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Ethical Dilemmas and Administrators' job Performance in Secondary Schools in

Tororo District

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Declaration

I, Sarah Namata, hereby declare that this dissertation on the topic Ethical Dilemmas and Administrators' Performance in Secondary Schools in Tororo District is my personal original work and has never been presented by anybody to any University or institution for any academic award.

Signature.....

Date.....14/03/2024

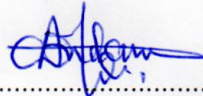
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Approval

This is to certify that this dissertation titled "*Ethical Dilemmas and Administrators' Performance in Secondary Schools in Tororo District*" was written by Namata Sarah under our supervision and guidance.

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Dedication

I dedicate this dissertation to my beloved father, the late Johns Kakooza, my beloved mother, the late Erusa Biira Bazaala, and my beloved grandmother Ms. Keviina Nakamya for their unconditional love and trust in me and for all the sacrifice made towards my general well- being.

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Table of Contents

Declaration.....	i
Approval.....	Error! Bookmark not defined.
Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of Figures.....	x
List of Abbreviations.....	xi
Abstract.....	xii
Chapter One.....	1
Introduction.....	1
Overview.....	Error! Bookmark not defined.
Background of the study.....	1
Historical perspective.....	3
Conceptual Perspective.....	4
Theoretical Perspective.....	6
Contextual Perspective.....	7
Problem Statement.....	10
Purpose of the Study.....	11
Objectives of the Study.....	11
Hypotheses.....	12
Scope of the study.....	12
Content Scope.....	12
Time Scope.....	12
Significance of the study.....	13
Conceptual Framework.....	14
Chapter Two.....	16
Literature Review.....	16

Introduction	16
Theoretical Review	16
Conceptual Review	18
Ethical Dilemmas:	18
Empirical Review	23
Lack of academic integrity and Administrators' performance in secondary schools	23
Management of conflicts of interest and Administrators' performance in secondary schools ...	27
Lack of equity and fairness and Administrators' performance in secondary schools	30
Administrators' job performance	33
Summary of literature review	35
Chapter Three	36
Methodology.....	36
Introduction	36
Research Design.....	36
Study Population	36
Sample Size	37
Data collection Method	38
Questionnaire Method.....	39
Interview Guide.....	39
Instruments of Data Collection (questionnaire guides).....	39
Validity and Reliability.	41
Data Quality Control	42
Research procedure	43
Data Analysis	43
Qualitative Data Analysis	44
Ethical Considerations.....	45
Chapter Four	46
Results.....	46
Introduction	46
Response Rate	46

Respondents' background data	46
Years of Service of Respondents	47
Marital status of respondents.....	49
Empirical Findings	50
Lack of administrators' Performance in Tororo District Secondary schools of Uganda	51
Objective one: To determine the relation between lack of academic integrity and Administrators' job performance in Tororo District secondary schools.....	54
Correlation between lack of academic integrity and Administrators' job performance in secondary schools in Tororo District.....	58
Objective two: To examine the relationship between Management of conflicts of interest and administrators' job performance in Tororo District secondary schools.	59
Objective three: To establish the relationship between lack of equity and fairness and Administrators' performance in secondary schools in Tororo District.....	63
Chapter Five	68
Discussion, Conclusions and Recommendations	68
Introduction	68
Discussion of findings	68
<i>Lack of lack of academic Integrity and Administrators' job Performance in Secondary Schools..</i>	68
<i>Management of Conflicts of Interest and Administrators' job Performance in Tororo District Secondary Schools</i>	69
<i>Lack of Equity/ Fairness and Administrators' job Performance in Tororo District Secondary Schools</i>	70
Conclusions	71
<i>Lack of academic Integrity and Administrators' job Performance in Secondary Schools</i>	71
<i>Management of Conflicts of Interest and Administrators' job Performance in Secondary Schools</i>	72
<i>Lack equity/Fairness and Administrators' job Performance in Secondary Schools.....</i>	72
Recommendations	73
Limitations of the study.....	74
Areas for Further study	74
References	75
Appendices.....	82
Appendix A	82
Permission Letter from Dean	82
Appendix B	83

Consent Form for Participants	83
Appendix C	84
Questionnaire for Secondary School Teachers	84
Appendix D	Error! Bookmark not defined.
Interview Guide for Secondary School Administrators.....	86
Appendix E	87
Krejcie and Morgan Table of Sample Selection	87

List of Tables

Table 3.1: Categories of Schools in Tororo District	37
Table 3.2: Sample Size.....	38
Table 3.3: Cronbach Alpha Results.....	41
Table 3.4: Interpretation of Mean Scores.....	43
Table 3.5: The Magnitude of Correlation Coefficient and Their Interpretation	44
Table 4.1: Age Group of Respondents and years of Service of Respondent	47
Table 4.2: Opinions of Teachers Regarding Administrators’ Performance in Secondary Schools in Tororo District	52
Table 4.3: Opinions of Teachers Regarding Academic Integrity.....	56
Table 4.4: Correlation Results for Academic integrity and Administrators’ Performance..	60
Table 4.5: Opinions of Teachers Regarding Management of Conflicts Of Interest	62
Table 4.6: Correlation Results for Management of Conflicts Of Interest and Administrators’ Performance in Secondary Schools in Tororo District	65
Table 4.7: Opinions of Teachers Regarding Equity and Fairness.....	67
Table 4.8: Correlation Results for Equity and Fairness and Administrators’ Performance in Secondary Schools in Tororo District	70

List of Figures

Figure 1. Conceptual framework.....	14
Figure 2. Sex of respondent.....	48
Figure 3. Marital status of respondent.....	49
Figure 4. Academic level of education of Respondents.....	50

List of Abbreviations

CVI	Content Validity Index
ICAI	International Centre of Academic Integrity
SAQ	Self-Administered Questionnaire

Abstract

This study investigated the relationship between ethical dilemmas and administrators' job performance in secondary schools in Tororo District. The study was anchored on the deontological theory that was advocated by Emmanuel Kant between 1724-1804. The study specifically examined the relationship between: lack of academic integrity, management of conflicts of interest, lack of equity and fairness and administrators' job performance in selected Tororo District secondary schools. A cross-section survey design was used where both qualitative and quantitative methods of data collection were employed for the purpose of triangulation. Pearson correlation was used to determine the relationship between variables. Research instruments included; questionnaires and interview guides. From a population of 153 teachers and 10 administrators, a sample of 101 teachers and 5 administrators was selected using simple random and purposive sampling techniques respectively. "Cronbach Alpha coefficient" where ($\alpha = 0.796$) and CVI (83.3%) were adopted to establish the reliability and validity of the questionnaire respectively. Study findings indicated that there was an insignificant correlation between lack of academic integrity and administrators' job performance ($r=.060$ $p < .550$). In addition, the findings disclosed a statistically significant but weak Connection between management of conflicts of interest and administrators' job performance ($r=.135$ $p < .0550$). This indicates that although there was existence of management of conflicts of interest in secondary schools in Tororo District, it does not impact significantly administrators' job performance. Furthermore, the findings showed that there was a statistically significant but weak relationship between lack of equity and fairness and administrators' job performance ($r=.153$ $p < .064$). It was therefore concluded that although lack of academic integrity, management of conflict, and lack of equity and fairness were not strongly correlated with administrators' job performance, there is need to pay some attention to them because they were found to statistically significant. It is therefore recommended that. Administrators should undergo retooling programs, refreshing courses and trainings to empower them with administrative skills. Among others, the study recommended that administrators should: establish strategies for enhancing hard work among learners to promote academic integrity; undertake ethical and moral trainings that may help them in implementing their professional code of conduct to enhance their performance; and, promote school cultures that emphasize equity and fairness among the community members.

Chapter One

Introduction

1.0 Introduction to the Study

This study evaluated Ethical dilemmas and their impact on administrators' job Performance in secondary schools in Tororo District. Ethical dilemmas were the independent variable that were measured through lack of academic integrity, management of conflicts of interest and lack of equity/fairness while administrators' job Performance was the dependent variable measured through effective communication, provision of feedback and setting priorities. Tororo district was used as area of study; this chapter contained the background, problem statement, objectives, hypothesis, significance, scope and justification of the study.

1.1 Background of the study

With globalization of education, people's expectation of educational institutions was increasingly focused on management of these institutions. One of the main reasons for these expectations was the dynamic nature of institutions which were assorted in different opinions of stakeholders including school administrators and teachers. Decision made by the school administration might not conform to personal attitudes of teachers and vice-versa thus leading to inner conflicts (Erdogan & Sezgin, 2020). Subsequently, decision making in such situation became difficult leading to ethical dilemmas.

Administrators whose major role was to ensure academic, moral and social wellbeing of learners were overwhelmed with ethical dilemmas that emerged in their management, and hence inhibited their effective performance (Greenberg 2015). Some of the examples of ethical dilemmas include; Cheating, fabrication, unauthorized collaboration and misrepresentation under academic integrity; financial conflicts, Personal relationships and nepotism under Conflicts of Interest; Discrimination, resource allocation, inclusive policies and access to support service under Equity and fairness Adebimpe (1997), Agina-Obu (2005)

and Umameh (2011). Other ethical dilemmas include; unbiased decision making, handling conflict of interest, following Rules and Policies, resource management or allocation and transparency. More still, another dilemma may be tension between distributive justice and school standards; distributive justice referred to the fairness of outcome, where teachers must choose between maintaining the trust of pupils who confide in them, and abiding by the school rules which obligated them to report the confidential information to administrators and parents. Also, distributive justice demands for loyalty to colleagues and school norms (Campbell 2003).

In addition, ethical dilemmas rose when the education agenda of pupil's family was not content with the school's education standards. These ethical dilemmas were caused by different ethical issues existing in education institutes such as; teacher-learner sexual harassment, justice against compassion, democracy and responsibility, rules and policies, administration and colleague behaviors among others (Campbell 2003).

Individual teachers and their administrators faced numerous ethical dilemmas in their daily routine performance (Kulshreshtha, 2005). According to Nakar (2019) these dilemmas, resulted into disappointments, anxiety, discomfort, distress and confusion of teachers in their working profession. Therefore, it was suggested that, if administrators could get aware and understand the ethical dilemmas they encountered, it would help them to do better with future dilemmas (Nakar 2019). This called educational leaders to make resolutions and stop focusing on academic curriculum only but make assured responsibility to cope up with dilemmas in their management. This kind of study was done by a number of researchers in Uganda including Suwalowska (2022) Corbin (2012) and Lajul (2016) but not in Tororo District. Therefore, the present study aimed at investigating the ethical dilemmas and administrators' performance in secondary schools Tororo District.

1.1.1 Historical perspective

Peter Singer, in his writing 'Moral Philosophy', illuminated that the origin of ethics manifested in the mythical accounts that addressed the introduction of moral codes (Mooney 2020). According to him, ethics could have come into existence only when human beings started to reflect on the best way to live. This reflective stage emerged long after human societies had developed some kind of morality, usually in the form of customary standard of right and wrong conduct (Smith 1993). Ethics began with the introduction of moral codes; virtually every human society had some form of myth to explain the origin of morality. This automatically promoted orderliness, effectiveness and efficiency in people's performance in the community.

According to Johnstone (2017) and Germany (2016) in the Hebrew Bible (Old Testament account of God's giving the Ten Commandments to Moses (Flourished) 14th – 13th century BCE) on Mt: Sinai was another example of origin of ethics, Exodus (20: 1-17) and (Deu 5:6-21). These commandments helped Moses and Aaron to lead the chosen race of God (Israelites) in the right path as they were commanded by Yahweh.

The ethics of African societies was entrenched in the ideas and beliefs about what was right and wrong, what was a good and bad character. It was rooted in the conceptions of satisfactory social relationships and attitudes held by the members of society, in the forms of behaviors that were considered by the members of society to bring about social harmony and cooperative living, justice and fairness (Bewaji, 2016). In the African society, the ideas and beliefs about moral character were articulated by the elders of the society who were experienced. The African ethics also had a view that human beings were created good and to be good which implied that human being merely had the capacity for virtue, could pursue good but also pursue evil. This meant that human beings were endowed with moral sense and had the capacity for both virtue and vice (Gyekye, 2010). African society evolved ethical

values, principles and rules which were intended to guide social and moral behavior. “But like African philosophy itself, the ideas and beliefs of the African society that bore on ethical conduct had not been given elaborated investigation and clarification and, thus stood in real need of profound and extensive analysis and interpretation” (Metz, 2017 pg:18). Thus, the African charitable ethic made all people objects of moral concern, implying that our moral sensitivities should be extended to all people, irrespective of their culture or societies.

According to Ssekamwa (1997), in the late 1870s the Christian missionaries introduced formal education in Uganda. The first recognized law guiding teachers in Uganda on ethical issues appeared in 1927. “The 1927 Education Ordinance”. Teachers conduct ethically was boosted by the ordinance through ensuring compulsory all teacher registration as well as through punishment for indiscipline cases (Nabukenya, 2010). This explains that teacher ethics was not debatable during the colonial administration in Uganda. Likewise, according to Olwande (2021), the new National teacher policy was meant to solve issues like teacher absenteeism, ineffective teaching, qualifications and standards, bad institutional leadership, and unethical teaching. In addition, it was to develop the new National Teacher Council, the first of its kind in the country to take disciplinary actions on all teachers in both public and private institutions in corroboration with the Education Service Commission (ESC) and District Service Commission (DSCs). All these are done to promote ethics and morals in Education sector today.

1.1.2 Conceptual Perspective

Ethical dilemmas are defined by different scholars in different ways such as, a situation where the matters of right and wrong are blur, pale or at stake. Such situations usually sprung from a person’s conflicting duties and responsibilities and often demanding making tough decisions (Campbell, 2000). This definition was supported by Saetra (2019), who said that an Ethical Dilemma is an inner conversation with the self, concerning two or

more available propositions. It is a choice between two or more courses of action, when obstacles on each side hinder pursuing decision making. In addition, Social worker (2018) defines Ethical Dilemma as a decision-making problem between two possible situations neither of which is actually accepted nor can be preferable. This study adopted Saetra, (2019) definition, and conceptualized ethical dilemmas as academic integrity that includes, cheating, fabrication, unauthorized, collaboration, and misrepresentation. Management of conflicts of interest (Financial conflicts, Personal relationships, nepotism) and equity and fairness (Discrimination, resource allocation, inclusive policies, and access to support services).

According to Rouleau and Balogun (2011), Administrators are referred to Line Managers or Middle Managers; he refers to them as specialists who are responsible for an aspect of the academic list such as head teachers, deputy head teachers and director of studies. Whereas, Sinnasamy (2015) defines school Administrators as those professionals who work in schools and universities and are responsible for overseeing administrative tasks in educational institutions by making sure that the organization runs according to expected rules and regulations. According to Gibb (2003), as quoted by Hellena Mash, Administration is the lens through which the schools and its leadership are experienced.

In line with performance, Sinnasamy (2015) in his study highlights the key element of administration as the ability to organize the staff's task and monitor their workload. He affirms that, Administrators are responsible of the supervision of their staff at departmental levels. In relation, Inutsikt (2003), states that, Administrators are responsible of the supervision of staff in their department and they are accountable of strategy implementation.

