, value and guiding principles, code of professional ethics are often Professional ethics are un established by professional organization to aid and direct members in performing their function and duties according to required consistent ethical principles.

## **CHAPTER THREE**

### **3. Research Design and Method**

This section deals with the research approach, design of the study, Study Area, data source, data collection tools, sample procedures, data collection process, and data analysis method. Additionally, this course addresses ethical considerations as well as validity and dependability concerns.

#### **3.1 Research Approach**

Both quantitative and qualitative methods of data collection were used in this study. Because they would help the researcher to collect and analyze data obtained from various groups of respondents. Regarding this, Creswell (2012) suggested that, a mixed method research is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or series of study to understand the research problems.

#### **3.2 Design of the Study**

The research design of this study was descriptive research design. It's important for the researcher going to study the how, where, and the kind of research questions to give the possible remedies on the identified problem. Survey research involves acquiring information about one or more groups of people perhaps about their characteristic, opinions, or previous experiences - by asking those questions and tabulating their answers.

#### **3.3 Study Area**

Bure Woreda is found in Ilubabor Zone Oromia region state. It is located at about 662 km from Addis Ababa in South West direction on the way to Gambella regional state main road.

#### **3.4 Sources of Data**

The sources of data used in this study were primary sources. Primary data was obtained directly from those concerned with the study or those to whom the study relates. The questionnaire was adapted from earlier studies and evaluated by experts.

#### **3.5 Population of the study**

The populations of this study were teachers, principals and supervisors, PTA, and education experts of Bure woreda. The study was conducted on four secondary schools find in this woreda: Bure Nicholas Bohm, Hachalu Hundesa, Sibo and Bondawo secondary schools. The total population is 122 peoples participate. From those (104) teachers of secondary schools, 4 school directors, and 1 supervisor, 12 PTA (3 from each 4 secondary schools) and 1 from woreda

education expert.

### 3.6 Sampling Techniques and Sample Size

The sampling technique of this study was purposive sampling technique. Purposive sampling is required to assure generalizability of the study and that the data collected is consistent, reliable, and useful (Alexiades 1996). First, the woreda was selected purposively; then the secondary schools and teachers were selected using purposive method: The four secondary schools: Bure Nicholas Bohm, Hachalu Hundesa, Sibbo and Bondawo secondary schools were selected judgmentally. Therefore, the study was conducted on (104) teachers from the identified secondary schools, 4 directors, and 1 supervisor, 12 PTA (3 from 4 secondary schools) and 1 from woreda education experts. Hence, the numbers of teachers in each four of the selected secondary schools are under fifty, and which small size by itself, no need of using sample size formula to determine the sample size of the study, rather, all population through purposive sampling techniques was taken as sample size for the study.

**Table 1. Sample size determination**

No	Name of secondary schools	Teachers	Principals	Cluster Supervisors	Woreda experts	Parent teachers association	Total
1	Bure Nicholas Bohm	35	1	-	-	3	39
2	Bondawo	12	1	-	-	3	16
3	Sibbo	35	1	-	-	3	39
4	Hachalu Hundesa	22	1	-	-	3	26
5	Total	104	4	1	1	12	122

### 3.7 Data Collection Tools

The researcher was applied questionnaire, interviewed FGD as data collection tools. Questionnaire was prepared for teachers. Focus group discussion was prepared for PTA, supervisors and woreda education experts and the interview for school directors.

## **Questionnaire**

Questionnaire was the main data collection tool of this study, because a questionnaire can fully help the researcher to find out the problems without any shame and it is used to collect data in short period. The nature of the responses to close ended items is calculated by the percentage, given the respondents' responses on the items. The other close-ended rated in five-point Likert scale; very often, often, sometimes, seldom and never were employed.

