

**FACTORS INFLUENCING THE LEVEL OF AWARENESS OF
TEACHERS SERVICE COMMISSION CODE OF CONDUCT AND
ETHICS AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN
MACHAKOS TOWN CONSTITUENCY**

MULELU JOEL MBEVI

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DECLARATION

I hereby declare that this research project is my original work and has not been presented to any other university or college for award of degree or certificate .

Signed Date.....

Joel Mbevi Mulelu

D61/61860/2010

This research project has been submitted for examination with my approval as the University Supervisor

Signed..... Date.....

George Omondi

Lecturer,

Department of Business Administration

School of Business

University of Nairobi.

DEDICATION

This research project is dedicated to my late dad Daniel Mulelu Makau Mbiti for his firm stand on doing the right thing.

To my mother for her inspiration

To my wife and children for their support, prayers and encouragement.

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May the Almighty God Bless you all.

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ABSTRACT

The code of conduct and ethics forms a framework for ethical decision making within an organization and must be embedded within the organizations so as to inspire appropriate culture that is instilled in the hearts and minds of staff at all levels. All stakeholders to an organization should therefore be encouraged to embrace code of conduct and ethics by creating awareness. The purpose of the study was to understand the factors that influence level of awareness of teachers' service commission code of conduct and ethics among public secondary schools in Machakos Town Constituency. The societal theory of functionalism and the theory of Moral positivism were adopted as a guide to frame this research. The study adopted a descriptive survey design. The sample size of 75 respondents out the expected sample of 80 teachers participated in the survey. Data was collected using semi-structured questionnaires which were administered through drop and pick method. Descriptive statistics such as frequencies and percentages were used to analyze the data and the results were presented in form of charts and tables. The findings from the study revealed that secondary school teachers in Machakos town Constituency had low level of awareness of Teachers Service Commission Code of Conduct and Ethics. Various factors influenced the level of awareness of the TSC code of conduct and ethics. The highest influencing factor on level of awareness was the availability of a hard copy of the code of conduct and ethics which was followed by management effort of encouraging staff to embrace ethical practice and availability of soft was the third factor. The study recommends that code of conduct and ethics should form an integral part of schools' culture which must be communicated regularly to all teachers using different modes. Additionally, more awareness intervention should be devised and copies of the code should be made readily available to all teachers. Successful work ethics depends on strong support, participation and involvement of those in leadership positions and all stake holders. Further research should be conducted in other parts of Machakos County and Kenya.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In the present globalized economy, organizations all over the world are faced with the challenges of adapting to a global standard of ethical practice in order to remain competitive in their undertaking. These organizations are factoring global ethical standard of business practices which they vigorously communicating and enforce, (Bill, 2008). In Kenya it is imperative that ethical behavior has become an important key factor of concern in most organization, secondary schools included. Organizations are therefore entrenching ethical practices in their operation as a standard of behavior expected to be observed by everyone in the organization when confronted with particular situation of ethical dilemma, (Paswan, 2007).

In order to accelerate their business growth, and principled performance among staff at all levels, organizations all over the world often develop several policies, rules and guidelines as crucial documents to govern their operations and managing employees conduct (Buckley, 2006). Key among the several guiding documents as used by organizations is Code of Conduct and Ethics, which is a fundamental standard of behaviour normally observed by all stakeholders when performing various daily functions for the organization (Asmond, 2009). Valentine and Barnett, (2007) noted that the existence of ethical codes in organizations causes employees to belief that organizational norms and values are congruent with their own and this leads to higher level of organizational commitment and performance by employees.

Chonko and Loe, (2001) stated that in order to enhance ethical practice, organizations usually communicate the content of their ethical code to all stake holders to enable them acquaint themselves with its composition to enable them know their obligations and their

moral duty towards the organization. Use of code of ethical conduct enhances company's reputation and makes it easier for organization to manage and boost the employees' morale. According to Luanne (2008), employees who are aware of their organization's code of conduct usually exhibits high level of behaviour towards the organization's standard of quality.

To improve the corporate image and promote individual and corporate integrity of all public organization in Kenya, many authorities encouraging ethical practices have been formed to encourage and oversee ethical practice in the organizations. It is increasing becoming clear that code of conduct and ethics is the engine for fighting unethical practices (Graziano, 2003). In this era of advancement in technology, today's technology can provide various cost effective methods of communicating ethical codes by ensuring steady stream of information to stake holders (Buckley, 2006). Having code of conduct and ethics is good for organization and business but it is more costly not having it, it even costs more not creating awareness of the code of conduct and ethics. Have the code of conduct and ethics, create awareness and mean it (Graziano, 2003).

Code of conduct and ethics can help organizations to embrace ethical practices and to provide guidance to all its employees and other stake holders. In the current globalized business economy code of ethical conduct should serve as a basis to which staff makes decision based on trust, integrity honesty and confidence. When working with others employees' understanding of code of conduct and ethics ensures better behaviour and performance by staff (Buckley, 2006). It is therefore noted that organizations' code of Conduct and Ethics promote ethical conduct by staff and help the organization including secondary schools to embed ethical practices and to provide guidance in order to promote best practices and prohibit inappropriate practices by staff and other stake holders. It is

imperative that understanding of code of conduct and ethics by employees ensures better behavior performance by staff (Daniella, 2012).

The theoretical foundation of the study was based on societal theory of Functionalism and the theory of Moral Positivism. Societal Theory of Functionalism holds that behavior in an organization is structured and follows a specific pattern in achieving organizations objectives. Members of the organization are organized in terms of rules and values which provide general guideline for behaviour; the behaviour is enhanced by creating awareness, (Haralambos, 2004). The Theory of Moral Positivism was developed by Shawn (2013) and states that individuals in an organization are normally aware of moral obligations only when the law imposes such morals. The code of conduct and ethics sets out a very clear guideline on what is right and wrong behaviour within a Profession (Mechael et al, 2004)

Machakos Town Constituency covers the current Machakos Sub-county which is among the eight Sub counties forming Machakos County. The Sub County has two administrative Divisions and six educational Zones. The constituency has over 225 schools both primary and secondary. In the recent past there have been various cases of staff malpractices witnessed in some school. Also there have been some disturbances witnessed in some secondary schools causing heavy losses of property, (DEO Machakos Sub-County Education Report, 2015).

1.1.1 Concept of Awareness

Awareness is the state of or ability to perceive or feel and become conscious of event, objects in the sensory patterns (Fralex, 2007). Awareness is usually achieved through production of information to concerned person or group of persons through seminars, notices by organizations, leaflets or flayers, regular information meetings or lectures.