Whereas, Hasson and Schwarz (2013) in his study stated that performance management systems are used to increase employee's performance with the ultimate aim of increasing organizational performance. He continues to say that, organizations rely on line managers to implement performance management systems.

Administrators' job performance referred to the process of defining and adjusting performance goals. Educational administration involves the daily management and operation of any school or educational institution. Working as an educational administrator gives you the power to shape the education policy, program and procedures.

In this study, School administrators are those specialists led by a principle at elementary, middle and high schools that carry out different administrative tasks as a whole to keep the school run efficiently and effectively. Their role is to plan, organize, allocate both human and physical resources, supervise, monitor, evaluate and award feedback to the subordinates. This study conceptualizes and measure Administrators' performance through effectiveness and efficiency of their performance.

1.1.3 Theoretical Perspective

This study was anchored on the deontological theory that was propounded by Emmanuel Kant from 1724-1804. The word deontology came from the Greek word deont which meant binding, that is to say, specific rules and laws must be universally followed by all no matter what. However, Barrow and Khandhar (2017) define deont as a duty or obligation. The deontological theory states that actions are good or bad according to a clear set of rules. It also states that actions that align with these set rules are ethical, thus any rule followed must apply to everyone. This theory was all about ethical actions based on rules and professional duties. Kant's philosophy of deontology stemmed from his beliefs that humans had the ability to understand and to reason the moral laws of the universe that they can use to apply in the different situations of life they encounter. Other scholars such as Carrasco (2012), defined deontology as a command or order that come from one's reasoning capacity to help communities perform certain actions meant to create peace and order, hence development.

The deontological theory has the following assumptions including: moral rules are universal for example the law of gravity and Newton's law. This theory assumes that if one wants something one must work hard to achieve it. For example, if one wants to excel in a given test, one must study hard. The deontological theory also assumes that morality must be rational and that the right actions are the ones that ought to be done and what is not right should not be done. Lastly, some acts are morally obligatory regardless of their consequences for human welfare.

Similarly, the deontological theory has the following strengths. It emphasizes value of every person regardless of who they are and their status. Secondly, morals are binding to everyone that is if everyone followed the same laws, peace is maintained. Third, ethics create personal responsibility and therefore ethics provide certainty. Lastly, universally followed laws and rules help people in the society to become perfect morally.

The ethical theory deontology, also grounded its ethical arguments on an expected presence of "general morality" that followed principles and canons of rights, justice or duties (Namuleme, 2015). Basing on a research article titled *what is it to do right ethics?* In this research, this rule helped on how one developed a deontological path when deciding morally challenging decisions (Tarsney, 2018). Thus, this theory helped in supporting the study objectives especially the third objective which talks about equity and fairness. The theory assumes the general existence of the general morality and encourages application of rules and law to all individuals irrespective of one's background, sex or color.

1.1.4 Contextual Perspective

Börü, (2020) in his study carried out in Turkey showed that teaching profession was a life work requiring one to make rational decisions and judgments in complex and an ambiguous environment. And those teachers who endeavored to handle extremely complex problems were likely to encounter ethical dilemmas throughout their professional experience

(Boru, 2020). In Turkey the situations causing ethical dilemmas were the centralized curriculum, the testing system, the disciplinary system, and class-size and class culture because of a lack of suitability for individualized education. Other situations that caused ethical dilemmas were related to complying with the administrators or school regulations, showing compassion to parents, students and colleagues and the disagreement between democratic values and society's values.

According to Knies et al., (2017) in New York, ethical dilemma occurred because of the presence of multi-directional values competing with each other or claimed of conflicting interest with in groups. For instance, people in education institutions have different values and interests and all expect and pressurize Educational institutes to realize their own interests and values which may not be. Reviewed literature available outside Uganda stated that, teachers and administrators' dilemmas resulted choices of teachers in presence of diverse principles or sets of them. For instance, a dilemma caused as result of policies of a school and personal ideas of teachers as well as best interest of students and policies of a school (Ehrich, et-al 2011).

The contemporary workplace in Africa was composed of people with heterogeneous background in terms of nationality, culture, religion, age, education and social economic status. Individual workers entered the workplace with different values, goals, and perceptions of acceptable behaviors. This diverse background created ethical dilemma challenges for individuals as well as administrators Ackers, (2014). According to Abiodun and Oyeniya (2011), in Africa, there have been increasing demands on institutions and their administrators to behave responsibly and ethically in business process.

Professional were concerned with the issue of ethics because ethical misconduct by management could be extremely costly not only for the organization but also to the society as a whole. Abiodun and Oyeniya (2011) stated that, today in Africa, ethics is based on broad

principles of integrity, transparency, accountability, fairness and respect of local community and environmental responsibility. Thus administrators globally needed to behave as responsible citizens that upheld human rights and safeguarded the environment Abiodun and Oyeniya, (2011). The priority of professional managers in Africa then was to emphasize appropriate behavior that met the corporate expectations without violating the rights of others. However, because laws, customs, values and expectations vary across societies, the practice and approach of professional activities vary from one country to another. Therefore, maintaining consistent guidelines and ethical codes of satisfactory behavior in cross country management in Africa was still a challenge Abiodun and Oyeniya, (2011).

Scholars have found out that teachers' dilemma seem to emanate from issues of classroom such as exams cheating, sex demand by head teachers from educational officers before signing their documents (Kateregga et al., 2021). Teacher-student relationships, pregnancy tendency management among others all raise ethical dilemma among teachers. These dilemmas came up as a result of contradiction in educational policy that are fixed and personal beliefs teachers, or as a result of interaction of teachers with their colleagues.

Although the professional code of conduct of teachers in Uganda required good personality of teachers, the reality was different. Growth in ethical misconduct was visible including sexual harassment, embezzlement of school funds, academic misconduct, conflict interests, discrimination of students and teachers by school authority (Mbogo, 2016 Oct. 10th). What causes teachers to lower themselves? In comparison with other professions as suggested by some, the too much pressure associated with teachers work led to a number of conditions leading to ethical dilemmas in Ugandan schools, Tororo School inclusive since the situation written about was in Uganda (Namuleme 2012) and (Ehrich, et al 2011). It was upon this background that this study sought to break the ice bag of ethical dilemmas in Tororo district that seemed to be causing a continuous blundering in administrators' job

performance in spite of other efforts rendered in their profession to promote better performance.

1.2 Statement of the Problem

The current professional teachers' code of conduct (2012) and the code of conduct and Ethics for Uganda public service (2005) requires that school administrators and teachers be of good personality and seriously bond public employees of academic institutions to uphold ethical values for effective performance. However, whereas Uganda's Teachers' professional code of conduct requires that administrators and teachers be of good personality, the reality was different ethical misconduct has continued to grow in schools (Kateregga et al., 2021).

According to Ethical advocate report posted by administrators on April 10, 2020, schools face numerous ethical issues every day that cause dilemmas to administrators hence poor performance in their management. These include; sexual harassment of minors, corruption and embezzlement of school funds, discrimination among learners or preferential treatment, bribe and nepotism practices by administrators, cheating and assisted cheating, bullying, assessment problems, management of learners with social and psychological problems to mention but a few (Salvetti & Volpe, 2020).

According to National constitution (1995), The 2008 Education Act and the Teachers' professional code of conduct (2008), the ministry of education in Uganda made numerous endeavors to boost the Ugandan Education and management of Ethical issues in the Education system. For instance, the legal frameworks had been set up such as; Teachers' professional code of conduct, the National constitution and the 2008 Education act. However, the ways in which School Administrators in Tororo used the above established legal frameworks in resolving ethical dilemmas remained to be uncertain (evidence from 3 school meeting minutes whose names are withheld). In Tororo District, school Administrators' job

performance still seemed to be challenging in secondary schools. Could it be a question of the evolving ethical dilemmas in the teaching profession that retarded the administrators' performance? If this situation continues, administrators' performance may totally be crippled and this may lead secondary schools into ruin.

Different scholars such as Campbell, (2000) and Saetra, (2019) have addressed something in line with this study but their research was done outside Uganda; secondly, their writings never specified anything of the 3 elements of this study (Academic integrity, management of conflict of interest and equity/fairness). More still, even the few scholars who made their research relating to the topic in Uganda such as (Namuleme, 2015), her research was done in Central region (Rubaga division) and not in Tororo. It was upon this predicament that this study investigated Ethical dilemmas and administrators' performance in secondary schools Tororo district.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between Ethical dilemmas and Administrators' job performance in secondary schools in Tororo District in Uganda.

1.4 Objectives of the Study

1. To determine the relationship between lack of academic integrity and Administrators' job performance in secondary schools in Tororo District in Uganda.
2. To examine the relationship between management of conflicts of interest and Administrators' job performance in secondary schools in Tororo District in Uganda.
3. To establish the relationship between lack of equity/fairness and Administrators' job performance in secondary schools in Tororo District in Uganda.

1.5 Hypotheses

H1: There exists a statistically remarkable and significant relationship between lack of academic integrity and Administrators' job performance and or execution in secondary schools in Tororo District in Uganda.

H2: There exists a statistically remarkable and significant relationship between management of conflicts of interest and Administrators' job performance and or execution in secondary schools in Tororo District in Uganda.

H3: There exists a statistically remarkable and significant relationship between lack of equity and fairness and Administrators' job performance and or execution in secondary schools in Tororo District in Uganda.

1.6 Scope of the study

The scope of the study was based on geographical, time and content consideration.

1.6.1 Geographical scope

This study population was drawn from fifty-one (51) Tororo District Secondary schools located in the Eastern part of Uganda. The study covered four counties of Tororo District: Tororo Municipality, West Budama South, West Budama North and Tororo county secondary schools. The participants were consisted of School administrators (Head teachers, Deputies and Director of studies).

1.6.2 Content Scope

The study examined the relationship between ethical dilemmas as academic integrity, management of conflicts of interest and equity and fairness and administrators' job performance in selected in secondary schools in Tororo District.

1.6.3 Time Scope

This study covered five year from 2018 to 2022. This period was selected because most of the administrators were still in the same schools and had not received transfers to

other schools and the time was long enough to ascertain ethical dilemmas and how they affect performance. The study also had a time frame of one year.

1.7 Significance of the study

Findings and results of this study may help the ministry of Education and sports to make resolutions and stop focusing on academic curriculum only but help administrators to cope with dilemmas in their management. This called upon investing in more school counsellors and psychological officers in school institutions.

For school administrators in secondary schools Tororo District the study would awaken them to know more about how ethical dilemmas manifest in their schools, the types and how they affect their performance.

The study would help the administrators to live in awareness of negative impacts of ethical dilemmas towards their management. It would help them to develop their social and personal values, personality character and social values so as to improve on their relationships with their colleagues, teachers, parents and students hence better performance. Conclusively, it would help them to lay the possible strategies that would help in mitigating them.

1.8 Conceptual Framework

Figure 1.1: showing a representation of the connection and link between the dependent (Administrators' Performance in Secondary Schools) and independent (Ethical Dilemmas) variables.

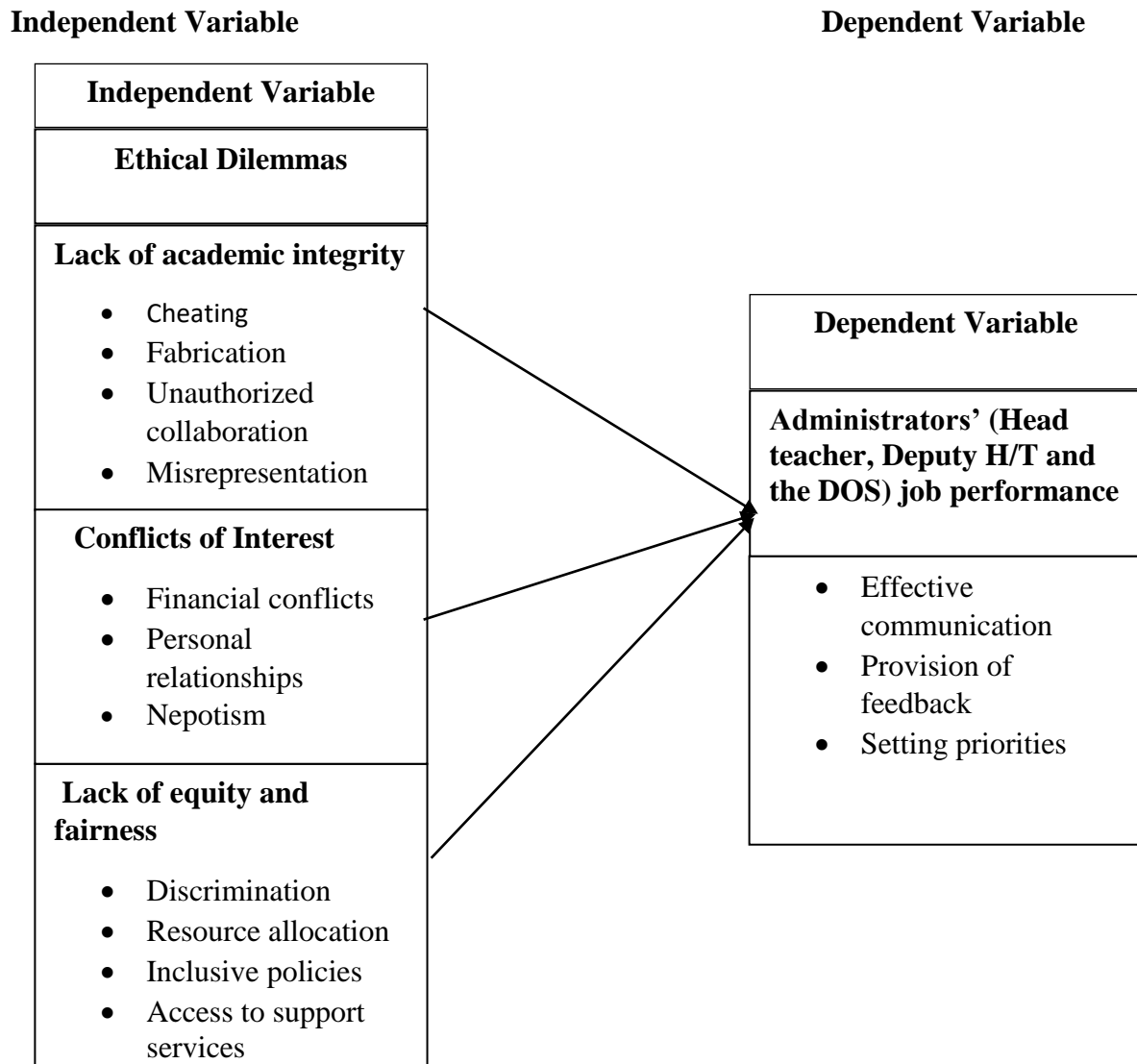


Figure 1. Conceptual framework

Source: Adebimpe (1997) and Agina-obu (2005) and modified by the researcher

The framework showed the linkage between the independent variable and the dependent variable. The independent variable is ethical dilemmas that were measured through lack of academic integrity, management of conflicts of interest and lack of equity and fairness while the dependent variable was the administrators' job performance that was measured through effective communication, provision of feedback and setting priorities.