## **Focus group Discussion**

Focus group discussion was prepared at Bure Woreda education office with total of ten individuals which includes 12 PTA (3 from each high school), 1 supervisor from all schools and 1 expert from woreda educational office) were participated. Nine Open ended questions were design for the focused group discussion on the ethical issue of teachers.

## **Interview**

In this study, face to face interview was carried out using ten open ended questions designed for director of each secondary school which concerning the ethical problems of school teachers in those respective secondary schools. The advantage face to face interviews is that it enables the researcher to establish rapport with potential participants to identify major ethical issues related with teachers which has an impact on teaching and learning process at each school. It also elaborate ethical issue in each school further for giving emphasis to be solved with all stakeholder integration (Leedy and Ormrod, 2001)

## **3.8. Data Collection Procedure**

Data was collected using tools prepared for an assessment of the ethical problem of the secondary school teachers Bure woreda. After that the researcher contacted the school directors and explained the purpose of the study before conducting it. This helped the researcher in order to collect the data effectively. Then questionnaire was distributed among teachers by the researcher. Semi structured interview with principals and focus group discussion conducted with expert and PTA. Finally, the collected data was arranged for the purpose of data analysis & writing of the report.

### **3.9 Validity and Reliability Test**

Validity refers to the extent to which an instrument of data collection measures what it intends to measure (Amin: 2005).

To ensure content validity of the survey instruments, the researcher made extensive literature review of independent and dependent variables and other literature to developed appropriate instrument content. Additional instrument content, two informed, competent and expert persons in research methods including Jimma University, department of curriculum, critiqued the content of the developed questionnaire. The professionals were determined whether the instruments contained clear and appropriate content as deemed necessary to measure the study objective.

The professionals were identifying any area of study that was not well represented in the research instrument and proposed possible questions. Further, the professionals checked for the clarity of questions and instructions. Once the professionals accomplished all the above tasks, revision and modification of the instrument was performed. The revised instrument was re-submitted to the professionals for re-evaluation after which corrections made and the final instrument was developed.

Reliability is the extent to which an instrument of data collection yields similar results under constant conditions on all occasions. It is the consistency, accuracy or precision of a measuring instrument in measuring what it is constructed to measure (Litwin, 1995). A split-half reliability test was therefore conducted were determined the consistency and stability of the survey instrument. Litwin (1995) recommended the split half reliability test as good as administering the different forms to the same sample at different points in time. To keep the data quality for the study pretest was carried out on 10% of 122 individuals of the sample size of the study was carried out at Gore Woreda to check validity the tools. After each data collection the completeness and consistency of the filled self-administered questions was checked. During focused group discussion principal investigator guides the focused group discussion using primarily prepared tool and after completion of the FGD 10 interviewer administered questions were asked the school director. Spearman Brown coefficients of 0.73 obtain which showed that the measuring instrument were reliable.

### **3.10. Methods of Data Analysis**

Data was analyzed through quantitative and qualitative methods. To meet the purpose of the study, mixed research method was used to get adequate information. The quantitative method was stated by categorizing and tabulating the data collected through close ended questions in the questionnaire. The tabulated data were expressed in simple descriptive tools like; percentage and focus group discussion and interview were qualitatively using narratives. The qualitative data were recorded and interpreted by categorizing the responses.

The analyses of both quantitative and qualitative data were done separately. And compared the results from the analysis of both data sets and interpret as to whether the results support or contradict each other. Finally, the researcher merged the results accordingly.

### **3.11. Ethical considerations**

**After receiving official letter of cooperation from Jimma University, the researcher** communicated all institutions and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents and the teachers' documents will be kept confidential.

