

**EVALUATION OF THE INFLUENCE OF ETHICAL STANDARDS ON CIVIL  
SERVANTS' PERFORMANCE IN THE MINISTRY OF EDUCATION AND  
SPORTS IN KAMPALA, UGANDA.**

**BY**

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**A PROJECT REPORT SUBMITTED IN THE PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF MASTER'S DEGREE OF ARTS  
IN GOVERNANCE AND ETHICS OF  
MOUNT KENYA UNIVERSITY.**

**MARCH, 2025**



**Declaration and Approval.**

**Student declaration:**

I did not submit this research paper to any other university for a degree or other awards; it is my original work.

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I attest that the applicant performed the assignments mentioned in this research report underneath my supervision.

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## **Acknowledgement**

I give thanks to the Lord, the Almighty God, and to Jesus Christ, my Savior and Redeemer. Without God's mercy, grace, and strength, I would have never been able to complete this extraordinarily difficult task. I was motivated to work very hard to achieve my goal by my boss, Dr. Muhindo P.K. Solomon, the director of the Institute of Security Studies, Dr. Joyce Muchemi, the dean of the MKU School of Justice and Ethics, Dr. Walter Gachau, and other people. All the best to you.



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#### List of Abbreviations and Acronyms

EIRIS:	Ethical Investment Research Services.
FY:	Financial Year.
GU:	Government of Uganda.
IBE:	Institute of Business Ethics.
MoES:	Ministry of Education and Sports:
MoEST:	Ministry of Education, Science, Technology and
NPM:	New public management model.
PDU:	Procurement and Disposal Unit.
PFP:	Perceived Financial Performance.
SFG:	School Facilities Grant.
SPSS:	Statistical Package for Social Scientists.
SAPs:	Structural Adjustment Programs.
BTVET:	Business, Technical, Vocational Education & Training.
CSP:	Corporate Social Responsibility.
SFG:	School Facilities Grant.
UGX:	Uganda Shillings.
UPE:	Universal Primary Education

## **Abstract**

In Uganda, the Ministry of Education, Science, Technology, and Ministry of Education and Sports is crucial to the development of the nation's educational system and athletic efforts. Civil servants employed in this ministry are entrusted with the responsibility of delivering quality education services and promoting the growth of sports. However, to effectively fulfill their duties, civil servants must uphold high ethical standards. Ethical standards refer to a set of principles and values that govern the conduct and behavior of individuals within an organization. In the context of civil service, ethical standards guide civil servants in making ethical decisions, maintaining integrity, and serving the public interest. In order to ensure transparency, accountability, and public trust, it is crucial for government institutions to uphold ethical norms. Participants from the subset of the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, had an equal chance of being selected for this study, which used simple random sampling. 50 female and 72 male respondents were selected from a sample size of 122 in order to adequately reflect the total community. Interviews were employed by the researcher to gather data, and interviewees provided in-depth, comprehensive responses. Participants in this study were given a set of questions to answer and return to the researcher using pre-written questionnaires. The data were analyzed using the Statistical Package for Social Sciences (SPSS). Tables, bar graphs, pie charts, frequency counts, and other descriptive statistics were utilized to display the data. The research demonstrates that there are workers with significant work and employment experience present in the workplace, indicating that the ethical standards and employees' performance are given the maximum latitude. Findings revealed that 46.7% of the respondents were working in the main administrative roles in the management of the affairs at the ministry like policy making, decision making, performance monitoring and evaluation, program and project research among others, technicians at 10%, supervisors at 35%, and others who roles cannot be defined at 8.3%. It's discovered that the working condition greatly influences work performance, which are driven by the established ethical standards that fosters the working conditions of employees. The ethics of the employees were determined to be the key driving factor in establishing the management issues and decision taken by the different sectors of the ministry, departments and or agencies. The study established that many

government workers are supposed to serve the public interests with all of fairness of which it's not the case, the ministry is supposed to do lots of training of its employees in regard corporate social responsibility in some sectors in the ministry. Most of the employees took responsibility of their actions and owed decisions made in influencing decision making and enforcing policies in place in line one's job descriptions. There was no effective communication, communication gaps were noted. There is presence of political and economic influence; thereby affecting the transparency at the ministry, even though the outcomes of decision might not influence service delivery. It was noted that transparency is one of the key contributors of good governance practices and promotes ethical standards and improves work performance in public service sector especially education that has an impact on the development of the country.