Awareness training is essential component of any organization because it assists in creating effective values in employees. In some instances, awareness and knowledge of code of conduct and ethics is required for obtaining and renewing professional credential (William, 2004). Professions usually have their code of conduct and ethics which they appreciated and apply as they participate in their professional undertaking. It is imperative that raising awareness of the code and having a strong stance on ethical conduct and principles to the concerned will enable them to carry out their professional responsibility in a manner consistent with the highest tradition of that profession. Code of conduct and Ethics are of special importance to practicing professional who include Engineers, Doctors, Teachers and Lawyers among others. These professionals have a greater responsibility to society to do their jobs ethically to the expectation of the society (Dakin, 1996).

1.1.2 Code of Conduct and Ethics

Code of conduct and ethics is defined as a set of statement about appropriate and expected behavior of members of a professional group and it reflects the values of that organization (Buckley, 2006). Code of conduct and ethics summarizes all ethical conducts as expected by employer for its employee and all other stakeholders both internal and external about the values of that organization. Organization use code of conduct and ethics to stamp out inappropriate employees' behavior such as lying to managers and clients, engagement in fraud and failing to meet specific operational standards (Graziano, 2003).

Code of conduct and ethics being a formal document sets principles of ethical conduct for an organization that guides decision making and behavior of the organization (Webley, 2006). A code of conduct is based on core values of what the organization beliefs in. It

helps clarify the values that are important in guiding the behaviour of a specific group particularly in relations with client, consumer and colleagues (Torda, 2004). A code of conduct and ethics enumerates those standard and values that make an organization remarkable to a point of being able to stand out from similar organization (Buckley, 2006). Consequently, code of conduct and ethics serves as a framework for ethical decision making for an organization and is a communicating tool that informs internal and external stakeholders about the organization's values. Therefore, a code of conduct is the heart and soul of an organization that states what the organization belief in and its relationship with in itself and the rest of the world. Inevitably it emerges that code of conduct and ethics points a picture of how employees, customers, partners and suppliers can expect to be treated (Daniella, 2012).

The focus on code of conduct and ethics was encouraged by Cadbury (1992) on corporate governance which recommended that organization should adopt one, (Armstrong, 2008). It follows that professionals who include Teachers, Engineers, Doctors and Lawyer have developed and use their code of conduct and ethics, (Ethics Report, 2003). One of the major factors currently affecting the efficient and effective delivery of services especially in giving services in public sector is failure to refer to certain standard of values and conducts. In Kenya teachers are partly the public servant and are expected to maintain and conform to certain set standard in order to perform or dispense their duties efficiently. Available literature shows that many organizations in Kenya and rest of the world have developed their code of ethics as a standard conduct. The code of ethics being generally regarded as altruistic means of protecting the rights of clients by ensuring that professionals act morally. However, effectiveness of application of the set codes in influencing staff to be ethical is still a subject of debate (Pickard, 1995).

1.1.3 Factors that Influence Awareness of Ethics and Code of Conduct

Organizational code of conduct is a culture of set shared values, beliefs, goals and norms within the organization. The culture emphasis on code of ethical conduct is to supplement their practice and other policy documents. If organization makes huge profit in an ethical way, then individuals in that organization would also have to practice and embrace ethical things to survive. Many factors influence personal ethical behavior at work place. These factors include knowledge, value, personal goals, moral and personality. According to Paul (2014) code of conduct and ethics should be understood properly and followed in order to ensure that the ethical conducts are embedded in staff as a high ethical standard.

To ensure that ethical conduct is influenced and embedded as a practice to all employees, the employees should be given the necessary knowledge. Knowledge is a key factor in influencing ethical conduct. It follows that the more information one has about a subject the better chance he /she will make an informed ethical decision. Without appropriate knowledge one could choose an unethical path. Influencing on awareness of code of conduct and ethics can also be through offering induction training to staff and other stake holders and leadership exemplary behaviour on ethical practice (Jeniffer, 2003). Induction programme events, notices and hand out materials create ethical climate of any organization and ensures the extent to which ethical culture is truly embedded within the organization as a profile of material on ethical principle and any code of conduct within induction programmes. The induction programmes on content of code of conduct and ethics instills knowledge and attitudes to such staff and ensures that such staffs who have been taken through the programme have formed a positive perception on work ethics.

Another factor that can influence awareness is accessibility of the code of conduct and ethics. Accessibility to code of conduct and ethic has a positive effect to organization. The organization come up with a strategy which highlight the benefit of having the code by ensuring that the code is easily accessible to staff and other stake holders. Accessibility may be in form of production of hard or soft copy in the web site to be available whenever they are likely to be referred to as need arises. Such copies should be up to date and written in a plain language in terms of clarity brevity and should avoid technical terms. This ensures that the code is easily understood.

Another factor that can influence awareness is by leadership of organization, secondary schools included leading by positive example and encouraging ethical practice within the organization. Those at the top when they convey their commitment to the organizations code of ethical conduct and make it clear that the value in the code are applicable to all then staff and others feel encouraged to be ethical. Management should at opportune time remind employee and other stake holder the reason of having code of conduct and ethics. This will assist in cascading the code contents throughout the organization because staff tends to follow examples of those in leadership. The management can also form focus group with worker and encourage adherence of code of ethical conduct, (Bew 2014).

Monitoring and review also influences awareness of code of ethical conduct. Monitoring ensures that the code is still relevant and is being observed in practice by all workers and other stakeholders. Staff can not adhere to what they are not aware of. Review provides feedback on the information regarding its fit for the purpose, (www.ibe.org.uk 2007). Monitoring and its continuous promotion ensures that there is compliance to the code of ethical conduct by staff and compels the staff and other users of the code to be familiar with the content.

As staff undertake their official tasks it is useful to evaluate their performance. According to Wealtherill, (2007) performance evaluation is an important tool for staff to clearly understand their supervisors view about their work in terms of quality and timeliness. Factoring application of code of conduct and ethics by staff during staff performance evaluation encourages staff to take keen consideration on adherence to content of code of conduct and ethics. The information derived from performance evaluation results is important information which enables staff to make adjustment in their future works.

1.2 Secondary Schools Teachers in Machakos Town Constituency

Machakos District was created in 1946 and through the year's other districts have been created out of it. The current Machakos District cover Machakos Town constituency which is one of the electoral constituency in Kenya within Machakos County. The constituency was established for the 1988 elections and it is also an Educational Administration County Division referred to as Machakos Sub-County as was informed by the 2010 constitution. The sub-county (District) has two administrative Divisions and six Educational Zones. The District has 69 secondary schools. The secondary schools have a total enrolment of 20,516 students managed by 784 teachers (DEO's Report on Academic Performance, Machakos Sub-County, 2015).