The three elements of ethical dilemmas (lack of academic integrity, management of conflicts of interest and lack of equity and fairness) are more measured through sub-elements to bring clear meaning of the existence of the dilemmas among administrators and their job performance. That is to say, lack of academic integrity contains: Cheating, fabrication, unauthorized collaboration and misrepresentation. Management of conflicts of interest: Financial conflicts, personal relationships and nepotism. Lack of equity and fairness: Discrimination, resource allocation, inclusive policies and access to support services

The hypothesized relationship between the ethical dilemmas and administrators' job performance is that when ethical dilemmas are diminished in a school organization, administrators' job performance tends to improve and vice versa.

Chapter Two

Literature Review

2.0 Introduction

In this chapter, literature is in line with Ethical dilemmas and Administrators' job Performance in secondary schools is reviewed. Several scholarly works including journal articles and papers, conference proceedings as well as books were selected for reviews. An empirical, theoretical and conceptual review in line with the study objectives (lack of academic integrity and Administrators' job performance in secondary schools, management of conflicts of interest and Administrators' performance in secondary schools, and lack of equity and fairness and Administrators' job performance in secondary schools) was the focus of this section. The gap and literature review summaries are also discussed.

2.1 Theoretical Review

Over the years, many theorists and ethicists argued with what was the correct way to perceive and argue an ethical standpoint. These Ethical dilemmas were internal and external arguments one must tussle with to make decisions. These decisions often times dealt with one's morals, which could make the end result difficult for the group outside the decision, understand and accept. Such ambiguous situations called for the drawing of ideas from multiple ethical schools of thought which could help in the decision making (Namuleme, 2015).

This study was anchored in the deontological theory that was propounded by Emmanuel Kant between 1724-1804. The deontological theory has been used in the contexts of secondary schools hence its suitability to this current study. For instance, in a study an ethical evaluation of the causes and effects of examination malpractices in Zambia secondary schools, Munachonga (2015) indicated that examination malpractice were a great problem in Lusaka as they tended to virtually destroy the moral uprightness of the person involved hence

building a corrupt and incompetent future workforce in society. Similarly, in a study carried out by Rotich et al., (2021) that focused on ethical practices and procurement management in selected public secondary schools in Kericho County, Kenya, findings indicate that Ethical principles had a significant relationship with procurement management and so ethical principles should be observed since it has enhanced procurement significantly.

In addition to that, in a study carried out by Keyei and Asare (2020) which focused on deontological perspective of the free secondary Education policy in Ghana, results showed that, the free secondary schools seem to be a natural progress from the Free Compulsory Universal Basic Education policy that is hailed as successful by the international donors. Respondents confirmed the benefits derived from the Free Secondary High Schools policy as self-sacrificing. Hence, the use of the deontological theory in the context of secondary schools in diaspora has led to the suitability of this current study within Tororo District. The deontological theory has the following assumptions including: moral rules are universal for example the law of gravity and newton's law. This theory assumes that if one wants something one must work hard to achieve it. For example, if one wants to excel in a given test, one must study hard. The deontological theory also assumes that morality must be rational and that the right actions are the ones that ought to be done and what is not right should not be done. Lastly, some acts are morally obligatory regardless of their consequences for human welfare.

Similarly, the deontological theory has the following strengths. It emphasizes value of every person regardless of who they are and their status. Secondly, morals are binding to everyone that is if everyone followed the same laws, peace is maintained. Third, ethics create personal responsibility and therefore ethics provide certainty. Lastly, universally followed laws and rules help people in the society to become perfect morally.

However, the deontological theory has also registered some weaknesses including its lack of flexibility since there are universal laws that must be followed by all that is it is absolute. Secondly, it is subjective and that makes it difficult to define what is right and wrong the fact that different people perceive things differently. Thirdly, this theory gives no room for people to have their own thoughts and reasoning the fact that laws are set and are universal.

Despite the weaknesses of the theory, it is suitable in the current study because in order for the administrators to be competent in their performance of specific duties to overcome dilemmas, they must follow a set of rules and laws to govern their specific schools as well as bringing order to achieve specific objectives to realize performance. These universally accepted rules are integrated within the deontological theory as stated by Kant that moral rules must have to be universal.

2.2 Conceptual Review

2.2.1 Ethical Dilemmas:

Campbell (2000) defines Ethical dilemmas as a problem in which issues of right and wrong are at stake; it springs from one's conflicting obligations and usually demands taking complex decisions. His definition is supported by Saetra (2019), who says that an ethical dilemma is an inner conversation with the self-concerning two or more available propositions. It is a choice between two or more options of action, when obstacles on each side hinder the decision as to pursue.

In addition, Social worker (2018) defines Ethical Dilemma as a decision-making problem between two possible situations neither of which is actually accepted nor can be preferable. However, all these scholars have not specified what Ethical dilemma is in line with school Administrators. Thus Christensen (2010) shows up and defines Ethical dilemmas as moments in the lives of Administrators where professional responsibilities collide with personal values. He enlightens that, Ethical dilemmas are different than moral temptations.

Ethical dilemmas involve right-versus-right problems whereas moral temptation focuses on right-versus-wrong problems.

Along with that, Badaracco (1992) defines Ethical dilemmas as situations when people find themselves in perplexing situations that necessitate them to choose among competing sets of principles, values, beliefs or ideas. These competing sets of principles are referred to as spheres of responsibility that have the potential to pull leaders in different directions hence creating ethical dilemmas.

In relation, Kidder (1995) maintains that many of the ethical dilemmas facing professionals and leaders do not center upon what is right and wrong but can also involve right versus right and wrong versus wrong (Hitt 1990). He continues to say that, within such contexts and circumstances, it may not be so easy to discern what is right and wrong option. Thus, Carracedo et al (1999) argues that a key part of being a leader was not only being able to deal with tensions but also having to make tough decisions.

According to Jacobs and Hartshorne (2003) finding, two or more ethically correct alternative solutions during decision-making process, is known as finding ethical dilemmas. According to him, having ethical dilemmas is not about choosing right or wrong, it's about taking a stand and facing circumstances where there is one or more acceptable behavior.

Philosophically ethical dilemmas also known as paradoxes or moral dilemmas are defined as situations in which an agent stands under two conflicting moral requirements, none of which overrides the other. It is a situation in which every available choice is wrong (Santana & Wood 2009). However, this study conceptualized ethical dilemmas as academic integrity (Cheating, fabrication, unauthorized, collaboration, and misrepresentation), management of conflicts of interest (Financial conflicts, Personal relationships, nepotism) and equity and fairness (Discrimination, resource allocation, inclusive policies, and access to support services) (Saetra 2019).

2.2.2 Lack of academic integrity

According to Poitras and Gladue (2022) integrity refers to a descriptor applied to an individual by others in a specific social context. It is a process of acting in ways that can independently be understood as morally appropriate or humanly desirable. He thus defines academic integrity as both ethical and moral values that evidence independent critical thinking and can be fostered and adopted by the individuals or community. In relation, academic integrity refers to the shared values and norms of behavior, including honesty, fairness and responsibility. It means being honesty in academic work one may be doing, being fair to others and taking responsibility for learning (East & Donnell 2012).

Jones (2021) refers to Academic Integrity as a commitment and demonstration of honest and moral behavior in an academic setting. Whereas, according to the International Centre of Academic Integrity (ICAI), academic integrity is looked at as commitment to honesty, trust, fairness, respect, responsibility and courage Guarrero, et.al. (2020). This study adopted East and Donnell (2012) definition, and conceptualized academic integrity as Cheating, Fabrication, Unauthorized, collaboration and Misrepresentation.

2.2.3 Conflicts of Interest

According to Ramani and Zhimin (2010), conflict is a belief or understanding that one's own needs, wants, or values are mismatched with someone else's. Conflicts also involve an emotional reaction to a situation or interaction that signals a disagreement between the two. This is the action that we take to express our feelings, articulate our perceptions, and get our needs met in a way that has the potential for their interfering with someone else's ability to get his or her needs met.

Komesaroff et al., (2019), defines an interest as a commitment, goal, obligation or duty related to a particular social role or practice. He then, describes a conflict of interest as

the condition that arises when two coexisting interests directly conflict with each other and when they are likely to force divergent and dissenting results.

On the other hand, Rodwin (2018), defines conflict of interest basing on the traditional legal concept and looks at it as a practical tool of regulating a persons conduct. According to him, a conflict of interest arises whenever multiple interests pull people in different directions and end up in compromise of fulfilling of responsibilities. This study conceptualizes conflict of interest as financial conflicts, personal relationships and nepotism.

2.2.4 Lack of equity and fairness

According to Kasy and Abebe (2021), Fairness is the absence of discrimination for individuals with the same merit. Whereas, Mehrabi et al. (2020), states that, fairness is motivated by the principle of equity that considers existing biases in the data and attempts to make equitable decisions that accounts for the previous biases. The present study conceptualized equity and fairness as discrimination, resource allocation, inclusive policies, and access to support services.

2.2.5 Administrators' job performance

According to Rouleau and Balogun (2011), Administrators are referred to Line Managers or Middle Managers; he refers to them as specialists who are responsible for an aspect of the academic list such as head teachers, deputy head teachers and director of studies. Whereas, Sinnasamy (2015) defines school Administrators as those professionals who work in schools and universities and are responsible for overseeing administrative tasks in educational institutions by making sure that the organization runs according to expected rules and regulations. According to Gibb (2003), as quoted by Hellena Mash, Administration is the lens through which the schools and its leadership are experienced.

In line with performance, Sinnasamy (2015) in his study highlights the key element of administration as the ability to organize the staff's task and monitor their workload. He

affirms that, Administrators are responsible of the supervision of their staff at departmental levels. In relation, Inutsikt (2003), states that, Administrators are responsible of the supervision of staff in their department and they are accountable of strategy implementation.

Whereas, Hasson and Schwarz (2013) in his study stated that performance management systems are used to increase employee's performance with the ultimate aim of increasing organizational performance. He continues to say that, organizations rely on line managers to implement performance management systems. According to them performance management implementation is be a function of three factors i.e., line managers should have the ability to enact the activities that are involved in performance management. They should be motivated to perform these activities and should have sufficient opportunity to fulfill these activities. However, their study was specifically online managers and performance of employees which was not specified and not to administrators thus the present study.

In this study, School administrators are those specialists led by a principle at elementary, middle and high schools that carry out different administrative tasks as a whole to keep the school run efficiently and effectively. Their role is to plan, organize, allocate both human and physical resources, supervise, monitor, evaluate and award feedback to the subordinates. This study conceptualized and measure Administrators' performance through effectiveness and efficiency of their performance.

Sundqvist et al (2014) distinguishes between efficiency and effectiveness showing that; efficiency refers to doing things right whereby what is performed is done in the most suitable way when one is given available resources for use whereas effectiveness is defined as doing the right thing that is to say, selecting and focusing on producing an output that has a demand. This study defined efficiency as having competence in what does (a task or profession) and effectiveness as being successful in one's profession or given duty/task

2.3 Empirical Review

2.3.1 Lack of academic integrity and Administrators' performance in secondary schools

According to Duggar (2015), the idea of academic integrity background is of supreme importance for educational institutions like secondary schools' success. Academic integrity attribute can be regarded as principal and muscles of any organization intended to improve performance and sustainability of the institution through running effectively and efficiently. Integrity comprises of characteristics of an individual that are consistent, considerate, compassionate, transparent, honest and ethical status. In relation, Turknett states that, integrity is related with keeping promises, drive, respect and responsibility (Turknett, 2007).

Newman (2020), defines academic integrity as matters that are relevant to all areas of teaching and learning to all those who intend to work in public places such as secondary schools. However, although a large number of scholars and knowledge exists on academic integrity it seems very little has been written specifically relating to academic integrity and administrators' performance in secondary schools specifically Tororo District. This research I am under taking is therefore mainly aiming at examining the relation between academic integrity and administrators' performance in secondary schools specifically Tororo District.

According to Chapman (2003) academic integrity matters are relevant to all areas of university teaching, but they are of particular importance to degree programs whose graduates intend to work in the public service. From one point of view, the public sector has an inherent responsibility to uphold high moral and ethical standards when delivering services to the public.

In relation, Boehm et al., (2009), states that institutions without academic integrity practice in place, along with those that fail to place priority on character development, face ethical dilemmas. In addition, academic dishonesty costs institutions administrative time, loss of integrity with in the school, and student's lack of respect for ethics and values. Thus, in his

study four initiatives were examined to be significant in reducing academic dishonesty; faculty training, effective classroom management strategies, clear definitions and examples of cheating and placing of a clear mark on official transcripts of a student found cheating.

Thomas and Sassi (2011) in their study ‘an ethical dilemma’, talk about plagiarism and academic integrity in digital age’ state that, teaching about academic integrity in high school may lead to an ethical dilemma that may need an effective resolution.

Kirunda, (2004) in his writing comments on academic honesty as a sensitive issue because it is so central to the individual learner’s self-identity, the institute’s academic mission and reputation and the qualification it deliberates. On addition to learning culture educational institutions build up to support honest research, academic integrity goes beyond the quality of work to the moral fiber of each generation of learners imparting values such as, honesty, trust, fairness, respect and responsibility.

Guerrero et al., (2020) report in his study that, universities should not consider professional education separate from ethical formation but rather, should develop the moral vision and purpose of its students. Being a professional must include not only mastery of technical, practical and theoretical competencies but also personal integrity and ethical professional behavior that help to give an ethical meaning to all.

All people must receive basic education; all children and youths are subject to experience or not experience academic integrity during their Education periods to develop habits. Academic integrity is much more than avoiding dishonest practices such as copying during exams, plagiarizing or contract cheating; it implies an engagement with learning and work which is well done, complete and focused on a good purpose of learning. It involves also using appropriate means, genuine effort and good skills. It implies diligently taking advantage of all learning experiences. Thus, academic integrity helps to develop the necessary competencies and skills for specific profession and developing an ethical

perspective for principled decision-making application hence administrators' performance (Guerrero et.al, 2020).

Miller (2011) in their research work investigated the relations among reasons students gave for why they would not cheat in response to a cheating article, self-cheating, and the extent to which students take responsibility for promoting academic integrity. Students who said they would not cheat because of disciplinary consequences were more likely to report that they cheated in class and took less responsibility for promoting academic integrity. Students whose reasons related to the value learning, personal character, reported less cheating and took more responsibility for academic integrity. In their study, academic integrity responsibility linked with less cheating hence improving performance.

According to Caldwell (2010) academic dishonesty in the Business schools has risen to the level of crisis. The number of business students cheating is rising to more than half of the total number. In his article Caldwell introduces the problem of academic integrity as a holistic issue that requires creating a cultural change among all stakeholders. However, Caldwell addresses this problem at University level not in secondary schools. Secondly, this research was done out country thus the present study aims at examining the integrity in Uganda precisely in Tororo secondary schools.