## **CHAPTER FOUR**

### **4.1 DATA ANALYSIS AND INTERPRETATION**

The purpose of this study was to investigate the ethical problems of the secondary school teachers of Bure Woreda. This chapter presents the analysis and interpretation of data collected from respondents such as teachers with self-administered questionnaires, supervisors, experts and PTA through focused group discussion while the school director was interviewed. The analysis of the whole study was made as follows. Regarding the questionnaire, it was analyzed by grouping their topics in different tables. In the table indicates in this chapter the percentage of the frequencies where calculated. The value of each one is rated using like rate scale, never, seldom, sometimes, often and very often were used to rank the responses. Concerning the focus group discussion, the response of each group was quoted to strengthen the responses of supervisors, experts and PTA while the responses of the principals through interviews were also strengthening the responses of teacher's trough questioner and the responses' supervisors, expert and PTA focused group discussion. One hundred four teachers (104) were participated on this study and self-administered questionnaire containing 40 items was provided for each participant and from all the study participants the filled questionnaire was collected. Likewise, 1 supervisor, 1expert, and 12 PTA were participated in the focus group discussions. The focus group discussion was made in 5 people's groups, in each school with the principals, 4 principals in which from each of the four schools were participate in the research.

**Table -2 Name of secondary school and number of teachers participated with their background on the Assessment of the Ethical Problems of the Secondary School teachers of BureWoreda Ilubabor, Oromia region, south west Ethiopia, 2022.**

No	Name of secondary schools	Sex	Educational level		Experiences in year					
			Degree	Master	1-5	6-10	11-15	16-20	21-25	26+
1	Bure Nicholas Bohm	M	24	2	-	4	4	12	4	2
		F	8	1	-	-	4	5	-	-
2	Bondawo	M	8	-	4	3	-	-	1	-
		F	4	-	4	-	-	-	-	-
3	Sibo	M	26	1	1	8	2	10	5	1
		F	8	-	-	1	3	4	-	-
4	Hachalu Hundesa	M	16	3	-	5	7	5	2	-
		F	3	-	1	1	1	-	-	-
5	Total		97	7	10	22	21	36	12	3

**Abbreviation:** M: Male, F: Female

This component of the questionnaire contained 40 items that centered on teachers' implementation of their duty to the teaching professions and their awareness of the code of ethics. The components that are specifically centered on broad concepts and groups depend on the obligation to the teaching professions. The 104 secondary school teachers in Bure Woreda participated in this study.



**Table-3:** Assessment of ethical problems related to profession among teachers of secondary school of Bure Woreda, Ilubabor, Oromia region, South west Ethiopia, 2022.

I. Related to the Profession		Frequency					
No	Responsibility to oneself as an ethical professional	Resp. in	Never	Seldom	sometimes	Often	Very Often
1	Sharing experience on code of ethics in teaching professional.	N <sup>o</sup>	0	40(39%)	58(55.8%)	6(5.7%)	0
2	Upholding the procedures and policies relevant to professional practice regardless of personal views.	N <sup>o</sup>	0	36(35%)	34(33%)	34(33%)	0
3	Holding oneself responsible for ethical conduct.	N <sup>o</sup>	0	5(4.8%)	23(21%)	76(73%)	0
4	Monitoring when personal health-related issues may interfere with work-related duties.	N <sup>o</sup>	0	0	0	98(94%)	6(5.7%)
5	Refraining from professional activity that may lead to reducing one's effectiveness.	N <sup>o</sup>	0	25(24%)	37(36%)	38(37%)	4(3.8%)
6	Taking credit an acknowledgement on the work and contribution made by others.	N <sup>o</sup>	0	15(14.5%)	58(56%)	25(24%)	6(5.7%)
7	Avoiding the use of one's position for personal gain and appearance of improperly.	N <sup>o</sup>	0	0	16(15%)	63(61%)	25(24)
8	Enhancing the professional growth and development of new educators by supporting effective field experiences.	N <sup>o</sup>	0	0	28(26.9%)	68(65)	8(8%)

**N.B (No=numbers, %= Percentage and Resp in=responses in)**

The table above showed In terms of the profession, some ethical violation codes were evident in

the data, but some teachers were frequently doing in terms of adhering to the procedures, policies, and rules relevant to professional practice regardless of personal views, holding oneself accountable for ethical conduct, and refraining from professional activity that may reduce one's effectiveness. Sharing of teaching professionals' ethical experience 40 (38.5%) people indicated they seldom did it, 58 (55.8%) sometimes did it, and 6 (5.7%) often did it. This suggests that the majority of instructors do not follow the guidelines in the teacher code of ethics.

