

# The contribution of philosophy of education to the moral and ethical conduct of teacher trainees at Busitema University

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## Authors

Mirembe, Rose Namaganda

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## Abstract

This study investigated the contribution of a philosophy course unit called Moral Ethics offered to teacher trainees in Busitema University and its contribution in shaping the moral and ethical behavior of teacher trainees during and after training. This study made an indepth content analysis of the course approved program by NCHE. The study further explored how the acquired knowledge and skills from Moral and Ethical Teacher's Professional Growth and Development contributed to deterring teacher trainees from defiant behavior, examination mal-practice and adherence to the university dress code by teacher trainees. The study employed largely qualitative research design which involved the use of document review, observation, focus group discussions and indepth interviews as data collection tools. Key findings revealed that the Moral and Ethical Teacher's Professional Growth and Development course had the desired curriculum content rich enough to help teacher trainees develop acceptable teacher moral and ethical conduct. However, findings of this study shockingly revealed that the Moral and Ethical Teacher's Professional Growth and Development course had not influenced students onto avoiding examination mal-practice. Furthermore, much as the learnt knowledge and skills in the Moral and Ethical Teacher's Professional Growth and Development course influenced dress code during school practice, it did not determine dress code during University and out of class time among teacher trainees. The study thus concluded that the Moral and Ethical Teacher's Professional Growth and Development course is relevant to teacher trainees but not influential in determining what University students should put on while attending lectures in the University but helps students when they go to the field. The study thus recommends that Busitema University maintains the course on morals and ethics offered to teachers regularly accredited by NCHE. The university should set and implement a clear policy on dress code. Finally the University should tighten invigilation of both course work and examination without assuming that those who undertake the Moral and Ethical Teacher's Professional Growth and Development course do not cheat.

## Description

A dissertation submitted to the Directorate of Graduate Training (DGT) in partial fulfillment of the requirements for the award of the Degree of Master of Education (Foundations of Education) of Makerere University

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