Available data in the Teachers Service County Directors at Machakos office indicates that in the year 2014 and 2015 there were 53 cases of staff malpractices observed in some secondary schools in the Sub-County. In the year 2014 there were 6 cases of students' disturbances within Machakos sub-county which led to closure of the schools. Performance in Kenya secondary school examinations for year 2013 and 2014, only 21% and 19% respectively attained minimum university entry point of C+ and above. According to the education report this has been a back drop in academic performance as

opposed to the past performances where the district had been associated with academic excellence in yester years (DEO, Machakos Sub-County, 2015).

1.3 Research Problem

High ethical standards are specifically important more so in teaching sector for they are key to credibility and leads to increased support to learners. The central goal of the education sector is to provide safe, a positive and nurturing environment for children to develop to their fullest and enhance them academically, socially and culturally. As role models teachers are therefore expected to impart the best practices to their learners. Awareness of code of conduct and ethics is fundamental part of professional practice as it enables teachers to subscribe to certain standard. Creating awareness of code of conduct and ethics to teachers will equip them with skills, knowledge and values to behave ethically and become role models to all stakeholders (Buckell et al, 2006). Code of conduct and ethics is recommended to all organization and is widely used by many organizations however there no much agreement as far as their use and effectiveness is concerned. In schools there are various violation of code of conduct and ethics by teacher and others charged with the duties of managing students.

Machakos Sub County covers the Machakos Town Constituency within Machakos County. The Constituency which has 69 secondary schools includes one (1) National school twenty-four (24) County schools and forty-four (44) sub county schools. Cumulatively in the constituency population of the teachers is seven hundred and eighty-four (784) teachers. Performance of Secondary Schools in Kenya National Examinations for year 2014 and 2015 has not been impressive as motioned earlier only 21% and 19% attained minimum university entry point of C+ and above (DEO, Machakos Sub-County, 2015).

Various studies have been carried out on code of conduct and ethics such as Ethics code and code of conduct as a tool for promoting ethical professional public services, (Struat, 2005), the impact of the presence of code of ethics on quality of auditors' judgment in relation to international standard on quality control, (Gary, 2007). Locally other studies have been done on code of conduct and ethics. Kariuki (2008) did a survey on the influence of code of conduct and ethics on corporate culture of integrity a case of Teacher Service Commission Secretariat, Leposo (2010) did a survey on professional misconduct by teachers in Kenya, Ethics and Anti-Corruption Commission (2012) conducted a survey on corruption and ethics. To the best of the researcher's knowledge no study has been done on factors that influence level of awareness of Teachers' Service Commission code of conduct and ethics by secondary school teachers especially in Machakos Town Constituency. The big question is then that, are secondary schools' teachers in Kenya aware of Teachers' Service Commission code of conduct and ethics. Have teachers read the TSC code of conduct and ethics, and do they refer to Teachers' Service Commission code of conduct and ethics as they perform their duties? Have teachers been sensitized on the content of the code. This study undertakes to establish the knowledge gap specifically focusing on factors that influence level of awareness of Teachers' Service Commission code of conduct and ethics among secondary school teachers in Machakos Town Constituency?

1.4 Objective of the Study

To establish factors that influence level of awareness of Teachers Service Commission Code of Conduct and Ethics among public secondary school teachers in Machakos Town Constituency.

1.5 Value of the Study

The finding of this research is expected to be of importance to the Government which is the custodian of all policies in public sector in generating knowledge and providing feedback on the factors that influence level of awareness of the code of conduct and ethics by teachers.

Teacher Service Commission and those coordinating teaching activities in schools and in the field will be able to understand the level of teachers' awareness of their code of conduct and ethics and the factors that influence it. The teachers are also expected to benefit from the study for they will understand factors that influence level of awareness of the TCS code there by increasing the level of adherence to the code.

Finally, the study will provide basis to which researchers and scholars will explore more in the field as far as factors that influence level of awareness of code of conduct and ethics by teacher is concerned in order to increase knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers their theoretical foundation of the study, Code of conduct and ethics, Factors influencing awareness of code of conduct and, and benefits of staff awareness of code of conduct and ethics.

2.2 Theoretical Foundation of the Study

This study is based on earlier works by (Talcott 2004) and (Richardson 2005). The researchers came up with the Societal theory of Functionalism and Theory of moral positivism.

2.2.1 Societal Theory of Functionalism

Talcott (1955) proposed the Societal Theory of Functionalism. It observes that behavior in an organization is structured and follows a specific pattern in achieving objectives of an organization. The theory further states that members of any organization are organized in terms of rules and values. These rules and values provide a general guideline for staff behavior in work place and are translated in a specific direction in line with the organization's objectives. The rules and norms help the organization in creation of organizational Culture which structures the functioning of the organization (Haralambos, 2004).

Further the functionalism theory observes that every organization's culture contains a large number of guideline directed in a particular situation. Such guidelines define acceptable and appropriate behaviour. The acceptable and appropriate behaviour is enhanced by creating awareness. Awareness thus creates formal morality and contributes to adherence to principles of conscience of individuals in an organization in respect to

code of conduct. According to Talcott P. (2004) there is need to create awareness of the purpose, need and intentions behind the code of conduct and ethics and the importance of compliance with it.

Studies on code of conduct highlight the fact that adherence to organizational code of conduct and ethics depends on awareness and on interpersonal relationships. As staff interacts with each other within an organization they usually form working groups which to some extent influence ethical conduct of individuals in organizations, (Michael et al, 2004). Ethical staff instills positive conduct to other members in their working group during their interactions. According to Richardson et al, (2005) a code of conduct and ethics defines the behaviours that are accepted in organization and the ones that are not so that members of the organization can measure their conduct against it. Based on works by this theory this study will be conducted.

2.2.2 Theory of Moral Positivism

The theory of moral positivism was developed by Shawn (2013) and it holds that all morality rests on positive law either customary or enacted. This theory further states that individuals in organization can essentially be aware of moral obligation only when law imposes the morals and views ethics as a professional code of conduct. Code of ethical conduct captures vision of excellence of what individuals and society should be striving for and what they can achieve. Many professions usually develop sets of rules, policies and guidelines that govern the conduct of members of that profession in form of code of conduct of and ethics. The code of conduct and ethics set out very clear guidelines on what is right and wrong behavior within that profession, (Shawn, 2013).

To ensure awareness of code of conduct, induction events, programmes, and materials should create climate ethical mood in the organization. This truly ensures proper culture is instilled in the heart and mind of staff at all levels (Michael et al, 2004). In this context this theory puts emphasis on provision of knowledge and attitudes that gives insight in thoughts feeling and desire of the staff. It can then be deduced that to enhance personal integrity then organizations should create awareness of their code of conduct and ethics and should constantly reminding staff to embrace it.