In FGD one of PTA “*Some of the teachers make conflict with the students and also come to school late after running out of time for teaching*” 10:00 PM May 10, 2022.

"Teachers are not given enough opportunity to connect with one another and acknowledge their lack of understanding of the Code," said the school's director. 12 May 2022, at 5:05 PM.

**Table 4: Assessment of ethical problems of teachers related to responsibility for professional competence in Bure Woreda secondary school, Ilubabor, Oromia, South West Ethiopia, 2022.**

Related for Profession Competence		Frequency					
No	Professional Practice	Resp.in	Never	Seldom	Sometimes	Often	Very often
1	Incorporating into one's practice state including those specific to one's discipline.	N <sup>o</sup>	0	20(19%)	55(53%)	29(28%)	0
2	Advocating for equitable educational opportunities for all students.	N <sup>o</sup>	0	5(4.8%)	65(63%)	31(30%)	3(2.9%)
3	Committing to ongoing professional learning.	N <sup>o</sup>	0	21(20%)	75(72%)	8(7%)	0
4	Conducting research in an ethical and responsible manner.	N <sup>o</sup>	35(34%)	34(33%)	35(34%)	0	0
5	Storing data in accordance with district policy.	N <sup>o</sup>	26(25%)	35(34%)	43(41%)	0	0
6	Encourage students to improve their attainments.	N <sup>o</sup>	0	12(11.5%)	64(62%)	28(27%)	0
7	Protecting students from any practice that has the potential to harm students.	N <sup>o</sup>	0	17(16%)	46(44%)	41(39%)	0
8	Treat all students with love and fair	N <sup>o</sup>	0	3(2.9%)	35(34%)	66(64%)	0

**N.B** (No=numbers, %= Percentage and Resp in=responses in)

The results of the table's duty for professional competence reveal that some teachers may not be practicing their vocation with the utmost morality. Only 43 (41.3) teachers occasionally preserve and save data pertaining to one's research and practice in line with district policy, whereas 35 (33.7%) instructors never conduct research in an ethical and responsible manner.

in FGDs, PTA *"Some of the teachers are not providing our pupils with the tools and best way possible to learn new things in their session, and they also become disabled themselves."* 4:45 PM May 10/2022.

School director *"most of the teachers has still much gap of knowledge to conducting research in an ethical and responsible manner"* 4:30 PM in May 11, 2022.

**Table 5: Assessment ethical problems of teachers related to the student handling at school in Bure Woreda, Ilubabor Zone, Oromia region, South West Ethiopia, 2022.**

Related to Students		Frequency					
No	Respects the rights and dignity of students:	Resp. in	Never	Seldom	Sometimes	Often	Very often
1	Respecting students by taking into account gender	No	0	3(2.9%)	38(37%)	63(61%)	0
2	Interacting with students with transparency.	No	0	10(9.6%)	35(34%)	56(54%)	3(2.9%)
3	Communicating with students in culturally sensitive manner.	No	0	26(25%)	55(53%)	23(22%)	0
4	Taking into account how appearance and dress can affect one's interactions and relationships with students.	No	0	11(10%)	54(52%)	35(34%)	4(3.9%)
5	Considering the implication of accepting gifts from or giving gifts to students.	No	0	13(12%)	55(53%)	33(32%)	3(2.9%)
6	Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student.	No	0	5(4.8%)	32(31%)	60(58%)	7(6.7%)
7	Avoiding multiple relationships with students which decrease educator effectiveness.	No	0	0	15(14%)	81(78%)	8(7.7%)
8	Report, where appropriate, incidents or matters which impact on student welfare.	No	0	25(24%)	44(42.3%)	10(9.7%)	25(24%)

N.B (No=numbers, %= Percentage and Resp in=responses in)

The statistics made it clear that ethical violation codes related to students. According to the results above, reporting incidents or matters that have an influence on child or student welfare is

only done in 26 (25 percent) of cases and is done only rarely in 25 (24 percent) of cases.