Whereas, Fiedlden and Joyce (2008) in their article they write about human information behavior, three stances adopted in researching academic integrity, the influence of managed higher education climate and changed nature of information available. However, their writing was not for Ugandan audience hence the present study.

On the other hand, Alla et al., (2018) in their study they write about collaborative insights a way of examining ethical dilemmas. This is where a student leaves a colleague to copy from his paper /work and one terms it as something not wrong. According to the study, this reveals the problematic view towards plagiarism because it promotes unethical and lazy

behavior, undermines academic integrity and damages the academic and professional code of conduct.

In their research, the study findings indicated that the majority of survey participants find coping from a colleague unacceptable, even if the colleagues permits it. Their study outcome aligned with the general expectation of academic and professional integrity, which underscores the significance of honesty, originality, and ethical behavior in all domains of work and study. According to Abolaji and Omotayo (2011) the modern workplace is composed of people with diverse background in term of nationality, culture, religion, age, education and socio-economic status. Each of these workers join the institutions with different values, goals, perceptions of acceptable behaviors and mission. This diverse background created ethical challenge for individuals as well administrators. It also makes decision making difficult since members may need to protect their interests.

Nevertheless, although the study contains good insights, it was carried out in the university (Covenant University) institution not in secondary school setting thus the need for the current study to be done in Uganda specifically in Tororo District and precisely in secondary schools. In relation, Mattar (2022), states that plagiarism exists across all levels of academia. He terms it as the most serious form of academic misconduct that is rampant in both public universities and private colleges. His study findings study findings present that the most type of plagiarism students commit is internal plagiarism which is attributed to the advancement in technology. Still, his study was carried out of Uganda in Malaysia, secondary, it was done in University academia ground not in secondary schools therefore the present study.

2.3.2 Management of conflicts of interest and Administrators' performance in secondary schools

Rodwin (2018), defines conflict of interest basing on the traditional legal concept and looks at it as a practical tool of regulating a personals conduct. According to him, a conflict of interest arises whenever multiple interests pull people in different directions and end up in compromise of fulfilling of responsibilities. On the other hand, Komesaroff et al., (2019), refers interest as a commitment, goal, obligation of duty related to a particular social role or practice. He then defines a conflict of interest as a condition that arises when two coexisting interests directly conflict with each other and when they are likely to compel contrary and incompatible outcomes.

According to Ramani and Zhimin (2010) management of conflict refers to an act and also a process of resolving clashes between two or more parties with the view of coming to resolution. Their study addresses management of conflicts of interest by encouraging democratic representation in the choice of leaders to eliminate the perceived feelings of discrimination or favoritism in the school community members. Ramani and Zhimin point out that, embracing of counseling and guidance and educating of stake holders are the best ways of solving conflicts as some of the tools that can help in smoothening conflict of interest among teachers, non- teaching staff and students hence lessening ethical dilemmas and leading to administrators' performance.

Conflict management is one of the important aspects in solving most of the problems in organizations in today's world. Conflicts needs to be depicted and resolved before they damage people's relationships or even before they degenerate into violence which institutional stability and performance. According to the study, social conflicts in education institutions demand moral authority and leadership integrity to solve them, if they are not resolved; they have a threatening effect on institutional performance in all learning process

(Ramani & Zhimin, 2010). Thus, the role of management in conflict resolution is for effective and efficient organization of school management and administration.

Abdul et.al (2023), in his study findings on conflict and teacher job performance in senior secondary schools in Kogi state, Nigeria, reports that; “*effective conflict management in senior secondary schools encourages teachers’ morale, enhances teachers’ job performance, boost teachers’ confidence and integrity, performances, minimize disruption stemming from existence of a conflict, provide solution that is satisfactory and acceptable, fosters peace and unity among teachers and principals.*” However, his findings basses mainly on teachers’ performance thus a gap leading to the present study to examine management of conflicts of interest and Administrators’ performance in secondary schools. Secondary, the study findings leave out the aspect of ‘interest’, hence the present study.

According to Aggrey (2022) managing of conflict of interest must be a goal of all administrators hence effective and efficiency in their administration. Coffie and Hinson (2022) in their study presented that conflict of interest occurs when public administrators have a private interest in carrying out their official responsibility. In their study they emphasize that conflict of interest is unavoidable in public institution and research has shown that conflict is a bother of most the public service administrations in most African countries. Although this study was done in Africa, that is, in Ghana, South Africa and Kenya, Uganda was not part of it. Therefore, the need for such a related study to be carried out in Uganda particularly in secondary schools in Tororo district manifests itself in the present study.

In the same direction, Adeyemi (2009) relates to the study by presenting his ideas on principal’s management of conflicts in public secondary schools. According to his study findings conflicts have not been effectively managed by principles of schools because of their incapability to effectively and efficiently utilize the strategies for resolving them. According to his study findings, the principals should instill the idea of setting up a committee for

resolving conflicts, welcome information flow as a dialogue strategy in managing conflicts. This can help them to be sensitive to students' grievances before they get out of hands. Nevertheless, although his study was in line with the management of conflicts in secondary schools, it was not related to administrators' performance. Secondary, the study was carried out in Ondo State, Nigeria not in Uganda prompting to the presence of the current study to be carried out in Uganda and specifically in Tororo District.

Contrary to the previous writer, Taylor and Francis writes about Line-managers motivation to manage employees' performance. He emphasizes the effectiveness and satisfying performance management. This implies that, administrator's role in implementing performance management system has to be of great values. In line with the study, Deutsch (1973), writes on the resolution of conflict, constructive and destructive processes. He also presents the moderating role of conflict resolution strategies and effects of conflict resolution in education. However, his study audience was healthcare professionals SAGE calling for the current study.

Del Guercio and Tran (2018) in their study they write about playing favorites conflict of interest in mutual fund management. They examine the performance of mutual funds whose managers simultaneously manage portfolios with performance-based incentive fees for three account. ie mutual funds, hedge funds and separate account. According to his study, it is found that only funds whose managers also hedge funds significantly underperform peer mutual funds. Nevertheless, the study was carried in business setting among the financial economics hence the current study to investigate instances management of conflict of interest and administrators' performance in secondary schools Tororo District in Uganda.

Whereas, Campbell and Slaughter (1919) in their study presented something on faculty and administrators attitudes towards potential conflicts of interests, commitment, and equity in University industry relationships. Still, although he writes on the potential conflicts

of interest in relation to the topic, they do not relate it to administrators' performance. In addition, his research was carried out among university administrators not in secondary schools thus a need for the current study to bridge the gap.

On the other hand, Armstrone and Baro (2005) states that managing performance is a critical focus of human Resource activity. According to them, well-designed strategies to recognize and improve performance and focus individual effort can have a dramatic effect on bottom-line results. However, although their writing clearly shows the management of performance, they do not relate it to administrators and also, they do not mention anywhere conflict of interest as one of the areas affecting performance hence the present study.

2.3.3 Lack of equity and fairness and Administrators' performance in secondary schools

In the study according to Murakami and Tornsen, (2017), the findings revealed that, even when successful, female leaders in upper secondary schools can be evaluated negatively. This was based on the way female employees were recruited, hired and evaluated to portrayed equity and fairness. Whereas, De Lisle (2012), comments on equity and fairness stating that in the era of seamless education reforms, there is need for an explicit measurement focus to better judge fairness, validity, and equality.

The study by Wasiu and Adebajo (2014), relates the previous scholars and points out that equitable rewards among people of different professions have great impact on performance fulfillment relationship. This implies that, the financial rewards in term of salary are not the only yard stick to ensure performance improvement and satisfaction among employees except if it is lacked instead, non-financial rewards do boost employees' performance if it is given recognition. Thus, as far as inherent and extrinsic rewards are concerned, managers in Nigerian environment would be well advised to reflect on the concept of equity and ethics.

However, inequity among staff can also lead to tension and uneven staff input. Implying that if equity is given attention among staff may lead to effective communication and better 7among administrator as well as the staff members (Wasiu & Adebajo, 2014). In relation, in the study about performance-based reward and their effects on performance of teachers in private secondary schools in Kampala District, Kirunda (2004), is reviewed stating that employees expect fairness when being rewarded.

Whereas, Faorrrar (1981) in his research, “Teacher Performance Motivation”, is reviewed stating that equity, or fairness was considered in relation to accountability, that is, teachers felt it was fair to be rewarded for example for teaching performance. This is because justice done for a right course is worth a reward. On other hand, Ndu-Ogbuji (2020), in his research on equity skills for efficient and effective school administration affirms that there is a strong relationship between administration and equity in education. He refers equity to the principle of fairness but which is often used interchangeably with the related principle of equality. He continues to say that equity covers a wide variety of education models, programs and strategies that may be considered fair, but not necessarily equal.

In relation to the study, Soto et.al., (2018), states that to increase work outcomes and raise the opportunity for the organizations to achieve their goals in today’s society, organizations must consider the employees’ well-being. They also suggested that among the factors that can affect employees’ perfection, fairness should be included. Nevertheless, their study generalized the focus on a group of managers’ performance instead of specify for example school administrators hence a call for the present study.

More still, Chapman (2023), in his study highlights the social justice, equity and fairness issues around other choices. The central part of his study was the equity, fairness and social justice considerations that emerged during the decision- making process with key

stakeholders. However, the study does not relate the equity and fairness with administrators' job performance. Secondary, the study was carried out in remote areas under remote learning in reaction to the closure of Kindergarten-Grade 12 (K-12). Thirdly, the study still was carried out in the United States not in Uganda leading to the need of the likely study to be done in Uganda specifically in Tororo District among the secondary schools.

Abdulla (2023), in his study presents the role of budgeting process in an organization's planning and controlling functions. He reveals that managers often have incentives to misreport their private information and inaccurately set budget targets so that they are easily achievable. He refers such erroneousness in budget targets as budget slack. The creation of such budgetary slacks are influenced by preferences for wealth and non-pecuniary motivations. This inevitably contributes to the poor performance of administrators in their respective offices. Nevertheless, the study was done among the university students thus the present study to be carried among secondary students.

In the same footing, Ellen (2017) comments on pay dispersion, culture and bank performance. In his study he aimed at testing whether the equity, fairness theory (favoring small pay dispersion) or tournament theory (Arguing for greater pay dispersion) is a better description of the relationship between pay dispersion and performance. Although Ellen comments on equity/fairness and even relates their performance, they were not focused on the administrators' performance rather, they generalized. Secondary, the study was in the University not in secondary schools. It was also carried out in outside country not in Uganda hence the current study. Similarly, Mbu-Ogar et-al., (2017), in his writing corporates the governance and organizational performance, noted out that administrators or managers may misuse organizational assets at the expense of small shareholders which impacts on long run performance. However, although his study relates with the current study, the fact remains that it was carried out in Nigeria not in Uganda hence the present research.

2.3.4 Administrators' job performance

According to Sinnasamy (2015) the key element of administration is the ability to organize the staff's task and monitor their workload. He affirms that, Administrators are responsible of the supervision of their staff at departmental levels. In relation, Inutsikt (2003), states that, Administrators are responsible of the supervision of staff in their department; they are accountable of strategy implementation. In addition, Administrators make effective plans for departments and also manage various activities in their management (Sadowky, 2015 and Ikavalkoand & Aaltonen, 2001). In the same line, Mande (2016) outline the role of Administrators as; being responsible for curriculum, standards, assessment, staff performance, library services and planning in departments. More still, McHenry et al (1977) was reviewed presenting that, academic leadership is advanced as one of the key roles of administrator in an academic department.

However, although these scholars described the role and performance of Administrators, their study was carried out in university education institutions. Therefore, it is necessary for this study to investigate performance role of Administrators in secondary schools more so in Tororo district Uganda. Gibb (2003) was reviewed stating that, Administrators all share common responsibilities which include; Managing team of employees, guaranteeing that their team meets its targets and goal, promoting professional development, mentoring or coaching team members, reporting to senior leaders with regards to team and individual performance. Managing budget, interviewing, hiring and inducting new members of the team, leading team meetings, guiding employees through disciplinary, leading appraisals and identifying gaps in knowledge and arranging training opportunities.

However, his research generalized the Administrators' responsibilities from different sector stating that Administrators all share common responsibilities. This study is to specify the role and responsibilities of Administrators in handling ethical dilemmas in secondary

schools Tororo district in Uganda. Administrators' performance can be successful or not depending on the level of prevailing factors that interrupt their profession line.

Thus, the research results of Bouckenooghle et al., (2004) indicate value conflicts in an organisation as a cause of professional stress if not managed well leading to poor performance of Administrators. The study adds on that, the decisions made to solve Ethical dilemmas can also have some negative reflections at the school level. This may affect the Administrators, line managers and the administrators' performance. Decisions taken in case of ethical dilemmas perception of individual's reputation at individual level and one's career, the reputation of the school at the organizational level can be affected leading to poor performance.

However, when ethical dilemmas are managed effectively and decisions are taken rationally, administrators can excel in their assigned duties leading to their good performance and those they manage. From the study carried out by Seth (2019) in Kabale municipality, the research puts it that delegation of responsibilities to middle men/ Line managers was found to have greater effect on Administrators' performance in secondary schools in Kabale Municipality. Middle managers are encouraged to do their work well and be creative, get more involved in running the school affairs and working towards perfection. But if all get affected negatively by ethical dilemmas, line managers' coil.

According to Frong (2002) study, the survey results demonstrated that, decision making by individual cooperate business ethics and organizational performance are highly related. That is to say; high levels of original performance were directly attributed to the levels of applied cooperate and individual ethics. However, writings investigated on the relationship between decisions making by individual cooperate business ethics and organizational performance which leaves a gap on ethical dilemmas. Secondly, his study

focused on business people in Taiwan yet the present study's focus is on secondary schools Tororo district.

In relation, Khokhar and Zia-Ur-Rehman (2017) in his research, relates to the topic showing the relationship between ethical leadership to employee's performance and discovered that there is a significant direct positive relationship between ethical leadership and employee's performance. He based on the study theories of "Social learning theory and social exchange theory" to explain that, management ethical leadership behavior (EL) contributes to employee's performance (EP) by enhancing organizational citizenship behavior (OCB) and reducing counterproductive work behavior. Nevertheless, their literature also does not relate directly to ethical dilemmas and administrators' performance, rather its relationship is between ethical leadership and employee's performance hence the present study.

2.4 Summary of literature review

The general gap that is observed in all these reviewed literature is that all the different researchers presented some important ideas on these different types of ethical dilemmas i.e academic integrity, conflict of interest and equity and fairness> However, none of them related these dilemmas directly to the administrators' performance which created a big gap hence the present study to examine each of these dilemmas in relation with the administrators performance in secondary schools Tororo District in Uganda.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the research design, study population, sample size, sampling strategies, data collection instruments, data collection procedure, validity and reliability of research instruments, research procedure and data analysis.