2.3 Code of Conduct and Ethics

Code of conduct and ethics extends back to before the Second World War. The first reference of code of ethics dated back in 1935 as referenced in the American Engineers report (2010). One of the earlier companies to apply code of conduct and ethics was Johnsons and Johnsons which was established in 1943 after Robert Wood Johnson then encouraged fellow Industrialist to embrace corporate responsibility to customers, employees, community and all stakeholders. In 1946 the Canon of ethics by Engineers was approved of by Engineers' Society and by 1952 fifteen rules and ethical conduct were adopted by the society to supplement Canons' of ethic, (Firm Finder, 2010).

Worldwide interests in business ethics and code of conduct took off in in 1980's. Among the first corporations to adopt it were General Electric, General Dynamics and Martin Maarietta and several others dispensing contractors who saw business programs as a way to self-regulate rather than submitting themselves to government regulations. In 1991 the US sentencing Commission issued Federal sentencing guideline for organization outlining the elements of an effective ethics and compliance program. The Federal Sentencing Guideline for organization recognized that simply having a code of conduct was not enough. In this regard 3ps approached was adopted in which it required that "you

print the code of conduct and ethics, post it on the wall and pray that people will actually read it, (Rutger, 2013). In 2002 the Sarbanes Oxley bolstered the importance of code of conduct and ethics by requiring that public companies to have a code of conduct and ethics for top executives and if they did not have one to explain why. In 2003 the New York Stock exchange and Nasdaq required listed companies to adopt and disclose a code of business conduct and ethics that applies to all employees and Directors This made code practically a mandate for public companies.

The most recent steps in evolution of code of conduct and ethics occurred in 2004 when it was stipulated that companies must promote an organizational culture that encourages ethical conduct and commitment to compliance with the law. This culminated to company's code of conduct and ethic becoming integral part of its culture to employees' education and communication, (Rutger, 2013). The code of conduct and ethics guides rather than prescribes and allows individuals to exercise their knowledge and discretion to generate appropriate responses to individual situations involving ethical decisions (Moss and Pence, 1999). The Code of ethics and conduct acts as a guide to high ethical standards that are expected of a member of an organization. Code of ethics and conduct is for tearing down territorial walls and encouraging respect and courtesy in organization thereby creating a friendly culture both for external and internal customers (Christian, 2006).

In Kenya the Teachers' Service Commission's code of conduct and ethics establishes standards of ethical conducts and behavior for teachers and other staff employed under the Commission. This is to ensure teachers pursue their obligation and mandate as they nurture the growth of their student to a whole person through integrated development of their physical, intellectual, moral attributes and spiritual abilities. This is through

imparting knowledge skills and attitudes that are necessary for the development the country. By adhering to the code they will not bring ridicule dishonest to the commission and the profession (Teachers Service Commission Code, 2003).

Employees' understanding of code of conduct and ethics ensures better behavioral performance by the staff. Awareness enables staff to reflect on challenges and dilemmas that face them and enable them make ethically informed decisions about how to act in each particular case. According to Felix, (2007) awareness is achieved through production of leaflets, information, organizing seminars use of noticeboards, holding regular information meetings, and having special lectures on code of conduct and ethics. The content of code of conduct and ethics addresses issues such as decision making processes confidentiality and conflict of interest. During awareness sessions on code of conduct on role and significance of code of conduct and ethics is done discussed as a professional practice. Awareness of code of conduct and ethics is essential for professionals and is required for obtaining and renewing professional credentials (Rebbeca, 2004).

Ethical awareness is a fundamental part of professional practices and therefore the concept of awareness of code of conduct and ethics must be tailored to the specific organization culture. (Graziano,2003). Awareness training and education on code of conduct and ethics is increasingly becoming the sub-set of attention among the professionals. However available literature does not possess current information on the extent to which code of ethics feature in induction of staff. Staff does not just suddenly get aware of code of conduct and ethics just because it is there or it has been developed by an organization. Ethical awareness programmes should be linked to every day organizational activity and have top manager support and commitment, (Bucklay, 2001).

Employees' understanding of code of conduct and ethics ensures employees better behavioral performance by the staff. Awareness enables staff to reflect on challenges and dilemmas that face them and make them ethically informed decisions about how to act in each particular case. Code of conduct and ethics is supposed to encouraged integrity based attitude, values, and norms which are foundation of organization's culture of integrity. According to Tuffey, (2004) awareness is achieved through availing information to individual staff through, leaflet, noticeboards, regular information meetings, seminars special lectures. Awareness of code of conduct and ethics enables staff to refer to certain standard of values and conduct in order to maintain efficiency and effectiveness in their duties.

2.4 Factors that Influence Awareness of Ethics and Code of Conduct

Once a code of conduct has been developed and established staff can be encouraged to follow it by means of creating awareness. Awareness of organizations code can be influenced in various ways. Inadequate employee's knowledge of code of conduct and ethics can limit their effectiveness at place of work. Availability of ethical code provides staff of an organization with a clear benchmark for their ethical behaviour. For the code of conduct and ethics to be embedded to all staff the organization must provide a copy of the code or a summary of it to all employees in the organization either in soft or hard copy. This may be in a way of having the code in the organization intranet, circulars or by printing copies of the code of conduct and ethics and availing such copies to staff. Availability of copies of the code allows staffs' accessibility of the code since staff needs to refer to it at all time more so when they are faced with challenges of making ethical decisions. The printed copy can be kept at a communal area such as staffroom to provide

ease of access, Gould S (2013). When a printed copy of the code is made readily available to staff it encourages them to refer to it. This is one of the key factors that can influence level of awareness among staff.

New employees are made aware of the code of ethics and conduct during the induction process where they are taken through the content of the code and if need be they are given a copy of the code of conduct and ethics. Staff may be made to sign the code of conduct and ethics as a way of acknowledging receipt of the code. Induction process provides the staff with specific guidance on how to act ethically while performing their task in an organization (Gould, 2013).

Members of management play a pivotal role in ensuring and influencing awareness of organization's code of conduct and ethics. Management at all levels influence awareness of their code of conduct and ethics through their directives, actions and behaviour on their commitment to embrace ethical values to support functioning of the organization system. The members of management ensure the whole organization is attuned to high ethical standards aligned with objectives, values and goals of the organization. Staff are influenced, encouraged and molded by being made aware of the code of conduct of their organization by those in leadership. At regular intervals staff should be provided with a printed summary of the code of conduct and ethics as a reminder highlighting different part of the code (Lombardo, 2003)

To reinforce accessibility, staff should be trained on the organizations code of conduct and ethics. Training is an important step of influencing awareness of ethical conduct. Training explains the rationale and what the code intends to achieve the users will benefit from the training in making ethical decision. Ethical Training provides staff with an opportunity to gain an understanding of the organizations ethics. Training can be in

several forms which may include seminars, awareness sessions among others, (Gaugh, 2016).