One PTA member stated that "*some teachers are not concerned with fostering student discipline there were confrontations, improper relationships between teachers and student and some teachers reflect unpleasant emotion, anger and frustrations towards the students.*" 4:56 PM May 10/2022.

School director "*Some of the teachers are not treat the students equally and in fair manner to achieve better academic status because they think of helping their neighborhood once*" 4:10 PM in May 9, 2022.

**Table-6 Assessment of ethical problems of teachers related to responsibility to the school community**

Related to the School Community		Frequency					
No	Promotes effective and appropriate relationships with stakeholders:	Resp.in	Never	Seldom	Sometimes	often	Very often
1	Communicating with parents-guardians in a timely and respectful manner.	N <sup>o</sup>	0	28(27%)	36(35%)	40(38.5%)	0
2	Respecting and accommodating diversity among members of the school community.	N <sup>o</sup>	0	10(9%)	28(27%)	57(55%)	9(8.7%)
3	Maintaining appropriate confidentiality with respect to student information.	N <sup>o</sup>	0	10(9%)	54(52%)	40(38.5%)	0
4	Work to improve education in the community.	N <sup>o</sup>	0	11(10%)	45(43%)	48(46%)	0
5	Participate in community activities.	N <sup>o</sup>	0	13(11%)	6(5.7%)	45(43%)	0
6	Resolving conflicts, whenever possible and respectfully and in accordance with district policy.	N <sup>o</sup>	0	0	24(23%)	80(77%)	0
7	Sharing educational records appropriately and objectively in accordance with local policies.	N <sup>o</sup>	0	0	18(17%)	84(81%)	2(1.9%)
8	Collaborating with colleagues in a manner that supports academic achievement.	N <sup>o</sup>	0	8(7.7%)	39(38%)	55(52%)	2(1.9%)

N.B (No=numbers, %= Percentage and Resp in=responses in)

Relating to the School Community, result indicated poor relationship between teachers and school community. Establishing polite and timely lines of communication with parents and guardians. Regarding this topic, 40 (38.5%) teachers claimed they encountered often, 36 (34.6%) sometimes and 28 (26.9%) seldom, according to focus group participants and interviewees.

In FGDs one of PTA “*some teachers were positive relationships and effective interactions, with*

*members of the school community were as some teacher not.” 5; 00 PM May 10/2022.*

*According to the school's director, "some teachers were excellent interactions, by communicating with parents and guardians in a timely and polite manner, as some teachers connect with parent and guardians twice a year." 2022 May 12 at 4:10 PM*



**Table 7: Assessment of ethical problems of teachers related to use technology in Bureworeda secondary school, Ilubabor Zone, Oromia Region, South West Ethiopia, 2022.**

Responsible and Ethical Use Technology		Frequency					
No	Uses technology in a responsible manner:	Resp.in	Never	Seldom	Sometimes	Often	Very often
1	Using social media primarily for purposes of teaching and learning per school and district policy.	N <sup>o</sup>	25(24%)	16(15%)	57(55%)	6(5.7)	0
2	Staying abreast of current trends and uses of school technology;	N <sup>o</sup>	5(4.8%)	18(17%)	63(61%)	18(17%)	0
3	Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues.	N <sup>o</sup>	6(5.8%)	17(16%)	58(56%)	23(22%)	0
4	Understanding the district's policy on the use of technology and Communication.	N <sup>o</sup>	0	16(15%)	62(60%)	26(25%)	0
5	Advocating for equal access to technology for all students.	N <sup>o</sup>	0	28(27%)	59(57%)	17(16%)	0
6	Taking appropriate and reasonable measures to maintain confidentiality of student information.	N <sup>o</sup>	5(4.8%)	34(33%)	62(60%)	3(2.9%)	0
7	Promoting technological applications that students understand how to use.	N <sup>o</sup>	4(3.8%)	34(33%)	60(58%)	6(5.75)	0
8	Ensuring that the rights of third parties are not violated via the use of technologies.	N <sup>o</sup>	0	0	43(41%)	61(59%)	0