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## **Chapter One : Introduction**

### **1.0. Introduction.**

The relevance, scope, limitations, delimitation, assumptions, and operational definition of essential terminology should all be understood in relation to the ethical standard as well as the study's background, problem statement, goal, objectives, and research questions. The test's investigation of how moral standards affect law enforcement officials' performance was initially validated by the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda.

### **1.1. Background to the Study**

The Ministry of Education, Science, Technology, and Ministry of Education and Sports, which is based in Kampala, Uganda, is in charge of managing the development and management of the country's educational system as well as the promotion of athletic events. It serves as a key government organization, developing the educational system and fostering athletic talent (Ministry of Education and Sports, 2020)

The efficiency and commitment of employees at the Ministry of Education, Science, Technology, and Sports (ministry of education and sports, 2020) directly affect the standard of instruction and the growth of athletic initiatives in Uganda. Their commitment to efficient service delivery is crucial for achieving the ministry's goals and ensuring positive outcomes for both students and athletes. The bedrock of responsible and accountable behavior in public administration is built upon ethical standards, encompassing principles such as integrity, transparency, fairness, and respect for the rule of law. Adherence to these ethical standards is essential for fostering a culture of trust, professionalism, and public confidence in the civil service (ministry of education and sports, 2020).

However, the matter of ethical conduct within government institutions has garnered increased attention due to instances of corruption, nepotism, and unethical practices. These challenges can undermine the effectiveness of civil servants and hinder the

delivery of public services (UNESCO,2021). As a result, it is crucial to determine how ethical norms affect the work of government employees at the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda.

By comprehending the connection between ethical standards and the performance of civil servants, policymakers and administrators can identify strategies to encourage ethical behavior and enhance overall performance. These interventions can help address the ethical challenges faced by civil servants and create an environment conducive to excellence, accountability, and transparency (Ward,2016). While prior studies have explored the influence of ethical standards on performance in various organizational contexts, limited research has been conducted specifically within the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Uganda. Consequently, this study aims to address this gap by focusing on the unique context of civil servants in the ministry and investigating the specific ethical challenges they encounter (Ward,2016).

The results of this study will offer valuable insights for policymakers, administrators, and stakeholders in the education and sports sectors. The Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda, will benefit from its practical recommendations for promoting ethical behaviour and improving the performance of civil servants, which will add to the body of knowledge already available on the significance of ethical standards in the civil service.

While the Ministry of Education, Science, Technology, and Sports (ministry of education and sports, 2020) in Kampala, Uganda is the specific location where the impact of ethical standards on the performance of civil servants is being examined, international studies have also looked at the connection between ethics and civil service performance in various nations. These studies offer valuable insights that can inform the evaluation in Uganda. Here are some key findings from global studies:

Research conducted in different countries has consistently demonstrated that adherence to ethical standards positively impacts civil servants' performance. Prioritizing ethical conduct leads civil servants to exhibit professionalism, accountability, and integrity, ultimately resulting in improved service delivery and organizational outcomes.

Ethical leadership plays a pivotal role in shaping the behavior and performance of civil servants. Ethical leaders who lead by example and promote a culture of integrity tend to foster an ethical climate within organizations, influencing the behavior of civil servants and contributing to improved performance (Griffin,2017). Ethical standards are closely intertwined with employee motivation and job satisfaction. When civil servants perceive that ethical behavior is valued and rewarded, they are more likely to be motivated and engaged in their work, positively impacting their performance and commitment to organizational objectives.

Ethical behavior by civil servants significantly contributes to building and maintaining public trust in government institutions. Citizens are more likely to have confidence in the civil service and its performance when they perceive that civil servants uphold ethical standards. Trust, in turn, positively influences the effectiveness and legitimacy of public administration. According to Schmidt (2018), common ethical challenges faced by civil servants globally include conflicts of interest, political interference, bribery and corruption, favoritism, and lack of transparency. Identifying these challenges is essential for developing targeted interventions to address them and improve ethical behavior among civil servants. The government of Botswana established well-known organizations like the Office of the Auditor General in 2008 and introduced the DCEC Act (Directorate on Corruption and Economic Crime) in September 1994 to combat unethical and lax management (Gabriel 2013).