Involving employees in developing and reviewing their own code of conduct and ethics influences them to understand the code more. Staff will be encouraged to adhere to the requirement of the policies and procedures thereby acting within the set guidelines and requirement of the ethical code of their organizations. Leaders can get feedback from staff on their awareness of the code of conduct and ethics and on whether they understand the code. This can be by way of evaluating adherence of the code and providing interventions to address deviations in a timely manner. Staff will be compelled to be aware of the code. To ensure staff are aware of their code of conduct and ethics those in leadership can organize regular seminars and training programmes on code of conduct and ethics for staff as a refresher as a reinforcement strategy to ensure awareness of the code. Another factor that influences the level of awareness of code of conduct is discussion of the code during staff meeting where management takes some time to remind staff on content of the organizations ethical code.

2.5 Benefits of Staff awareness of Code of Conduct and Ethics

Over years in Kenya there has been influx of ethical violations with many teachers having been brought to the sport light. Unethical practices can be prevented through developing staff understanding through training the staff to act ethically and by developing a process of reporting unethical conducts. Training builds staff understanding about ethical requirement of their code of conducts and such expectations is very important in Kenya, (Douglas, 2012). To ensure true success when it comes to organizational ethics, staff must see and hear what is going on well, this builds a culture of transparency, openness and communication. It is not possible to devise ethical procedure for every possible scenario

but staff need some guideline and ethical oversight for unexpected. These guidelines should factor requirements and organization expectations and clear protocols to decrease unethical behaviours by increasing awareness (Mak, 2012).

Promoting awareness throughout the organization nips problems in the bud. Ethics education gives practice dealing with difficult situation and increase awareness and self-reflection about how to approach ethical problems (Sher, 2008). Awareness is the most effective way to change human behaviour. it builds skills that foster ethical practices at workplace (Urich, 2013). Organizations should embrace ethical values and ethical awareness is the only way to motivate and sustain constructive conduct by altering the distractive thinking and damaging misconceptions that underlie unethical behaviour. For organizations with plans to establish a more formal code of conduct and ethics program or to improve existing ones, the tone must be set at the top. Effective standards for ethical conduct must be initiated, supported, encouraged, and practiced by top management. Furthermore, a code of conduct cannot be effective if it is not adequately communicated and explained. Today's technology provides various cost-effective methods for communicating an ethics code. These communication efforts should be provided in a steady stream even after the initial awareness campaign. The past chairman for the Canadian Centre for Ethics and Corporate Policy states, ethical conduct creates good will and trust. This can be the edge a business or other organization needs to succeed in our increasingly competitive world (Hantie, 2013).

CHAPTER THREE: THE RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, population of study, sample size, data collection method and data analysis.

3.2 Research Design

The research design for this study was descriptive survey. This design involved description of characteristics of a phenomenon and obtained information concerning the current status of a situation the way it was. Descriptive approach was found to be appropriate for study because it permitted data to be collected from a cross section of schools at one point in time. The intent of the study was to explore the situation as it was without further inference

3.3 Population of the Study

The population of the study consisted of all teachers in the public secondary schools in Machakos Town Constituency. According to Machakos Sub-County Academic Report of 2015 KCSE Examination performance, there were 69 secondary schools with 784 teachers.

3.4 Sample Design

A sample size of eighty (80) teachers was used. The teachers were selected from seven (7) sampled public schools using stratified random sampling technique. The schools were stratified into National schools, County schools and Sub County schools. Six (6) schools selected proportionately from county and sub county schools using simple random sampling technique. There was only one National school and therefore purposive sampling was used for the National school. The seven (7) schools were selected from a

population of sixty-nine (69) public schools. From each sampled school, eleven (11) teachers were selected using simple random sampling technique.

3.5 Data Collection

The study collected primary data. The primary data were collected by carrying out cross-sectional survey of a sampled population element of secondary school teachers (Cooper and Schindler, 2011). The survey design was used because it provides information on what was going on with the variables of interest. The study used a Likert scale to collect data on level of awareness of code of conduct and factors that influence level of awareness of the Teachers Service Commission code of conduct and ethics. Semi structured questionnaire were administered as data collecting instruments. The questionnaire was divided into three sections: Section (A) captured demographic profile of the respondent, section (B) covered awareness of TSC code of conduct and ethics and section C covered factors that influence level of awareness of Teachers Service Commission code of ethical conduct Section. The questionnaire was administered by drop and pick method.

3.6 Data Analysis

The completed questionnaire was checked for completeness and consistency. The demographic information was analyzed by calculating percentages and frequency. Descriptive statistics such as frequency percentages and mean was used to analyze the data. Findings were presented using of tables, figures and charts.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the response rate, demographic characteristics of the respondents and factors that influence the level of awareness of Teachers Service Commission code of conduct and ethics among public secondary schools in Machakos Town Constituency.

4.2 Response Rate

The research targeted eighty (80) respondents and only seventy-five (75) questionnaires were dully filled and collected representing a response rate of 93.7%. This rate is regarded as excellent response rate in line with Mugenda and Mugenda (2003) literature which recommends a response rate of 50% as adequate for analysis and reporting, and 60% as good and that any response rate above 70% is regarded as excellent for descriptive studies.

4.3 Demographic Characteristics of the Respondents

4.3.1 Category of Schools

Majority of the respondents were from the County Schools with 44 respondents representing 58.7%. The second highest respondents were from the Sub-County schools with 22 respondents representing 34.6%. National school category had 9 respondents representing 6.7% as presented in Table 4.1 as a summary of the sampled school categories.

Table 4.1: School Category

Category	Frequency	Percentage
National	9	6.7
County	44	58.7
Sub county	22	34.6
Total	75	100

4.3.2 Respondents' Management Positions

Majority of the respondents were in ordinary teacher category with 33 respondents representing (44%), this was followed by senior teachers' category with 18 (24%) and the least were the principals with 2 respondents representing (2.7%). The varied posts ensured objectivity of the study findings across the respondents' different administrative posts.

Table 4.2: Management Position

Position	Frequency	Percentage
Principal	2	2.7
Deputy Principal	7	9.3
Head of Department	15	20.0
Senior Teacher	18	24.0
Ordinary Teacher	33	44.0
Total	75	100.

4.3.3 Respondents' Gender

There were 46 males' respondents representing 61.3% who participated in this study compared to 29 females' respondents representing 38.7% (see table 4.3). This could be attributed to more male teachers in the sampled schools as compared to female teachers.