N.B (No=numbers, %= Percentage and Resp in=responses in)

Regarding the proper use of technology, the findings revealed that 25 (24%) of the instructors never did so in a transparent manner, primarily for teaching and learning objectives within the school and district, and in compliance with policy and regulations. encouraging the use of technology tools that students can employ Only 4 (3.8%) of the teachers indicated this never, followed by 34 (32.7%), seldom, 60 (57.7%), sometimes, and 6 (5.7%) often.

One PTA member stated that "*School does not have computers, and our pupils are not becoming computer-ready.*" May 10, 2022, at 2:00 PM.

Heads of schools "*We request computers for our school each year, but we haven't received any; we're talking to folks who can afford it for school.*" May 10, 2022, 4:10 p.m.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The parts of the study deal with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to the investigate the Ethical Problems of the Secondary School Teachers of Bure Woreda. To get relevant data from respondents, the researcher used both quantitative and qualitative methods of gathering data from different groups of respondents. After balanced the responses of questionnaires, focus group discussion and interview was getting the following result from the study conducted by selecting the small percentage of frequency that implies rare done.

The following 5 basic questions were raised.

1. Is there an unethical behavior of the secondary school teachers manifested in responsibility to the teaching professions in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
2. What ethical problem of teachers related to the students can be investigated in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
3. Is there any ethical problem of teachers related to professional competence in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
4. What ethical problem of teachers related to the school community can be assessed in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?
5. What ethical problem of teachers related to technology use can be assessed in Bure woreda of Ilubabor, Oromia region, South West Ethiopia, 2022?

This study revealed a gap related to responsibilities to the Profession ethical violation codes were evident in the data. 58(55.8%) of teachers seldom to do Sharing knowledge or understand the Code of ethics. Focus group discussion suggested there were a gap of knowledge code of teacher's ethics for example some teachers come late to school, some teachers are ignoring director's direction. In addition, most of the interviewed directors, clarified the teachers are not time to interacting each other. The result of study also revealed the ethical problem related for Profession Competence, 35(33.7%) of teachers never Conducting research in an ethical and responsible manner. According to four school directors, on one the other hand, most teachers

have limited knowledge and experiences to conduct research. Related to students Communicating with students in respectful and culturally sensitive manner, concerned this teacher mentioned that 26(25%) seldom, similarly focus group discussion suggested that, some of the teachers are not concerned with building the student discipline there were conflicts, improper relationships between teachers and students. As Interview directors some teachers the bond between the teachers and the students is not satisfactory. Regarding the (26.9%) School Community of teachers Seldom Communicate with parents-guardians in a timely and respectful manner. This data further reveals, there is no strong bond between the students, the teachers and the community. As results indicate related to Responsible and Ethical Use Technology 25(24%) of teachers never Using social media and communication technology responsibly, transparently, and primarily for purposes of teaching and learning per school and district and as policy. focus group discussion suggested the school do not have enough teaching materials like; computer and radio. The interviewed director's answer; because lack of teaching materials, there were a gab of knowledge, skill to use of technology. According to (ASA, 2014), a professional Code of Ethics is a public statement prescribing ethical principle of specific profession but ethical violation codes of professional ethics results are ethical question or ethical problem. From study conducted ethical violation codes were seen in the five NASDTEC principles. This study also investigated huge problem related to the profession, responsibility for professional competence, responsibility to students, and responsibility to the school community and responsible and Ethical Use of Technology.