3.1 Research Design

Mixed-study paradigm, employing both qualitative and quantitative approaches was used. The research adopted a cross-sectional survey design to enable the researcher collect data from various samples of the administrators at the same point in time. Both qualitative and quantitative research approaches were utilized. The researcher used the qualitative technique to enable her understand the knowledge and analyze the problem under investigation very well, meanwhile the quantitative technique was used to generate frequencies, percentages and summary tables that were used to present the data numerically to examine the relationship between variables.

3.2 Study Population

This referred to the universe of units from which the sample was to be selected. It was from this population that the researcher drew the samples that led to conclusions or generalizations of the study (Amin 2005). According to the data from Uganda Schools Guide (2004), there were 51 secondary schools in Tororo District. The study population comprised of school administrators (both Government and private) who included Head teacher, Deputy Head teacher, Director of studies and Head of department in secondary schools in Tororo District, any of these found on the ground. Three administrators were selected from each school, the total amounting to 153. School administrators were chosen because they were the ones in management and who face ethical dilemmas which affect their performance hence the performance of the whole school.

Table 3.1. Categories of Schools in Tororo District

County	No of schools	Government	Private	No. of Administrators
Tororo Municipality	16	04	12	48
West Budama South	11	07	04	33
West Budama North	11	05	06	33
Tororo County	13	06	07	39
Total	51	22	29	153

Source: Uganda Schools Guide (2004)

3.3 Sample Size

Sample size referred to the number of respondents chosen to participate in the study, whose views were to be representative of the general population. Krejcie and Morgan's (1970) Table for determining sample size was the basis for sample size determination in each of the population sizes.

The sample size was selected from the population presented in Table 2. A sample size of 108 was selected using Census. Census sampling meant a systematic method that collects and records about all the members of the population involved. All members of the population represented the entire group, in all its characteristics (Hannah, 2001).

Table 3.2. *Sample Size*

Category	Population	Recommended sample size	Sampling technique	Instruments
Administrators	153	101	Simple Random Sampling	Questionnaire
Administrators	10	05 (based on saturation)	Purposive	Interview

Source: Uganda Schools Guide (2004)

A sample of 101 respondents was designated using Census. Census sampling meant a systematic method that collects and records about all the members of the population involved. All members of the population represented the entire group, in all its characteristics (Hannah, 2001).

Purposive Sampling

The researcher employed Purposive sampling so as to select 5 administrators based on seniority by the number of years spent in schools to give their views through interviews.

Purposive sampling was used because it helped the researcher to get relevant responses that fit into the context of the study using the accurate participants presumed to have the facts (Saunders, et al. 2018).

Simple Random Sampling

Simple random sampling also known as a method of chance or probability was defined as a technique where every item in the population had an even chance and likelihood of being selected and so this was used. It was practiced by use of random numbering.

3.4 Data collection Methods

A self-administered questionnaire (SAQ) was used to solicit quantitative data from administrators. A questionnaire can be an effective means of measuring behavior, attitudes, preferences opinions and intentions of relatively large numbers of the study more cheaply and quickly than other methods (Rohailla, et al., 2018).

Interviews were used to get qualitative data from respondents using open ended questions which allowed for probing thereby provoking opinions from administrators who provided detailed comprehension of phenomenon. They were mapped up and triangulated with quantitative data.

3.4.1 Questionnaire Method

This technique involves the use of carefully designed question sets which are administered and subjected to respondents in research to collect data (Enon, 1998). In this method, both close and open-ended questions were used to solicit answers and feedback from the respondents (Mugenda & Mugenda, 1999). When used with teachers who were big in number, the method was efficient. It was an appropriate technique to collect large data quantities within a short time

3.4.2 Interview Method

This involved face to face interaction between a respondent and the researcher. An interview was an oral conversation involving a researcher together with a respondent (Kombo et al., 2006) where opinions, feelings, views are documented and shared.

A designed semi structured interview schedule for teachers was subjected to them. The guide was adopted due to its benefits of use such as achievement of depth in collecting data about a phenomenon. The interview technique was also appropriate in soliciting and capturing informants'-based ideas, priorities and opinions data. Study participants were given an opportunity to elucidate opinions and views and as well pinpoint critical factors in their view (Amin, 2005; Mugenda & Mugenda, 1999). In order to enable the administrators and the researcher to interact freely, structured questions were adopted.

3.5 Instruments of Data Collection

3.5.1 Questionnaire guide

A *structured questionnaire* containing five sections was administered to the administrators. Section A: Demographic information. Section B: How Ethical Dilemmas manifested. This consisted of a 10 close ended item questionnaire measured on five Sub scales; Utilitarianism, Rights, Interplay between Conscience and Values, and Reasonableness (Christensen & Bonseck, 2010). Section C: Administrators' performance consisted of 10 self-rating close ended item questionnaire measured on three sub-scales; perception and beliefs,

self-reported behavior change, and performance adopted from (Biltz, 2007). Also a structured open ended questionnaire was given to administrators to solicit for strategies that can be applied to mitigate Ethical dilemmas and improve performance in secondary schools in Tororo District. Quantitative questionnaires were scored on a 5-likert scale as: Strongly Disagree, Disagree, Strongly Agree, Agree, and Not Applicable.

3.5.2 Interview guide

Section D: Consisted of Interview guide which pursued information from administrators to give their opinion and understanding of Ethical dilemmas, how they can affect their performance.

This referred to a one on one vocal questioning method of discussion. It involved face to face interaction between a respondent and the researcher. An interview was an oral conversation involving a researcher together with a respondent (Kombo et al., 2006) where opinions, feelings, views are documented and shared.

A designed semi structured interview schedule for teachers was subjected to them. The guide was adopted due to its benefits of use such as achievement of depth in collecting data about a phenomenon. The interview technique was also appropriate in soliciting and capturing informants'-based ideas, priorities and opinions data. Study participants were given an opportunity to elucidate opinions and views and as well pinpoint critical factors in their view (Amin, 2005; Mugenda & Mugenda, 1999). In order to enable the administrators and the researcher to interact freely, structured questions were adopted. Interviews were used to get qualitative data from respondents using open ended questions which allowed for probing thereby provoking opinions from administrators who provided detailed comprehension of phenomenon. They were mapped up and triangulated with quantitative data.

3.6 Validity and Reliability of Research Instruments.

3.6.1 Validity of the Questionnaire

The content validity of the instruments was tested by availing them to three research critical validators/experts who were not my research supervisors. These helped to review the conformity of the questionnaire items to study objectives. Thereafter, the content validity index was computed as below.

$$\text{CVI} = \frac{\text{No. of questions considered relevant}}{\text{Total No. of questions}} \times 100\%$$

$$\text{CVI} = \frac{20}{23} \times 100\%$$

$$\text{CVI} = 83.3\%$$

This is in line with Lynn's (1986) standard in which it was established that an instrument with a CVI bigger than .70 is regarded excellent. The questionnaire items that were approved as relevant after testing by the three specialists were in immaculate agreement (Polit, et al., 2007).

3.6.2 Reliability of the Questionnaire

Reliability of the teachers' questionnaire was tested by piloting the questionnaire in two schools which did not participate in the study. Cronbach's alpha was obtained and the overall value of $\alpha = 0.796$ was found which should be above .70 Amin, (2005) to represent an instrument that is reliable.

Table 3.3: displaying results of *Cronbach Alpha*

Variable	Cronbach Alpha	Number of items
Academic integrity in Secondary	0.791	6
Management of conflicts of interest	0.720	5
Equity and fairness	0.781	5

Administrators' Performance in Secondary Schools	0.892	4
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Source: Researcher 2023

3.7 Data Quality Control

The researcher devised means of ensuring credibility and trustworthiness of qualitative data collected in the study with mindfulness of conformability, credibility and dependability of data collected.

Conformability according to Kivunja and Kuyini (2017) establishes the degree to which one's findings are confirmable by other researchers in the field through limiting biases from polluting data results. To lower study bias, the researcher guaranteed that the findings of this study were as a consequence of shared individual experiences of the respondents i.e. the ones interviewed as opposed to personal researcher feelings and predispositions.

Credibility according to Guba, (1981) is the level at which collection and analysis of data are trustworthy i.e. authentic and believable. The researcher ensured credibility by adopting methodological triangulation in which the researcher had to verify the data collected with questionnaires during the interview processes.

Dependability was realized by comprehensive documentation and reporting of all procedures and processes adopted by the researcher to complete the study thereby indicating that study findings actually arose from collected and analyzed data for the study. In such a way therefore that researchers effortlessly reproduce a study or minimally make implications and extrapolations to it. Similarly, prior to collecting data, research tools were shared by the researcher with field experts which facilitated the researcher to better the research tools for their application in the study.

3.8 Research procedure

The researcher secured an introductory letter from the officer of the Dean of the Faculty of Science and Education, Busitema University as attached. As well, the researcher sought verbal permission from the administrations of Tororo Secondary School prior to data collection from the respondents.

Lastly, the researcher also made phone calls to head teachers, school administrators and teachers so as to secure appointments for interviews.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis

Quantitative Data Analysis. After the data was collected from the selected schools, it was edited, coded and tabulated (frequencies, percentages and means) using statistical package for social sciences (SPSS) version 23 to determine the existing relationship between academic integrity, management of conflicts of interest, and equity and fairness and Administrators' performance or execution of duties in identified and selected secondary schools in the district of Tororo. The researcher computed data in terms of descriptive statistics regarding responses to the major variables in the research study (Creswell, 2002).

Table 3.4. *Scores Interpretations*

Response	Mean score
Strongly Disagree	1.00 – 1.49
Disagree	1.50 – 2.49
Neutral	2.50 – 3.49

Agree 3.50 – 4.49

Strongly Agree 4.50 – 5.00

Source: Adapted from Bringula, Batalla, and Moraga (2019)

The connection between the three components of the Ethical dilemmas in this study (academic integrity, management of conflicts of interest, and equity and fairness) and Administrators' Performance or job execution in some Tororo district secondary schools was calculated by means of "Pearson's Product Moment Correlation Coefficient". The extent and scale of the correlation or connection was read as below in Table 3.5

Table 3.5: "showing the extent of Correlation Coefficient and Interpretation"

Magnitude of (<i>r</i>)	.10 - .29	.30 - .49	.50 - 1.0
Interpretation	Weak	Moderate	Strong

Source: Pallant (2001)

Multiple regression analysis was carried out in order to observe and scrutinize the outstanding predictor variable under academic integrity, management of conflicts of interest, and equity and fairness in relation to dependent variable i.e., administrators' job execution in some secondary schools in Tororo District.

3.9.2 Qualitative Data Analysis

The analysis of qualitative data was done concurrently with the interviews. As the interviews progressed, data from interviews was also analysed in the process. The process involved data transcription, data description and sense making of the data in regard to the objectives of the study. Objectives coding involving the application of Content analysis to excerpt words in order to come up with narrative statements was then done verbatim.

With reference to Mason (2002) who opines data receives a bigger attribution and meaning if exposed to qualitative analysis, interviews data was applied in triangulating questionnaire collected data.

3.10 Ethical Considerations

As posited by Cooper and Schindler (2014) it was the researcher's target to ensure that participants of the study were not hurt by activities of the research and at the same time ensuring quality and integrity of the study.

The researcher assured the participants of confidentiality and their anonymity in the research process and after. The researcher informed the respondents that the dissertation would not hold or contain their names anywhere.

During and after the collection of data, the researcher ensured that the respondents' rights were respected at all times and informed them of their rights including the freedoms to ask questions, freedoms to stop participating in the study at any time, freedoms not to answer any questions as they wished as well as the freedoms to decide the venues of their research engagement, interviews particular.

The researcher sought consent from all the participants at different levels before the commencement of the data collection exercise. The administrators of the selected schools were contacted by the researcher to seek consent for the research to be conducted. To note also is that participants and respondent were identified randomly and the rationale for the study was explained to them.

With reference to quality writing and responsible acknowledgement of sources, the researcher cited and acknowledged all the sources referenced and used in the process of writing this report. The research report at the end was subjected to a plagiarism check using software to ensure the similarity index was at acceptable levels.

Chapter Four

Results

4.0 Introduction

The study set out to investigate the relationship between ethical dilemmas and administrators' job performance in secondary schools in Tororo District in Uganda. Specifically, the study aimed at examining the relationship between lack of academic integrity; management of conflicts of interest; lack of equity/fairness, and Administrators' job performance in secondary schools in Tororo district. The response rate as well as findings of the study are presented in this chapter in accordance to the study objectives

4.1 Response Rate

Establishing whether it was adequate to support binding conclusions, response rate calculation was made. Out of 108 (sample size) teachers who participated in the study, 101 representing 93.5% ably filled and returned the questionnaires, while only 7 representing 6.5% of the expected respondents failed to return the questionnaire. Amin (2005) avers response rate of 88% and above as realistic and would bear binding results. The interview guide registered a 100% response rate where 5 out of 5 respondents selected for interview participated.

4.2 Respondents' background data

In this section, demographic characteristics of the respondents including gender, age, level of educational, marital status, and years of service are presented.

Table 4.1 showing the demographic characteristics of respondents (gender, age, level of educational, marital status, and years of service)

Variable	Category	Freq.	Percentage
Age of respondents	20 – 29	25	24.8
	30 – 39	48	47.5
	40 – 49	21	20.8
	over 50	7	6.9
	Total	101	100.0
Years of Service of Respondents	less than or equal to 3	15	14.9
	4 -7	29	28.7
	8 – 11	32	31.7
	Greater than or equal to 12	25	24.8
	Total	101	100.0

Source: Primary data

The findings showed that 25 respondents representing 24.8% of the respondents were in the age bracket of 20-29 years. 48 respondents representing 47.5% of the total number of respondents were in the age bracket of 30 - 39 years. 21 respondents representing 20.8% of the total number of respondents were in the age bracket of 40 - 49 years. While 7 respondents representing 6.9% of the total number of respondents were 50 years and above. This implies that most of the staff and workers of secondary schools in Tororo District were fairly young. In this study particularly, these findings imply that fairly young staff were likely to perform better in spite of some ethical dilemmas encountered, thus improvement of the Administrators' job performance in secondary schools.

Findings of the study showed that the minority of the respondents i.e. 15 representing 14.9% of the total respondent worked for 3 years or less. This was followed by those who had worked for a period of 4 – 7 years i.e. 29 respondents representing 28.7% of the total

respondent. 32 respondents representing 31.7% of the total respondents had worked for 8 – 11 years. Only 25 respondents representing 24.8% had worked for 12 or more years.

These findings mean that most of the respondents had worked for fairly longer time periods in Tororo district selected secondary schools. This therefore implies that the respondents had the requisite experience to meaningfully take part in the study and as such provided meaningful perceptions on the study.