Given the enrollment of 2.5 million students in 2020, the Ministry of Finance and Planning (2020) estimates that the overall capitation grant should have been close to 8 billion Sh. Despite being allocated for schools, less than 21.9% of the money was actually received, and more than shillings 6 billion was misappropriated. According to the Ministry of Education, Science, Technology, and Ministry of Education and Sports in 2017, the government allocated UGX 38.9 billion for the Universal Primary Education (UPE) Capitation Grant in the Financial Year (FY) 2000–2011.

However, schools received only 81.8% of what they were entitled to in 2011, with approximately 7 billion Ugandan shillings (18.2%) being diverted. The Permanent Secretary of the Ministry of Education acknowledged that the school Facilities Grant

(SFG) budget in Kampala was challenging to account for, and the district has not yet found the missing funds.

In violation of the code of conduct and ethics, which demands that public officials hold office in the public trust and be accountable to the public, accountability has been compromised. An illustration of this is the SFG project run by the Ministry of Education and Sports, which is said to have lost UGX 16 billion based on audits and studies of personnel and expenditures (Annual Budget Performance Report, 2012/06). The UPE grant is the primary source of government funds leaking to schools, amounting to \$5 billion or 16% of the total UPE expenditures, according to USAID (2018).

The need to concentrate on issues that are directly related to internalizing integrity and ethics in democratic governments and the civil service is growing as a result of the significant progress made in recent years in the establishment of effective codes of conduct for the civil service, transparency measures, ethics and integrity structures, and anti-corruption agencies. This entails addressing particular threats to the integrity and standards of ethics in the public sector as well as boosting the ethical knowledge of government employees. The efficiency and caliber of service delivery are significantly impacted by the civil servants of the Ministry of Education, Science, Technology, and Ministry of Education and Sports. Therefore, understanding the influence of ethical standards on their performance is crucial for enhancing the overall effectiveness of the ministry.

## **1.2. Problem Statement**

The Ugandan Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda, continues to face problems connected to unethical behavior while acknowledging the significance of moral standards in the civil service. There have been documented reports of favoritism, corruption, and a lack of transparency, which makes service delivery ineffective and harms it. To find possible areas for development and create tactics to encourage ethical conduct, it is crucial to look into the relationship between adherence to ethical norms and the performance of civil officials. The Ministry of Education, Science, Technology, and Ministry of

Education and Sports in Kampala, Uganda, is the organization responsible for evaluating how ethical standards affect employees' performance.

### **1.3. Purpose of the Study**

In this study, the National Ministry of Education, Sciences, Technology, and Sport (Ministry of Education and Sports) in Uganda's aims to determine how ethical standards impact employee performance.

### **1.4. Objectives of the Study.**

- I. To look into the reasons why the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Uganda continues to tolerate public servant wrongdoing despite the presence of ethical norms.
- II. To determine how Uganda's Ministry of Education, Science, Technology, and Ministry of Education and Sports is affected by its employees' disdain for moral principles.
- III. To determine methods for enhancing moral behavior in order to enhance the performance of Uganda's Ministry of Education, Science, Technology, and Ministry of Education and Sports employees.

### **1.5. Research Questions.**

- I. What are the underlying causes of civil servant misbehavior continuing despite the establishment of ethical norms within Uganda's Ministry of Education, Science, Technology, and Ministry of Education and Sports?
- II. What may happen if government employees at Uganda's Ministry of Education, Science, Technology, and Ministry of Education and Sports don't follow the rules when it comes to ethics?
- III. How can the Ministry of Education, Science, Technology and Ministry of Education and Sports in Uganda raise ethical standards to boost employee performance?

## **1.6. Justification of the Study**

The success and integrity of public institutions are greatly dependent on ethical standards. This study can shed light on the degree to which ethical behavior is upheld at the Ministry of Education, Science, Technology and Ministry of Education and Sports by assessing the impact of ethical norms on civil servants' performance. It can help identify any gaps or areas for improvement in ethical practices, leading to the development of policies and interventions to promote ethical standards among civil servants.

Ethical conduct is closely linked to the quality of public services provided by civil servants. By examining the relationship between ethical standards and civil servants' performance, this study can shed light on how adherence to ethical principles affects service delivery in the Ministry of Education, Science, Technology and Ministry of Education and Sports. It can identify the impact of ethical behavior on efficiency, productivity, accountability, and transparency, ultimately contributing to improved services for the citizens of Uganda.