Table 4.3: Gender

Category	Frequency	Percentage
Female	29	38.7
Male	46	61.3
Total	75	100.0

4.3.4 Age Bracket of the Respondents

The age of the most sampled respondents fell within 36-40 age bracket with 21 respondents representing (28%), followed by respondents within 41-45 age bracket and those below 35 years both of which had 15 respondents at (20%). The staff above 55 years of age was the fewest with 7 respondents at (9.3%), (see figure 4.1). Every age bracket of the sampled current work force of secondary school teachers in Machakos Town Constituency was represented but at varied proportions.

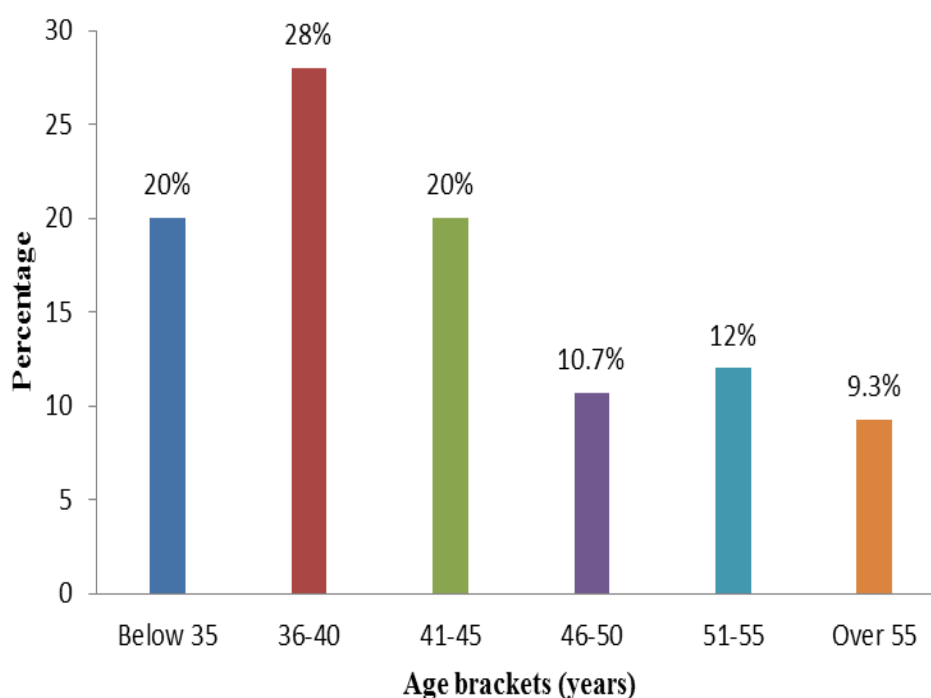


Figure 4.1: Age Distribution of Respondents

4.3.5 Respondents' Length of Service

Majority of the respondents 25 (33.3%) had a working experience of 20 years and above, followed by the respondents with 11-14 years of teaching experience at 21 (28%) Respondents with working experience between 15-19 had 14 respondents representing 18.7%, respondents with 6-10 years of teaching experience had 10 respondents representing

13.3%. The least were respondent with 0-5years of teaching experience (6.7%) (see figure 4.2).

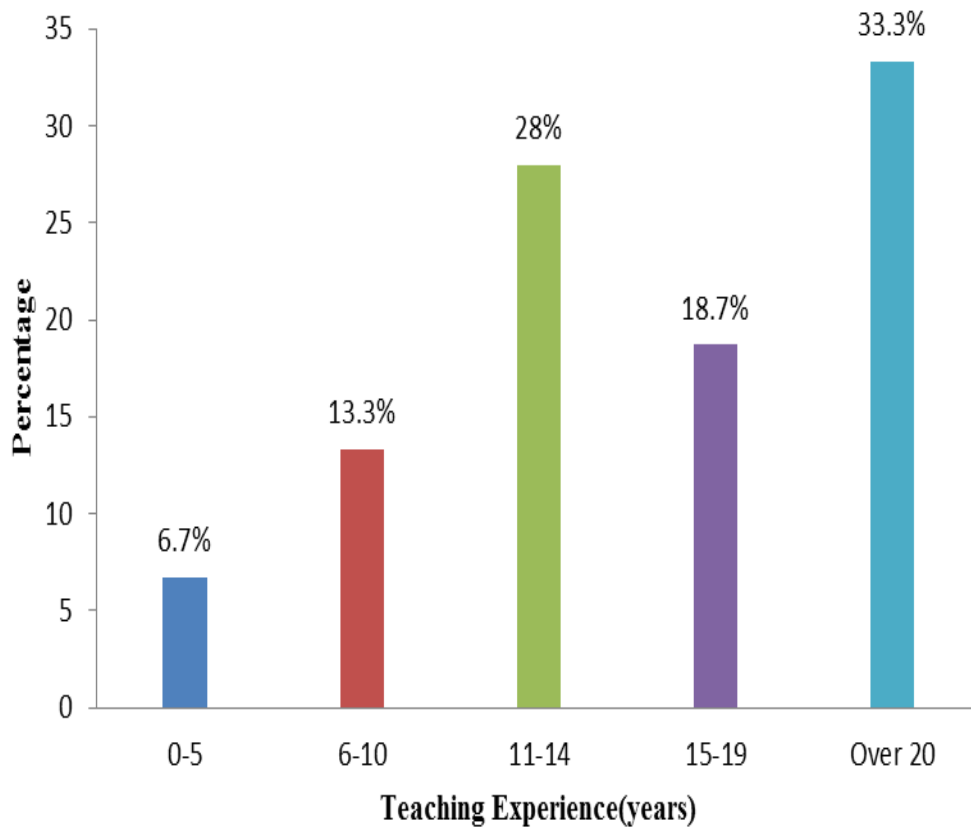


Figure 4.2: Length of Service

4.3.6 Respondents' Highest Level of Education

The Majority of the respondents had bachelor degree with 45 respondents representing 60%, followed by those with master degree at 26.7% and least were respondents with diploma certificates at (13.3%), as shown in table 4.4.

Table 4.4: Highest Level of Education

Category	Frequency	Percentage
Masters	20	26.7
Bachelors	45	60.0
Diploma	10	13.3
Total	75	100.0

4.4 Factors Influencing the TSC Code of Conduct and Ethics Level of Awareness

The factors found to influence the level of awareness Teachers Service Commission code of conduct and ethics among the respondents were availability of hard and copy of the code of conduct and ethics, training and induction programmes, the encouragement by the management to read the code and use of the code during staff performance evaluation, among the others as summarized in figure 4.3.

4.4.1 Availability of Hard Copy

The study revealed that the greatest factor influencing level of awareness of code of conduct and ethics was the availability of the hard copy of the Teachers Service Commission code of conduct and ethics as was cited by 60 (80%) of the respondents. When a hard copy is available it is easy for teachers to refer to the code more often and at their convenience. The sampled teachers preferred Availability of a hard copy to any other factor of influencing and creating awareness of Teachers Service Commission code of conduct and ethics.