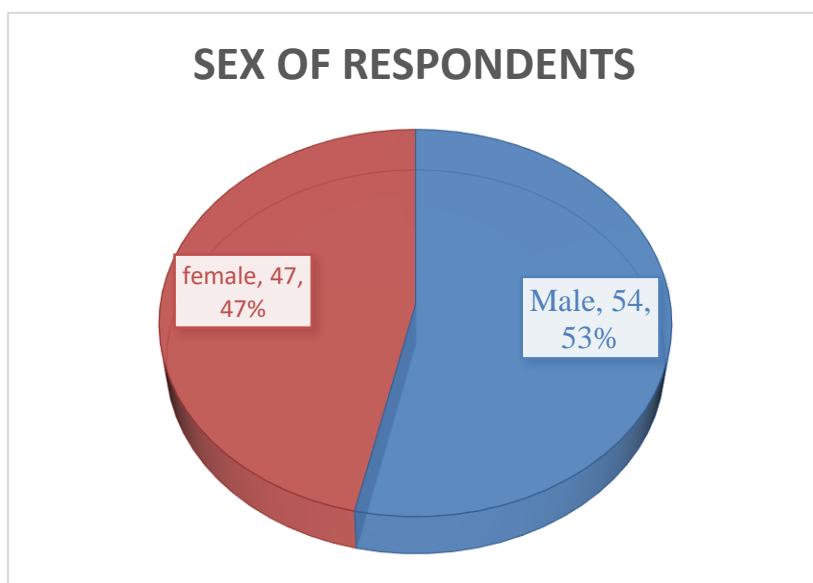


Figure 2. Sex of respondent

Source: Primary data

The findings on the gender of respondents indicates that most respondents were male i.e. 54(53%) while the female respondents were 47 (47%). These findings mean that Tororo district secondary schools have a fair representation of both male and female staff. This implies that the study was representative of both genders and therefore providing reliable findings.

Marital status of respondents

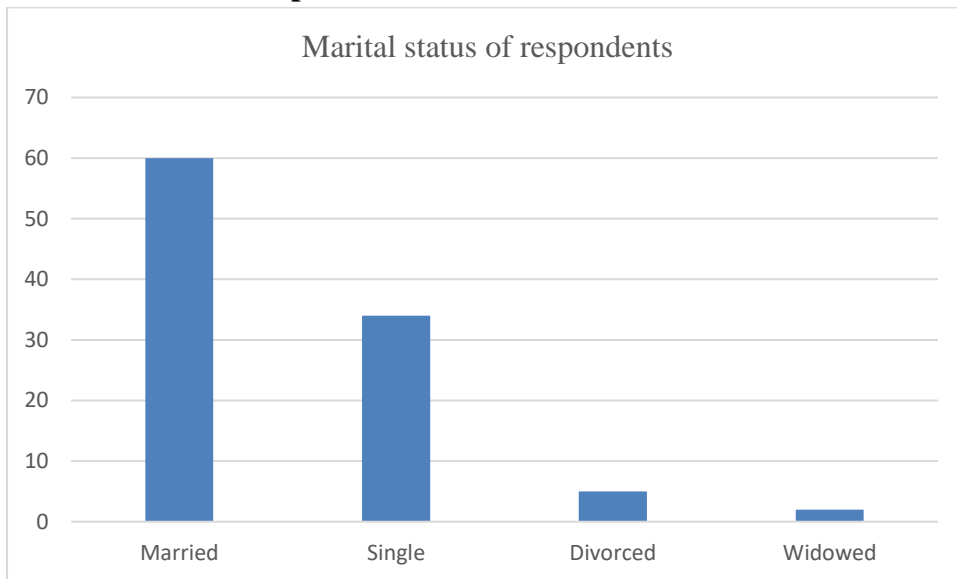


Figure 3. Marital status of respondent

Source: Primary data

The study results in figure 3 indicate that most respondents 60 (59.4%) were married, 34 (29.8%) single, 5 (5%) divorced while 2 (2%) had widowed status. This implies that most teachers in these secondary schools were married and thus had experience of handling ethical issues although there were also some that were single. In this study therefore, results signify a representative study.

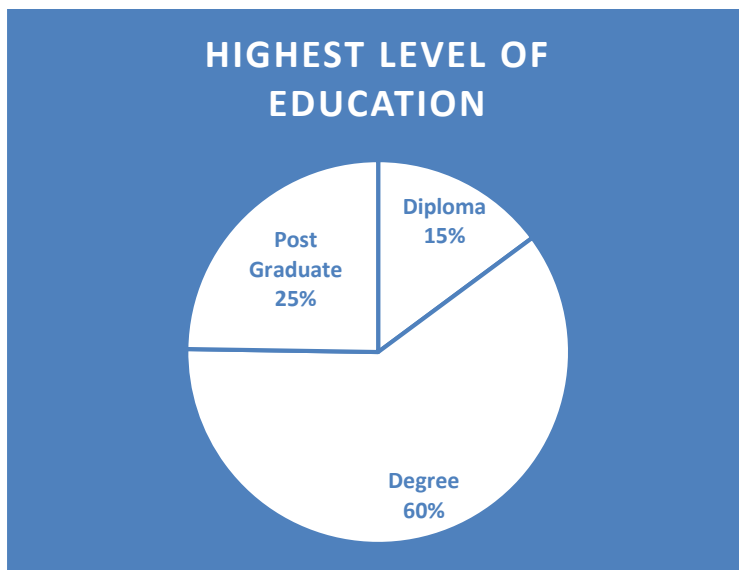


Figure 4. Academic level of education of respondents

Source: Primary data

Study findings as seen in figure 4 show the highest level of qualification attained by respondents and it is seen that most respondents i.e. 61(60%) possessed a bachelors' degree qualifications. This was relatively followed by Post Graduate qualification with 15 respondents representing 15% while only 15% of the respondents possessed diploma.

This implies that most teachers in Tororo district secondary schools had a fair education background. These results in this study particularly imply representativeness in respect to participants' characteristics. The fair or good education levels registered among the respondents imply that quality responses were captured and recorded from the respondents since they the respondents were able to comprehend the different study aspects.

4.3 Empirical Findings

The five-point Likert scale was used to measure respondents' views including measurement Strongly Agree (SA) = 5, Agree (A) = 4, Not sure (N) = 3, Disagree (D) = 2 and strongly disagree (SD) = 1. Results of the study were presented in accordance to the objectives of the study below

4.3.1 Administrators' job Performance in Tororo District Secondary schools of Uganda

Likert scale measures involving Agree and Strongly agree responses were considered to jointly mean "agreement" (Agree) while the measures Disagree and Strongly Disagree were considered to refer to disagreement (Disagree). In the analysis of data in this study, standard deviation and mean are as well applied. In this particular section, results on Administrators' job performance in Tororo District Secondary schools is presented in Table 4.2.

Table 4.2. Opinions of Teachers Regarding Administrators' job Performance in Secondary Schools in Tororo District

Administrators' job performance in secondary schools	SD	D	NS	A	SA	Mean	Std DevS
Our school administrators in our school are generally effective	1(1%)	5(5%)	34(33.7%)	30(60.4%)	31(31.1%)	4.53	0.641
School administrators in our school communicate with teachers and staff effectively	3(3%)	2(2%)	14(13.9%)	37(36.6%)	45(43.6%)	4.17	0.954
Our school administrators in our school are generally efficient	1(1%)	4(4%)	15(14.9%)	35(34.7%)	46(45.5%)	4.20	0.906
School administrators in our school prioritize and support initiatives aimed at improving teaching and learning	2(2%)	1(1%)	12(11.9%)	42(41.6%)	44(43.6%)	4.24	0.850
There are effective channels for teachers to report concerns or provide feedback to school administrators	2(2%)	3(3%)	11(10.9%)	35(34.7%)	50(49.5%)	4.27	0.915

Source: Researcher 2024

Results as seen in table 4.2 specify most respondents 92(91.5%) were in agreement that their school administrators were generally effective, while 6(6%) disagreed and only 34(33.7%) were not sure. A mean of 4.53 and calculated measure of 0.641 standard deviation were captured which suggests agreement of most respondents that their school administrators in their schools are generally effective. Those respondents that disagreed could be among the few workers in the secondary schools that didn't know much about Ethical dilemmas while those that were not sure were either relatively new or simply concealed information. This means that administrators in these secondary schools in Tororo District are generally effective. In support of the finding, an interviewed key informant I opined that:

As an administrator, am generally effective in work like supervision of teachers. This makes teachers not to be off their line teachers' code of conduct. Being effective in my work has also helped me to be ethical in whatever I do as an administrator.

It was established that 81(80.2%) agreed that school administrators in their schools communicate with teachers and staff effectively while 5(5%) disagreed, yet 14(13.9%) were not sure. A calculated mean of 4.17 and calculated measure of 0.954 standard deviation were captured which suggests agreement of most respondents that school administrators in their schools communicate with teachers and staff effectively. Those respondents that disagreed could be among the few workers in the secondary school in Tororo District that didn't know much about Ethical dilemmas while those that were not sure were either relatively new or simply concealed information. In support of the finding, an interviewed key informant 2 confirmed that:

Here in my school, we as administrators communicate regularly with our teachers like in staff meetings which are held every Friday of the week. We as administrators also communicate to staff even one on one in the office. This has helped us to manage the dilemmas that surface hence improvement in performance.

This means that if school administrators manage properly to handle ethical issues it can influence their performance in Tororo District. Further, the study findings specified that most respondents 81(80.2%) were in agreement that their school administrators were generally efficient while only 5(5%) disagreed and 15(14.9%) not sure. A mean of 4.20 and calculated measure of 0.906 standard deviation were captured implying agreement of most respondents that their school administrators in their schools are generally efficient. Those respondents that were not sure were either relatively new or simply concealed information. This means that school administrators in secondary schools of Tororo District are generally efficient.

In this study only 86(85.2%) of the respondents agreed that school administrators in their schools prioritize and support initiatives aimed at improving teaching and learning while 3(3%) disagreed and 12(11.9%). A mean of 4.24 and calculated measure of 0.850 standard deviation were captured implying agreement of most respondents that school administrators in their schools prioritize and support initiatives aimed at improving teaching and learning. Those respondents that disagreed could be among the many workers that did not either have any support initiatives aimed at improving teaching and learning or did not possess knowledge of any support initiatives aimed at improving teaching and learning. In support of the finding, an interviewed key informant 2 said that: *“We as administrators support teachers in their initiatives aimed at improving teaching and learning. This has helped teachers to be ethical in their work of teaching, guidance and counseling.”*

The findings further indicated that only 85(84.2%) of the respondents agreed that there were effective channels for teachers to report concerns or provide feedback to school administrators while 5(5%) disagreed with the statement and 11(10.9%) were not sure. A mean of 4.27 and calculated measure of 0.915 standard deviation were captured which implied agreement by most respondents that there are effective channels for teachers to report

concerns or provide feedback to school administrators. Those respondents that disagreed could be among the many workers that did not know that there are effective channels for teachers to report concerns or provide feedback to school administrators.

4.3.2 Objective one: To determine the relation between lack of academic integrity and Administrators' job performance in Tororo District secondary schools

This section presents results on lack of academic integrity and Administrators' job performance in secondary schools. Likert scale measures involving Agree responses and Strongly Agree responses were considered to jointly mean "agreement" (Agree) while the measures Disagree and Strongly Disagree were considered to refer to disagreement (Disagree). In the analysis of data in this study, standard deviation and mean are as well applied as exposed in Table 4.3

Table 4.3. Opinions of Teachers Regarding lack of academic Integrity

Lack of academic integrity	SD	D	NS	A	SA	M	SD
I have encountered instances of cheating among my students in the past year	7(6.9%)	8(7.9%)	16(15.8%)	37(36.6%)	33(32.7%)	3.80	1.183
I have encountered instances of students fabricating information or data in assignments or assessments in the past year	12(11.9%)	18(17.8%)	14(13.9%)	44(43.6%)	13(12.9%)	3.28	1.242
I have observed instances where students collaborate on assignments or exams without authorization	12(11.9%)	10(9.9%)	13(12.9%)	44(43.6%)	22(21.8%)	3.53	1.269
I have encountered instances of students misrepresenting their own work or abilities in academic settings	20(19.8%)	9(8.9%)	9(8.9%)	35(33.7%)	28(27.7%)	3.41	1.485
There are clear and comprehensive academic integrity policies in place at our school	1(1%)	2(2%)	10(9.9%)	40(39.6%)	48(47.5%)	4.31	0.809
All of us as teachers, model academic integrity in our own work and behavior	3(3%)	8(7.9%)	18(17.8%)	42(41.6%)	30(29.7%)	3.87	1.026

Source: Primary data

As seen in table 4.3, findings specify that 70(69.3%) of the respondents were in agreement that they have encountered instances of cheating among their students in the past years, while 15(14.8%) disagreed and only 16(15.8%) were not sure. A mean of 3.80 and calculated measure of 1.183 standard deviation were captured implying agreement by most respondents that they have encountered instances of cheating among their students in the past years. Those respondents that disagreed could be still among the many workers in the secondary school who didn't know much about cheating among students while those that were not sure were either relatively new or simply concealed information. These findings are backed up by Key informant 4 when was asked whether they have ever encountered instances of cheating among their students in the past years, he said; *“they have ever encountered students cheating in exams but they are ever managing to handle it. And they always encouraging their students not to participate in such activities like cheating in exams.”*

It was established that 57 (66.5%) of the respondents agreed that they have encountered instances of students fabricating information or data in assignments or assessments in the past years, yet 30(29.7%) disagreed and 14(13.9%) were not sure. A mean of 3.28 and 1.242 standard deviation were captured which implies agreement by most respondents that they have encountered instances of students fabricating information or data in assignments or assessments in the past years. Those respondents that disagreed could be among the few workers in the secondary schools that didn't know much about students fabricating information and those that were undecided either were relatively new or simply concealed information. This implies that teachers have encountered instances of students fabricating information or data in assignments or assessments in the past years in Tororo District secondary schools.

The findings further indicated that only 66(65.4%) of the respondents agreed they have observed instances where students collaborate on assignments or exams without authorization while only 22(21.8%) disagreed and yet 14(13.9%) were not sure. A mean of 3.53 and 1.269 standard deviation were calculated and captured which implies agreement by most respondents that they have observed instances where students collaborate on assignments or exams without authorization. Those respondents that disagreed could be among the few workers in the secondary schools that didn't know much about students' collaboration on assignments or exams without authorization. This finding was further supported by the additional input from an interview conducted with one of the Key Informants, who stated that:

We as administrators ever find students cheating in assignments or exams for example some students were got exchanging papers in examination rooms. The teachers had to take away the papers and the students were told to begin a fresh and change seats. In some cases, we as administrators, we suspend some students who are got cheating in

exams for a certain period of time like one week but not more than two weeks. We ask them to report back to school with their parents for further discussions concerning their children.

Most respondents 62 representing 61.4% were in agreement that they have encountered instances of students misrepresenting their own work or abilities in academic settings while 29(28.7%) have encountered instances of students misrepresenting their own work or abilities in academic settings. Those respondents that disagreed could be among the few secondary teachers that didn't know much about ethical related issues. This implies that many secondary teachers in Tororo District have encountered instances of students misrepresenting their own work or abilities in academic settings.