## **5.2. Conclusion**

This study helped us to discover that most teachers concentrate on the usual classroom activities. However, the majority of teachers are unaware of the code of conduct for educators. For instance, just 33% of teachers consistently follow the rules and regulations important to their job, regardless of their personal opinions.

A professional competency is carrying out problem solving research. To do research ethically and responsibly, however, is a nearly unheard of practice. In accordance with district policy, it is also considered to be a significant challenge to retain and store data related to one's study and practice.

This study has shown that there are issues with student and teacher contact during the learning and teaching processes. The best environment for students to learn general skills like communication is in the classroom. Teachers, on the other hand, frequently fail to treat children with respect and cultural sensitivity. Additionally, it is revealed that relatively few people in the school community respect and accommodate diversity. The study also looked into the issue of using technology for learning and teaching. There aren't enough computers, and only the office personnel has access to much training. Social media is also misused when it is done ethically, honestly, and largely for educational and instructional reasons.

### **5.3. Recommendation**

Based on the above conclusions, the following recommendations were given by the researcher.

- From Federal ministry of education to woreda education office providing continuous training about code of ethics should be considered.
- Policy makers should consider creating awareness on importance of code of ethics, appropriate use of technology for purposes of teaching and learning.
- School leadership (director) better if have continuous class room supervision regarding ethical code of ethics.
- As part of professional code of ethics education stakeholders should consider providing capacity building and upgrading the quality of the teaching and learning.
- Medias better to work to promote positive relationship and effective interactions and ethical code of ethics in general.
- Teachers should consider developing skills of Communicating with students in respectful and culturally sensitive manner.
- Teachers better to share and continuously practice understanding of their professional code of ethics.

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## Appendix A

Jimma University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

Dear respondent

The main purpose of this study is to gather relevant data on the study entitled. To assess ethical problems of secondary school teachers of Bure Woreda. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions in order to provide the necessary information about the study. The success of this study depends on your honest responses. The information that you give will be kept confidential and used only for the study.

Thank you in advance for your cooperation

Part I personal information

Direction: Read the following questions and make “x” mark on the space provided

1. A. Sex; Male  Female

2. Educational back ground: II. Field of study\_\_\_\_\_

III. Qualification: A. Master’s Degree  B. Bachelor Degree  C. Diploma

3. Work Experiences: I. Subject they teach \_\_\_\_\_ II. Grade level they teach\_\_\_\_\_

III. Teaching load per weak \_\_\_\_\_

IV. Experiences: A. 1 – 5 years  B.6–10 years  C.11–15 years

D. 16 – 20 years  E. 21 – 25 years  F. 26 and above years

**Part II. Read the following items and mark “X”**

**A =Never B = Seldom C =Sometimes D= often E=very often**

<b>I. Related to the Profession</b>		<b>Frequency</b>				
No	A. Responsibility to oneself as an ethical professional;					
1	Acknowledging that lack knowledge or understanding Of the Code is not.					
2	Upholding the procedures, policies and regulations relevant to professional practice regardless of personal views.					
3	Holding oneself responsible for ethical conduct.					
4	Monitoring when personal health-related issues may interfere with work-relate duties.					
5	Refraining from professional activity that may lead to reducing one’s effectiveness.					
6	Taking credit an acknowledgement on the work and contribution made by others.					
7	Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety.					
8	Enhancing the professional growth and development of new educators by supporting effective field experiences.					

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<b>II: Related for Profession Competence</b>		<b>Frequency</b>				
no	A. Professional Practice					
1	Incorporating into one's practice state and national standards, including those specific to one's discipline.					
2	Advocating for equitable educational opportunities for all students.					
3	Committing to ongoing professional learning.					
4	Conducting research in an ethical and responsible manner.					
5	storing data relating to one's research and practice, in accordance with district policy.					
6	Encourage students to improve their attainments, develop their personalities.					
7	Protecting students from any practice that has the potential to harm students.					
8	Treat all students with love and be just.					