These findings were in agreement with the Federal sentencing guidelines for an organization by Rutger (2013) which recognized that, by just having the code of conduct and ethics was not enough but required one to print the code of conduct and ethics, posts it on the wall and prays that the targeted group reads it.

4.4.2 Staff Encouragement by the Management

From the study the respondents placed encouragement by the management on code of conduct and ethics to staff as second most influencing factor on level of awareness of Teachers Service Code of conduct and ethics after the availability of a hard copy as was cited by (68%) of the respondents.

This finding concurs with Buckley, (2001) sentiments that staffs don't just suddenly get acquainted with the code of conduct and ethics because it exists but ethical awareness programmes should be linked to every day organizational activity and has the top manager support and commitment.

4.4.3 Availability of Soft Copy

Availability of soft copy was cited by (43.3%) of the respondents as the third most influencing factor to level of awareness of the TSC code of conduct and ethics. Availability of the soft copy was found to be cost effective factor supplementing if not replacing a hard copy of the code. Most respondents in the sampled schools preferred availability of a hard copy because they lacked internet connectivity otherwise they would have preferred availability of soft copy as the major factor influencing level of awareness of TSC code of conduct and ethics.

The findings concurs with Gould, (2013) sediments which states that availability of copies of conduct and ethics in organization’s intranet allows staff ease of access to the code and encourages them to refer to it. Buckley (2003) suggested that in this era of technology advancement the technology can be used as a cost effective method of communicating the content of ethical code.

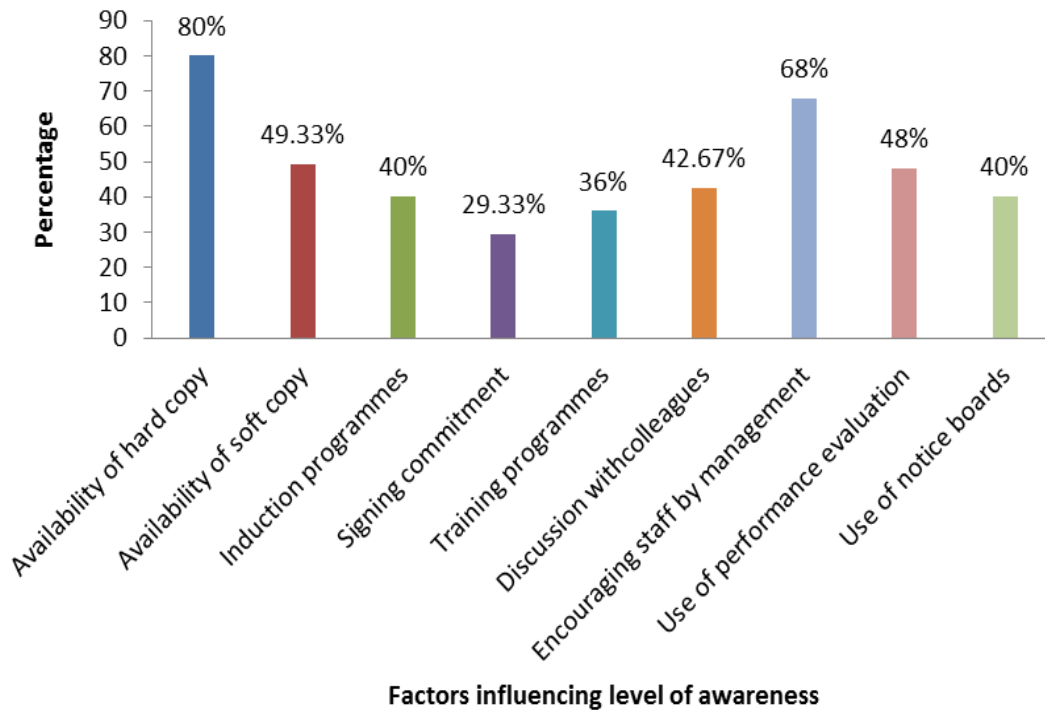


Figure 4.3: Factors Influencing Level of Awareness of TSC Code of Conducts and Ethics

4.4.4 Use of Performance Evaluation

From the study the use of performance evaluation on ethical conduct during staff appraisal was highlighted as one of the major factor influencing level of awareness of TSC code as was cited by (48%) of the respondents.

This finding concurs with Wealtherill (2007) sentiments that Performance appraisal is a useful tool for staff to get feedback on how effective they are performing their roles and duties. Through performance evaluation staff gets the views of their supervisors about their work performance and adherence to the code of conduct and ethics. Staff will therefore remain in track and make relevant adjustment after the feedback.

4.4.5 Discussion of Code in Staff Meeting and with Colleague

The study found out that discussing the code of conduct and ethics in the staff meetings and with colleagues was also a main influencing factor as was cited by (42.67%) of the respondents.

This agrees with Felix, (2007) which view awareness as dependent on among other means through regular information meetings, seminar and special lectures. Through such means staff are accorded opportunity to acquaint themselves with the content of the code of conduct and ethics.

4.4.6 Use of Notice Boards

Use of notice boards was recognized each cited by (40%) of the respondents as a factor influencing level of awareness of Teachers Service Commission code of conduct and ethics.

The findings are in line with the research by Mak, (2012) that to ensure true success staff must see and hear what is going on well which would build the culture of transparency, openness and communication. Therefore, such virtues can best be conveyed through use notice boards for posting information at a regular basis.

4.4.7 Training programmes

Training programmes on code of conduct was listed by 36% of the respondents. Knowledge is acquired through training this ensures that every individual has the relevant information. It is evident from the finding that training of staff influences their level of awareness of Teachers Service Commission code of ethical conduct.

These findings are consistent with Douglas, (2012) that training builds staff understanding and ensure they embrace ethical practices by acting ethically at work place.

4.4.8 Induction Programmes

Conducting induction programmes for staff on code of conduct and ethics was recognized by 40% of the respondents as a factor influencing level of awareness of code of conduct and ethics. During induction sessions staff acquires relevant knowledge and information which they are expected to internalize and apply as required.

Jennifer (2003) recognized that induction programme events and materials creates ethical climate which ensures that ethical culture is embedded within an organization as a profile of ethical principles.

4.4.9 Staff Signing of Commitment on Ethical Conduct

Signing a commitment on code of conduct and ethics by teachers was cited by 29.33% of the respondents as a factor influencing level of awareness.