It was also established that only 88(87.1%) of the respondents agreed that there are clear and comprehensive academic integrity policies in place at their schools, yet 3(3%) disagreed and 10(9.9%) were not sure. A mean of 4.31 and 0.809 standard deviation were recorded implying agreement by most respondents that at their schools, there are clear and comprehensive academic integrity policies in place. Respondents who were in disagreement are most likely among the many workers that either lacked any knowledge about comprehensive academic integrity policies or did not know anything about comprehensive academic integrity policies. This finding was further strengthened by the qualitative finding from an interview conducted with key informant 3 who echoed that *"We have policies in place at our school about academic integrity. This has helped us to make students not to cheat in academics"*.

The findings further indicated that almost all 72(71%) of the respondents agreed that all of them as teachers, model academic integrity in their own work and behavior while 11(10.9%) disagreed and 18(17.8%) undecided. A calculated mean of 3.87 as well as 1.026 standard deviation were captured which implies agreement by most respondents that they

model academic integrity in their own work and behavior. This means that all teachers model academic integrity in their work.

Correlation between lack of academic integrity and Administrators' job performance in secondary schools in Tororo District

Establishing whether there was a relationship between lack of academic integrity and Administrators' job performance in secondary schools in Tororo District was crucial.

“Pearson Product Moment correlation coefficient” procedure was applied for the purpose and the findings demonstrated in table 4.4.

Table 4.4. Correlation Results for lack of academic integrity and Administrators' job Performance

		Lack of academic integrity	Administrators' job performance
Lack of academic integrity	Pearson Correlation	1	.060
	Sig. (1-tailed)		.550
	N	101	101
Administrators' performance	Pearson Correlation	.060	1
	Sig. (1-tailed)	.550	
	N	101	101

Source: Primary data

Table 4.4 shows that there was an insignificant correlation between the lack of academic integrity and administrators' job performance in secondary schools in Tororo District ($r = .060, p < .550$). This means that increase in lack of academic integrity does not correspond with administrators' job performance in Tororo District secondary schools. Hence the hypothesis H1: “There exists a statistically remarkable and significant relationship between lack of academic integrity and Administrators' job performance and or execution in secondary schools in Tororo District in Uganda” is rejected.

The hypothesis “*There was an insignificant correlation between lack of academic integrity and administrators' job performance and or execution in Tororo District secondary schools in Uganda*” is thus accepted instead. In line with the deontological theory, these findings imply that the actions of the administrators may not necessarily be in conformity with the set

of rules of ethical educational leadership and management. It may also imply that some of the actions might be unethical.

4.3.3 Objective Two: To examine the relationship between Management of conflicts of interest and administrators' job performance in Tororo District secondary schools.

This section presents results on management of conflicts of interest and Administrators' performance in secondary schools. Likert scale measures of Agree responses and Strongly Agree responses were considered to jointly mean "agreement" (Agree) while the measures Disagree and Strongly Disagree were considered to refer to disagreement (Disagree). In the analysis of data in this study, standard deviation and mean are as well applied as seen below:

Table 4.5. Opinions of Teachers Regarding Management of Conflicts of Interest

Management of conflicts of interest	SD	D	NS	A	SA	M	SD
In our school it is common for financial interest to be in conflict with professional responsibilities among teachers	14(13.9%)	17(16.8%)	19(18.8%)	30(29.7%)	21(20.8%)	3.27	1.341
I have ever encountered situations where personal relationships (outside of work) influenced decision-making among teachers or school staff	19(18.8%)	11(10.9%)	16(15.8%)	31(30.7%)	24(23.8%)	3.30	1.432
I have ever observed instances of nepotism (favoritism towards family members or close friends) in hiring or promotion decisions within our school	16(15.8%)	9(8.9%)	21(20.8%)	36(35.6%)	19(18.8%)	3.33	1.320
There are clear and well-communicated policies within our school addressing conflicts of interest	1(1%)	2(2%)	13(12.9%)	42(41.6%)	43(42.6%)	4.23	0.823
All teachers are transparent about potential conflicts of interest with students, colleagues, and administrators	4(4%)	6(5.9%)	19(18.8%)	48(47.5%)	24(23.8%)	3.81	0.997

Source: Primary data

As viewed from table 4.5, results show that 51 respondents representing 50.5% of the total number of respondents were in agreement that in their school it was common for financial interest to be in conflict with professional responsibilities among teachers, while 31(30.7%) disagreed and only 19(18.8%) were undecided. A mean of 3.27 and 1.341 standard deviation were captured inferring disagreement by some respondents that in their school it was common for financial interest to be in conflict with professional responsibilities among teachers in their schools. This therefore implies that some of the teachers agreed that

in their schools, it is common for financial interest to be in conflict with professional responsibilities among teachers.

It was established that 55 (54.5%) of the respondents agreed that they had ever encountered situations where personal relationships (outside of work) influenced decision-making among teachers or school staff, yet 30(29.7%) disagreed while 16(15.8%) were not sure. A mean of 3.30 and 1.432 standard deviation were recorded which implied agreement by some respondents that they have ever encountered situations where personal relationships (outside of work) influenced decision-making among teachers or school staff. Those respondents that disagreed could be among the few secondary teachers who have never encountered situations where personal relationships influenced decision-making among teachers or school staff while those that were not sure were either relatively new or simply covered information. This means that some teachers have never encountered situations where personal relationships influenced decision-making among teachers or school staff.

Findings from the table 4.5 above indicate that most of the respondents 55(54.4%) agreed that they had never observed instances of nepotism (favoritism towards family members or close friends) in hiring or promotion decisions within their school, while 25(24.7%) disagreed and only 21(20.8%) were undecided. A mean of 3.33 and 1.320 standard deviation were captured which implies disagreement by most respondents that they have ever observed instances of nepotism in hiring or promotion decisions within their school. Those respondents that disagreed could be among the few teachers in the secondary schools in Tororo District that have never observed instances of nepotism in hiring or promotion decisions within their schools while those that were not sure were either relatively new or simply concealed information. This means that most of the teachers have never observed instances of nepotism in hiring or promotion decisions within their school.

The findings further indicated that majority of the respondents 85(84.2%) agreed that there are clear and well-communicated policies within their school addressing conflicts of interest while 3(3%) disagreed with the statement and only 13(12.9%) were not sure. A calculated mean of 4.23 and 0.823 standard deviation were captured indicating agreement by most respondents that there are clear and well-communicated policies within their school addressing conflicts of interest. This means that there are clear and well-communicated policies within their secondary schools addressing conflicts of interest.

It was established that most of the respondents 72(71.3%) agreed that all teachers are transparent about potential conflicts of interest with students, colleagues, and administrators whereas 10(9.9%) disagreed and 19(18.8%) were undecided. A calculated mean of 3.81 and 0.997 standard deviation were captured indicating agreement by most respondents that all teachers are transparent about potential conflicts of interest with students, colleagues, and administrators. This means that there is transparency about potential conflicts of interest with students, colleagues, and administrators.

Correlation between management of conflicts of interest and Administrators' job performance or job execution in Tororo District secondary schools.

Establishing whether there was a relationship between management of conflicts of interest and Administrators' job performance or job execution in Tororo District secondary schools was crucial. "Pearson Product Moment correlation coefficient" procedure was adopted for the purpose and the findings shown in table 4.6:

Table 4.6: Correlation Results for Management of Conflicts of Interest and Administrators' job Performance in Tororo District Secondary Schools.

		Management of conflicts of interest	Administrators' job performance
Management of conflicts of interest	Pearson Correlation	1	.135
	Sig. (1-tailed)		.0550
	N	101	101
Administrators' job performance	Pearson Correlation	.135	1
	Sig. (1-tailed)	.0550	
	N	101	101

Source: Primary data

Table 4.6 shows that a statistically significant but weak correlation between management of conflicts of interest and administrators' job performance in secondary schools in Tororo District ($r=.135$ $p < .0550$). This indicates that although there is existence of management of conflicts of interest in secondary schools in Tororo District, this does not impact on administrators' performance. Thus, the hypothesis "*There exists a statistically remarkable and significant relationship between management of conflicts of interest and Administrators' job performance and or execution in secondary schools in Tororo District in Uganda.*" is accepted and supported. This may imply that there may be other factors affecting administrators' performance. Thus Kant's deontological theory which supports this study believes that humans have the ability to understand and to reason the moral laws of the universe so that they can use it to apply in the different situations of life they encounter; so, administrators should reason the moral laws and use their conscience to control and manage conflicts in their area of work in order to enhance performance.

4.3.4 Objective three: To establish the relationship between lack of equity and fairness and Administrators' performance in secondary schools in Tororo District

This section presents results on equity and fairness and Administrators' job performance in secondary schools. Likert scale measures of Agree responses and Strongly

Agree responses were considered to jointly mean “agreement” (Agree) while the measures Disagree and Strongly Disagree were considered to refer to disagreement (Disagree). In the analysis of data in this study, standard deviation and mean are as well applied as presented in table 4.7.

Table 4.7 Opinions of Teachers Regarding lack of equity and Fairness

Lack of equity and fairness	SD	D	NS	A	SA	M	SD
I have ever observed instances of discrimination or bias based on race, gender, sexual orientation, or other factors within our school in the past year	22(21.8%)	11(10.9%)	14(13.9%)	30(29.7%)	24(23.8%)	3.23	1.482
I believe that resources, such as funding, teaching materials, and technology, are allocated fairly among different classrooms or student groups in our school	4(4%)	4(4%)	9(8.9%)	45(44.6%)	39(38.6%)	4.10	0.995
There are inclusive policies and practices in place at our school to support students from diverse backgrounds, including those with disabilities or special needs	6(5.9%)	2(2%)	15(14.9%)	48(47.5%)	30(29.7%)	3.93	1.032
I believe that students have equal access to support services such as counseling, tutoring, and special education resources in our school	4(4%)	1(1%)	18(17.8%)	41(40.6%)	37(36.6%)	4.05	0.973
There are clear and well-communicated policies within our school addressing equity, fairness, and discrimination	4(4%)	1(1%)	11(10.9%)	37(36.6%)	48(47.5%)	4.23	0.968

Source: Primary data

The findings further indicated that majority of the respondents 54(53.5%) agreed that they have ever observed instances of discrimination or bias based on race, gender, sexual orientation, or other factors within their schools in the past years while only 33(32.7%) of the respondents disagreed with the statement and 14(13.9%) were undecided. A mean of 3.23 and 1.482 standard deviation were captured which implies agreement by most respondents that they have ever observed instances of discrimination or bias based on race, gender, sexual orientation, or other factors within their schools in the past years. Those respondents that

disagreed were either relatively new or simply concealed information. This means that secondary teachers have ever observed instances of discrimination or bias based on race, gender, sexual orientation, or other factors within their schools in the past years.

It was realized in the study that 84 respondents representing 83.2% of the total number of respondents were in agreement that they believe that resources, such as funding, teaching materials, and technology, are allocated fairly among different classrooms or student groups in their schools while only 8(8%) disagreed and 9(8.9%) were not sure. A calculated mean of 4.10 and 0.995 standard deviation were captured which implies agreements by most respondent that they believe that resources, such as funding, teaching materials, and technology, are allocated fairly among different classrooms or student groups in their schools. The respondents in disagreement might be part of the few teachers without knowledge about the resources such as funds, teaching materials allocated fairly among different classrooms.

It was established that only 78(77.2%) of the respondents agreed that there are inclusive policies and practices in place at their schools to support students from diverse backgrounds, including those with disabilities or special needs, yet 8(7.9%) disagreed with the statement while 15(14.9%) were not sure with the statement. A mean of 3.93 and 1.032 standard deviation were recorded which implies agreement by most respondents that there are inclusive policies and practices in place at their schools to support students from diverse backgrounds, including those with disabilities or special needs. Those respondents that disagreed could be among the few teachers that either did not know that there are inclusive policies and practices in place at their schools to support students from diverse backgrounds, including those with disabilities or special needs.

The findings further indicated that only 78(77.2%) of the respondents agreed that they believe that students have equal access to support services such as counseling, tutoring, and special education resources in their schools while 5(5%) disagreed with the statement and

only 18(17.8%) were not sure with the statement. The mean of 4.05 and standard deviation of 0.973 were recorded which imply agreement by most respondents that they believe that students have equal access to support services such as counseling, tutoring, and special education resources in their schools. The respondents that were in disagreement might be part of the few teachers that lacked knowledge on students having equal access to support services such as counseling, tutoring, and special education resources in their schools.

Results in Table 4.7 also designate most respondents i.e. 85(84.1%) in agreement that there are clear and well-communicated policies within their schools addressing equity, fairness, and discrimination, 5(5%) disagreed with the statement while only 11(10.9%) were undecided. A calculated mean of 4.23 and standard deviation of 0.968 were recorded which imply agreement by most respondents that there are clear and well-communicated policies within their school addressing equity, fairness, and discrimination. Those respondents that were not sure could be among the few secondary teachers in Tororo District that were either relatively new or simply concealed information and those that disagreed could be among the few teachers that did not know that there are clear and well communicated policies within their schools. This means that there are clear and well-communicated policies within their schools addressing equity, fairness, and discrimination in Tororo District.

Correlation between lack of equity and fairness and Administrators' job performance in secondary schools in Tororo District

Establishing whether there was a relationship between equity and fairness and Administrators' job performance or job execution in Tororo District secondary schools was necessary for the study. The "Pearson Product Moment correlation coefficient" technique was adopted for the purpose and the findings shown in table 4.8

Table 4.8. Correlation Results for lack of equity and Fairness and Administrators' job Performance in Secondary Schools in Tororo District

		Lack of equity and fairness	Administrators' job performance
Lack of equity and fairness	Pearson Correlation	1	.153
	Sig. (1-tailed)		.064
	N	101	101
Administrators' job performance	Pearson Correlation	.153	1
	Sig. (1-tailed)	.064	
	N	101	101

Source: Primary data

Table 4.8 shows existence of a statistically significant but weak correlation or connection between lack of equity/fairness and Administrators' performance in secondary schools in Tororo District ($r=.153$ $p < .064$). Hence the hypothesis *“There exists a statistically remarkable and significant relationship between lack of equity and fairness and Administrators' job performance and or execution in Tororo District secondary schools in Uganda.”* is accepted and supported.

The deontological theory specifies that rules and laws must be universally followed by all no matter what i.e., any rule followed must apply to everyone which is equity/fairness leading efficiency and effectiveness in administrators' job performance (Alexander & Sherwin 2001).

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This study investigated the relationship between Ethical dilemmas and Administrators' job performance in secondary schools in Tororo District in Uganda. Unlike the chapter before that focused on data analysis, its presentation and its interpretation, this chapter focusses on discussions, conclusions and recommendations as presented in accordance to objectives of the study,

5.1 Discussion of findings

5.1.1 Lack of lack of academic Integrity and Administrators' job Performance in Secondary Schools

Objective 1 of the study sought to examine the relationship between lack of academic integrity and administrators' job performance in Tororo District secondary schools. The study discovered an insignificant correlation or connection between lack of academic integrity and administrators' job performance in secondary schools. In light of the deontological theory, the findings imply that whether the administrators' actions were good or bad, they did not perform according to a clear set of rules (cooper, 2012). It also implies that the administrators' actions did not align with the set rules of ethical educational administration. Therefore, there is need to enforce the rule of law for the administrators to follow in order to help schools perform effectively in an atmosphere of peace and order, hence development.