<b>III: Related to Students</b>		<b>Frequency</b>				
	A. Respects the rights and dignity of students:					
	Respecting students by taking into account their gender.					
	Interacting with students with transparency and in appropriate settings.					
	Communicating with students in respectful, and culturally sensitive manner.					
	Taking into account how appearance and dress can affect one's interactions and relationships with students.					
	Considering the implication of accepting gifts from or giving gifts to students.					
	Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student.					
	Avoiding multiple relationship with students which decrease educator effectiveness.					
	Report, where appropriate, incidents or matters which impact on student welfare					

<b>IV: Related to the School Community</b>		<b>Frequency</b>			
	A. promotes effective and appropriate relationships with the community and other stakeholders:				
	Communicating with parents-guardians in a timely and respectful manner.				
	Respecting and accommodating diversity among members of the school community.				
	Maintaining appropriate confidentiality with respect to student information disclosed by or to parents-guardians.				
	Work to improve education in the community and strengthen the community's moral and intellectual life.				
	Perform the duties of citizenship, participate in community activities.				
	Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy.				
	Sharing educational records appropriately and objectively in accordance with local policies.				
	Collaborating with colleagues in a manner that supports academic achievement.				



<b>V. Responsible and Ethical Use Technology</b>		<b>Frequency</b>				
	A. Uses technology in a responsible manner:					
	Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy.					
	Staying abreast of current trends and uses of school technology;					
	Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members.					
	Understanding and abiding by the district's policy on the use of technology and Communication.					
	Advocating for equal access to technology for all students, especially those historically underserved.					
	Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic					
	Promoting technological applications that students understand how to use.					
	Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.					

## **Appendix B**

### **Jimma University**

College of Education and Behavioral Science

Department of Teacher Education and Curriculum Studies

Focus group discussion with parent teacher association, Expert, Vice Principal and Supervisors

Part I; 1. No of Participant\_\_\_\_\_

For PTA

Part II; I am confident to this discussion that you will appreciate the effect of honest and frank responses. Your response will be uses only for research purposes.

1. Are there Acknowledging that lack knowledge or understanding Of the Code is not such that Upholding the procedures, policies and regulations relevant to professional practice regardless of personal views?

2. Holding oneself responsible for ethical conduct and Monitoring when personal health-related issues may interfere with work-related duties?

3. Taking credit an acknowledgement on the work and contribution made by others and refraining from professional activity that may lead to reducing one's effectiveness?

the use of one's position for personal gain and avoiding the appearance of impropriety and Enhancing the professional growth and development of new educators by supporting effective field experiences.

5. Influencing and supporting decisions and actions that positively impact teaching and learning and enhancing one's professional effectiveness by staying current with ethical principles?

6. Incorporating into one's practice state and national standards, including those specific to one's discipline and Conducting research in an ethical and responsible manner?

7. Protecting students from any practice that has the potential to harm students and Treat all students with love and be just?

8. Communicating with parents-guardians in a timely and respectful manner.

9. Maintaining and sharing educational records appropriately and objectively in accordance with



5. Influencing and supporting decisions and actions that positively impact teaching and learning and enhancing one's professional effectiveness by staying current with ethical principles?
6. Incorporating into one's practice state and national standards, including those specific to one's discipline and Conducting research in an ethical and responsible manner?
7. Protecting students from any practice that has the potential to harm students and Treat all students with love and be just?
8. Are there Perform their duties in the form of teaching, tutorials, practical's, seminars And research work, conscientiously and with dedication?
9. Communicating with parents-guardians in a timely and respectful manner?
10. Maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws and that supports academic achievement and related goals that promote the best interests of students?