This finding agrees with Gould, (2013) view that by signing commitment to the code of conduct and ethics staff acknowledges receipt of the code of conduct and ethics and are bound by the content of the code. This makes staff to always be conscious of the requirement of the code and ethics and will make them to embrace ethical practice their organizations.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of findings, conclusion, recommendations, limitation of the study and suggestions for further studies.

5.2 Summary of Findings

The response rate was 93.7%. The study established that majority of the respondents were males and that most of the sampled teachers had bachelor's and master's degree.

Majority of the respondents were from County schools category. The study also shows majority of the respondents were from ordinary teacher category followed by senior teacher category. The study also shows most of the respondents fell within 36-40 age bracket followed by respondents within 41-45 age bracket. The study also shows that most the teachers had worked for a period of over 20 years, followed by those who have worked for a period of 11-14years as teachers.

From the study findings it was observed that the major factor influencing level of awareness of Teachers Service Commission code of conduct and ethics was the availability of hard copy of the code. The study also showed that encouragement of the staff by the management to understand and apply the content of TSC code of conduct and ethics was also a major factor influencing level of awareness of code of conduct and ethics. Other factors that influenced level of awareness of TSC code of conduct and ethics were use of performance evaluation during staff appraisal, availability of a soft copy, induction programmes for teachers on code of conduct and ethics and pinning of the code of conduct and ethics on notice boards.

5.3 Conclusion

The level of awareness of TSC code of conduct and ethics among secondary school's teachers in Machakos Town Constituency was very low. The survey revealed that majority of secondary school teachers had low level of awareness of the content of the TSC code of conduct and ethics. The study established that adequate copies of TSC code of conduct and ethics were never made available for teachers to read or refer to. The results showed that content of TSC code of conduct and ethics was never discussed during staff meetings and that there were no deliberate plans put in place to ensure that teachers were made aware of TSC code of conduct and ethics. Most of young teachers by age and profession had low level of TSC code of conduct and ethics level of awareness. Majority of ordinary teachers expressed low level of awareness compared to the teachers with administrative responsibilities.

5.4 Recommendations

Based on results, it was recommended that Teachers Service Commission should do more in enhancing awareness of its code of conduct and ethics among secondary school and other staff under their control. This is by way of providing more copies of the code in every school and ensuring such copies are placed at a strategic and accessible place by teachers as opposed to a single copy that is usually kept in the office under key and lock. The study also recommends that new approaches that can influence awareness be devised including teachers signing that they have read and understood the content of the TSC code and especially new teachers and by ensuring that every teacher a copy of the code. The study also recommends regular sensitization programmes organized by or on behalf of the TSC on the code of conduct and ethics. The Teachers Service Commission should conduct regular seminars for teachers to create high level of awareness of its code of conduct and ethics. During staff meeting the Teachers Service Commission code of

conduct and ethics should form part of the agenda. This study also recommends that a summary extracts of TSC the code of conduct and ethics should be displayed in every office and staff room for teachers to refer to. Programmes to create awareness of Teachers service commission code of conduct and ethics should not be a one-day event but should be conducted at regular intervals at the school level to ensure that every individual understands and practices the content.

5.5 Limitation of the Study

The limitation of the study was difficulty in obtaining information from schools since the study was conducted when schools were preparing for national examinations. Some of the school administrators were not willing to allow teachers in their schools participate in the exercise citing busy teaching schedules.

5.6 Suggestion for Further Research

Further research should be carried out to investigate extent of use of code of conduct and ethics by secondary school teachers in Kenya. The study also recommends comparative studies be carried out to find out whether application of code of conduct by secondary school teachers' influences performance in national examinations.

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APPENDIX: QUESTIONNAIRE

To be filled by Principals and Teachers of Secondary Schools.

PART A: DEMOGRAPHIC DATA

Kindly fill by ticking the appropriate response.

1. Category of school

National County Sub County

2. Position in school management

Principal Deputy Principal Head of Department

Senior Teacher Teacher (ordinary teacher?)

3. Sex Female Male

4. Age bracket (years)

Below 35 36 – 40 41 – 45

46 – 50 51-55 over 55

5. Years of Service

0 – 5 6 – 10 11 – 14

15 – 19 Over 20 years

6. Highest Level of Education.

PhD Masters Bachelors

Diploma Certificate

Part B: AWARENESS OF CODE OF CONDUCT AND ETHICS

Please tick where appropriate

To what extent do you agree with the following statement:-

Key

5 - Strongly Agree, 4 – Agree, 3 – Neither Agree nor Disagree, 2 - Disagree, 1 - Strongly Disagree

		5	4	3	2	1
1	I have a copy of the TSC code of Conduct and Ethics?					
2	I have access to the TSC Code of Conduct and Ethics					
3	My School avails copies of TSC Code of Conduct and Ethics					
4	I have fully read and understood the content of TSC Code of Conduct and Ethics					
5	I have been sensitized to the TSC Code of Conduct and Ethics by my HOD and or Principal					
6	I am regularly reminded of the need to adhere to the provision of the TSC Code					
7	We discuss the TSC Code of Conduct and ethics in our staff meetings					
8	Teachers Service Commission organize sensitization programmes for teachers regularly					
9	The TSC Code of Conduct and Ethics cover Conflict of interest.					
10	The TSC Code of Conduct and Ethics cover Financial irregularities.					
11	The TSC Code of Conduct covers Compliance with Law					
12	The TSC Code of Conduct and Ethics cover Immoral behaviour.					
13	The TSC Code of Code of conduct and Ethics is dissemination through circulars, seminars, training or meeting					
14	The Code of Conduct and Ethics is enforced by school management					
15	Ethical principles are applied during staff appraisal					
16	There is a designated Ethics Officer or a contact person					
17	Ethical conduct starts with statement from management					
18	The code enables teachers work with integrity.					
19	Teachers participated in reviewing TSC code of conduct and ethics					
20	Teachers were consulted in developing TSC code of Conduct and Ethics					

Part C: FACTORS INFLUENCING AWARENESS OF ETHICS AND CODE OF CONDUCT

Please tick where appropriate

To what extent do you agree with the following statement

KEY

5-Strongly Agree, 4-Agree, 3-Neither Agree nor Disagree, 2-Disagree 1-Strongly Disagree

The following factors influence awareness of the code of conduct in my work place.

		5	4	3	2	1
21	Availability of hard copy code of ethical conduct					
22	Availability of soft copy of code of ethical conduct					
23	Induction programmes on ethical conduct					
24	Signing commitment on code of ethical conduct					
25	Training programmes on ethical conduct					
26	Discussion of the code in staff meeting and with colleagues					
27	Management role of encouraging staff on ethical behaviour					
28	Use of performance evaluation on ethical conduct during staff appraisal					
29	Use of notice boards to pin summaries of code of conduct and ethics					

Thank you for cooperation.