Guerrero et al., (2020) supports the finding as in his study is reviewed reporting that, universities should not consider professional education separate from ethical formation but rather, should develop the moral vision and purpose of its students. The findings differ from those of Duggar's (2015) study which revealed that academic integrity is of supreme importance for any organization to improve its performance and sustainability through

effective and efficient administration. However, although the findings of this study differ from those of most previous studies, it can be argued that the presence of academic dishonesty may not necessarily qualify school administrators as inefficient and ineffective in their performance. Probably, other factors including experience in school leadership, academic qualification, positive school culture and personal zeal to move the program of the institution compensate for the integrity gaps they experience. Thus, much as academic integrity is of great importance, builds respect and ethical values in the students' ethical life and school community at large for the sake of values and morals in the school, other considerations beyond academic integrity need to be made in order to enhance school administrators' job performance. Thus, in line with the deontological theory, rule of law must be followed in order to help schools perform effectively in an atmosphere of peace and order, hence development.

5.1.2 Management of Conflicts of Interest and Administrators' job Performance in Tororo District Secondary Schools

The study discovered a statistically significant but weak correlation or connection between management of conflicts of interest and Administrators' job performance in Tororo District secondary schools. The findings disagree with Aggrey (2022) who stated that managing of conflict of interest must be a goal of all administrators hence effectiveness and efficiency leading to administrators' job performance.

Further, the findings are supported by Abdul, et.al.(2023), in his study findings on conflict and teacher job performance in senior secondary schools in Kogi state, Nigeria, reported that; effective conflict management in senior secondary schools encourages teachers' morale, enhances teachers' job performance, boost teachers' confidence and integrity, performances, minimize disruption stemming from existence of a conflict, provide solution that is satisfactory and acceptable, fosters peace and unity among teachers and

principals. Thus, basing on the findings of this study, which show presence of a statistically significant but weak correlation or connection and link between management of conflicts of interest and administrators' job performance in Tororo District secondary schools, Kant's deontological theory which supports this study believes that humans have the ability to understand and to reason the moral laws of the universe so that they can use it to apply in the different situations of life they encounter; so, administrators should reason the moral laws and use their conscience to control and manage conflicts in their area of work in order to enhance performance.

5.1.3 Lack of Equity/ Fairness and Administrators' job Performance in Tororo District Secondary Schools

The study discovered presence of a statistically significant but weak correlation or connection between lack of equity/fairness and Administrators' job performance in secondary schools in Tororo District. Such findings are in disagreement with the views held by Murakami and Tornsen, (2017) in their findings that revealed that, even when successful, female leaders in upper secondary schools can be evaluated negatively. This was based on the way female employees were recruited, hired and evaluated to portrayed equity and fairness.

Relatedly, the findings also contrast with Wasiu and Adebajo, (2014) who noted in their study that inequity among staff can lead to tension and uneven staff input. Implying that if equity is given attention among staff may lead to efficiency and effectiveness among administrator as well as the staff members. Similarly, Ndu-Ogbuji (2020), in his research on equity skills for efficient and effectiveness of school administration affirms that there is a strong relationship between administration and equity in education. Therefore, building on the findings which revealed that there is no significant correlation between lack of equity and fairness and Administrators' job performance in secondary schools in Tororo District, administrators still perform effectively and efficiently probably maybe because the issues of

discrimination are managed by school administrators to a desired level. The theory also links to the findings by specifying that rules and laws must be universally followed by all no matter what i.e., any rule followed must apply to everyone which is equity/fairness leading to efficiency and effectiveness in administrators' performance.

5.2 Conclusions

The following conclusions were drawn from the study findings.

5.2.1 Lack of academic Integrity and Administrators' job Performance in Secondary Schools

In conclusion, the study provides insights into the prevalence of lack of academic integrity issues in secondary schools in Tororo District. The majority of respondents reported encountering instances of cheating, fabrication of information in assignments, and unauthorized collaboration among students, highlighting the need for vigilance and interventions in these areas. However, there was less consensus on the issue of students misrepresenting their work or abilities, indicating potential variability in the perception of this problem among teachers. On a positive note, it was found that there is a high level of agreement regarding the presence of clear and comprehensive academic integrity policies in the schools, which is seen as a deterrent to academic misconduct. Furthermore, the study highlighted that, there is insignificant correlation between lack of academic integrity and administrators' performance. It was therefore concluded that although lack of academic integrity was not strongly correlated with administrators' job performance, there is need to pay some attention to it because it was to zero level. It was also concluded that, there is need to enforce the rule of law for the administrators to follow in order to help schools perform effectively in an atmosphere of peace and order, hence development.

5.2.2 Management of Conflicts of Interest and Administrators' job Performance in Secondary Schools

In conclusion, the study offers valuable insights into the presence of conflicts of interest and their management within secondary schools in Tororo District. While a substantial portion of respondents acknowledged the existence of financial conflicts of interest among teachers, personal relationships influencing decision-making, and the potential for nepotism in hiring or promotion decisions, it is evident that there is no unanimous consensus on these issues. Notably, the majority of respondents agree that clear and well-communicated policies addressing conflicts of interest exist within their schools, and all teachers are transparent about potential conflicts of interest. Furthermore, this study emphasizes presence of a statistically significant but weak correlation or connection and link between the effective management of conflicts of interest and administrators' job performance in Tororo district secondary Schools. However, it was therefore concluded that although lack management of conflict of interest was not strongly correlated with administrators' job performance, there is need to pay some attention to it because it was found to statistically significant. More still, basing on the Kant's deontological theory which supports this study and which believes that humans have the ability to understand and to reason the moral laws of the universe so that they can apply it in different situations of life they encounter, administrators should reason the moral laws and use their conscience to control and manage conflicts in their area of work in order to enhance performance.

5.2.3 Lack equity/Fairness and Administrators' job Performance in Secondary Schools

In conclusion, this study sheds light on the prevailing issues of discrimination and lack equity in secondary schools within the Tororo District. A significant portion of respondents reported having observed instances of discrimination or bias based on various factors, suggesting a pressing need for addressing these concerns within the school

environment. While the majority of teachers believed that resources are fairly allocated and that inclusive policies and practices exist to support students from diverse backgrounds, there was some divergence of opinion on these matters. Notably, most respondents agreed that there are clear and well-communicated policies within their schools addressing equity, fairness, and discrimination, which emphasizes the importance of having such guidelines in place.

This study also discovered existence of a statistically significant but weak correlation or connection and link between equity/fairness and administrators' job performance and highlighting the potential impact of promoting fairness and equity on overall school performance in Tororo District. It was therefore concluded that although lack of equity and fairness was not strongly correlated with administrators' job performance, there is need to pay some attention to it because it was found statistically significant. The deontological theory that guided the study also specifies that rules and laws must be universally followed by all no matter what i.e., any rule followed must apply to everyone which is equity/fairness leading efficiency and effectiveness in administrators' performance.

5. 3 Recommendations

In line with the finds and results from the study, recommendations were suggested including the following:

- i. Administrators should establish strategies for enhancing hard work among learners to promote academic integrity.
- ii. Administrators should undertake ethical and moral trainings that may help them in implementing their professional code of conduct hence better performance.
- iii. It is also recommendable that school administrators should promote school cultures that emphasize equity and fairness among the community members.
- iv. School administrators should practice inclusive education in their school.

5.4 Limitations of the study

The views and opinions of teachers and school administrators of Tororo District secondary schools were the main basis for the study results and findings. Further research study needs to be done to consider students 'view.

The study also lacked triangulation in the literature review where by official documents were not used thus another study to consider this.

The study also considered a few of administrators not all administrators from all schools, this limited access of some information hence another stud to cater for all administrators.

The study was also done in Tororo District strictly in four counties of Tororo Municipality, Tororo West Budama South, West Budama North and Tororo County thus another related study needs to be done in other District apart from Tororo District.

5.5 Areas for Further study

There is need for a study on educational ethics and morals among educational administrators in secondary schools of other districts in Uganda. This study will help administrators and teachers to deal with ethical dilemmas in their teaching profession.

A relative study on strategies for enhancing hard work among learners to promote academic integrity in secondary schools Tororo district or other districts. This study will promote academic integrity generally.

School culture and equity/fairness to be done in secondary schools of other districts in Uganda done to promote equality.

A study on conflict management strategies in order to control the negative effects of ethical dilemmas that may merge among them.

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Appendices
Appendix A
Permission Letter to the Field



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OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 15th / MAY / 2022

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: NAMATA SARAIT Reg. BU/GS20/EDM/21

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on ETHICAL DILEMMAS AND ADMINISTRATORS' PERFORMANCE IN SECONDARY SCHOOLS IN TORORO DISTRICT

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
 FACULTY DEAN

Appendix B

Consent Form for Participants

I accept to take part in this study whose aim is to explore the relationship between Ethical dilemmas and Administrators' performance in Tororo District secondary schools in Uganda.

1. I comprehend that the choice to take part in this research is completely on me and that even when I accept to take part now; I can pull out from the study anytime with no penalties whatsoever.
2. I appreciate that I am eligible to take part in this research by nature of my status as an administrator/teacher in one of the secondary schools in Tororo District and I am aware of Ethical issues such as equity/fairness, conflict of interest management, and academic integrity in schools.
3. I know that my involvement in this research is virtuously voluntary with no direct advantage.
4. I know that I have the freedom to get in touch with the people involved in this study to get explanation and information.

I have read and understood the information above.

Participant Name

Participant SignatureDate.....

Researcher's NameSignature.....

Appendix C

Questionnaire for Secondary School Teachers

Dear Respondent,

My name is Namata Sarah a student of Busitema University pursuing a Masters of Educational Leadership and Management. I am currently carrying out a study titled: “Ethical dilemmas and Administrators’ performance in secondary schools in Tororo District in Uganda”.

You have been identified and selected to participate in this study. I therefore request you to take part of your time to complete this questionnaire honestly.

This study is purely for academic purposes and all collected data will be treated confidentially.

Yours sincerely

Namata Sarah (Researcher)

SECTION A: Background information

Please tick the most appropriate alternative to you

1. Gender: Male Female
2. Age: 20 - 29 30 - 39 40 - 49 ≥ 50
3. Marital Status: Married Single Divorced/Separated Widowed
4. Highest level of education: Diploma Degree Post Graduate
5. Years of service: ≤ 3 4 - 7 8 - 11 ≥ 12

SECTIONS B, C, D, and E: academic integrity; management of conflicts of interest, equity and fairness, and Administrators’ performance in secondary schools

Please tick the most applicable statement to you in relation to your level of agreement or disagreement (SD- strongly disagreement, D- Disagree, NS- Not sure, A- Agree, SA- Strongly agree).

B	ACADEMIC INTEGRITY	SD	D	NS	A	SA
1	I have encountered instances of cheating among my students in the past year					
2	I have encountered instances of students fabricating information or data in assignments or assessments in the past year					
3	I have observed instances where students collaborate on assignments or exams without authorization					
4	I have encountered instances of students misrepresenting their own work or abilities in academic settings					
5	There are clear and comprehensive academic integrity policies in place at our school					
6	All of us as teachers, model academic integrity in our own work and behavior					
C	MANAGEMENT OF CONFLICTS OF INTEREST	SD	D	NS	A	SA
1	In our school it is common for financial interest to be in conflict with professional responsibilities among teachers					
2	I have ever encountered situations where personal relationships (outside of work) influenced decision-making among teachers or school staff					
3	I have ever observed instances of nepotism (favoritism towards family members or close friends) in hiring or					

	promotion decisions within our school					
4	There are clear and well-communicated policies within our school addressing conflicts of interest					
5	All teachers are transparent about potential conflicts of interest with students, colleagues, and administrators					
D	EQUITY AND FAIRNESS	SD	D	NS	A	SA
1	I have ever observed instances of discrimination or bias based on race, gender, sexual orientation, or other factors within our school in the past year					
2	I believe that resources, such as funding, teaching materials, and technology, are allocated fairly among different classrooms or student groups in our school					
3	There are inclusive policies and practices in place at our school to support students from diverse backgrounds, including those with disabilities or special needs					
4	I believe that students have equal access to support services such as counseling, tutoring, and special education resources in our school					
5	There are clear and well-communicated policies within our school addressing equity, fairness, and discrimination					
E	ADMINISTRATORS' PERFORMANCE IN SECONDARY SCHOOLS	SD	D	NS	A	SA
1	Our school administrators in our school are generally effective					
2	School administrators in our school communicate with teachers and staff effectively					
3	Our school administrators in our school are generally efficient					
4	School administrators in our school prioritize and support initiatives aimed at improving teaching and learning					
5	There are effective channels for teachers to report concerns or provide feedback to school administrators					

THANK YOU

Appendix D: Interview Guide for Secondary School Administrators

1. How do you define academic integrity within your school?
2. Can you describe any specific policies or practices aimed at promoting academic integrity among students and staff?
3. In your opinion, how does academic integrity impact the overall performance of the school administrators?
4. Have you observed any instances where academic integrity issues have affected the performance or reputation of the school?
5. What strategies or measures do you think could improve academic integrity and, in turn, administrators' performance in this school?
6. How does your school handle conflict of interest among administrators or staff members?
7. Can you provide examples of situations where conflicts of interest have arisen within the school, and how were they managed?
8. In your view, how might conflicts of interest affect the performance of school administrators?
9. Are there any policies or guidelines in place to prevent conflicts of interest, and do you think they are effective?
10. What improvements or changes, if any, do you believe could enhance conflict management and administrators' performance in this school?
11. How does your school promote equity and fairness among students and staff?
12. Can you share any initiatives or programs aimed at addressing equity and fairness within the school?
13. From your perspective, how does the presence or absence of equity and fairness impact the performance of administrators in this school?
14. Have there been any instances where concerns about equity or fairness have had noticeable effects on the school's operation or administrators' performance?
15. What measures or strategies do you believe could further enhance equity, fairness, and administrators' performance in this school?

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

Appendix E
Krejcie and Morgan Table of Sample Selection

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix F: Turnitin

The image shows a Turnitin Match Overview screen. At the top, the title "Match Overview" is displayed in a red bar. Below the title, the similarity score "24%" is prominently shown in large red text. To the left of the main content area is a vertical sidebar with several icons: a stack of papers, a red bar with the number "24", a list icon, a funnel icon, a download icon, and an information icon. The main content area contains a list of 8 sources, each with a number, the source name, the source type, and a 1% similarity percentage with a right-pointing arrow.

Rank	Source Name	Source Type	Similarity
1	Submitted to Kampala ...	Student Paper	1%
2	ir.busitema.ac.ug	Internet Source	1%
3	Emmanuel James Oket...	Publication	1%
4	umispace.umi.ac.ug	Internet Source	1%
5	erepository.uonbi.ac.ke	Internet Source	1%
6	kipdf.com	Internet Source	1%
7	pubs.sciepub.com	Internet Source	1%
8	www.inased.org	Internet Source	1%