Ethical lapses by civil servants can undermine public trust in government institutions. Assessing the influence of ethical standards on civil servants' performance can help restore and enhance public trust in the Ministry of Education, Science, Technology and Ministry of Education and Sports. The study can provide evidence of the ministry's commitment to ethical conduct and accountability, which can foster a positive perception among the public and stakeholders.

The Ministry of Education, Science, Technology, and Ministry of Education and Sports can develop policies based on the study's findings and put them into practice. It can guide the development of codes of conduct, training programs, and performance evaluation mechanisms that promote ethical behavior and ensure civil servants adhere to ethical standards. Policymakers can use the study's results to design strategies to address any identified ethical challenges and create a culture of integrity within the ministry.

This study can add to the body of knowledge already available about how moral behavior affects government employees' performance. The Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, is the

focus of the study, which might offer insightful information about the particular setting of civil service ethics in the nation. Comparative study with other research carried out in various areas or nations can assist in identifying parallels, discrepancies, and best practices in encouraging moral conduct among civil officials.

The Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, is conducting a study to assess the impact of ethical standards on civil servants' performance. This study is justified given its potential to advance ethical behavior, improve service delivery, increase public trust, inform policy formulation, and add to the body of knowledge. The study's findings can guide efforts to improve ethical standards among civil servants and ultimately lead to more effective and accountable public administration in Uganda.

## **1.7. Scope of the Study**

### **1.7.0. Introduction**

The topic, geographic, and periodical scopes of the study are all included.

#### **1.7.1. Content Scope**

The purpose of this study is to evaluate how the Ugandan Ministry of Education, Science, Technology and Sports' (g) Code of Conduct, transparency, accountability, and trust impact civil workers' opinions of their work performance.

#### **Geographical Focus 1.7.2**

The survey was conducted in the Ugandan Ministry of Education, Science, Technology and Ministry of Education and Sports ' main office in Kampala.

#### **Periodical Scope 1.7.3**

The study was conducted from December 2017 to September 2018 across a ten-month period.

## **1.8. Study limitations**

The small sample size of government employees included in the study hampered the study's conclusions. The generalizability of the findings might be limited if the sample

is not sufficiently representative of the full workforce of public workers employed by the Ministry of Education, Science, Technology, and Ministry of Education and Sports. There is a possibility of sampling bias if the selection of participants is not done using a random or stratified sampling method. For instance, if certain groups of civil servants are overrepresented or underrepresented in the sample, it might affect the validity of the findings.

The study focused specifically on the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda. Therefore, caution should be exercised when generalizing the findings to other ministries or government institutions in Uganda or different countries with varying cultural, institutional, and contextual factors.

As an observational study, establishing a causal relationship between ethical standards and civil servants' performance might be challenging. The study can identify associations and correlations, but it might be difficult to determine the direction of causality and whether ethical standards directly influence performance or vice versa.

Evaluating civil servants' performance can be subjective and influenced by various factors, including personal biases of supervisors or evaluators. The subjective nature of performance evaluations might introduce additional limitations when attempting to link performance to ethical standards.

The study might not account for external factors that could influence civil servants' performance, such as political pressure, organizational culture, resource constraints, or external incentives. These factors could potentially confound the relationship between ethical standards and performance.

Conducting a comprehensive evaluation of ethical standards and their influence on civil servants' performance might be constrained by time limitations. A more extended research duration could provide a more in-depth understanding of the topic and potentially yield more robust results.

Despite these drawbacks, the study's findings can nevertheless offer insightful information about the connection between moral behavior and the effectiveness of government employees at the Ministry of Education, Science, Technology, and

Ministry of Education and Sports in Kampala, Uganda. Researchers should be aware of these restrictions and adjust how they interpret the findings.

### **1.9. Delimitations of the study**

- I. As expected, questionnaires and interviews will be used to collect data for this study.
- II. Despite the fact that Uganda has more than 40 districts, just one was used for the study.
- III. This study may have targeted only some governmental officials from the Ministry of Education and Sports and particular schools rather than all government employees in general.

### **1.10 Assumptions of the study**

- i. In order to give correct research results, it is presumable that bias was minimised throughout data gathering.
- ii. It is anticipated that every sampled respondent for this study will participate willingly and provide truthful responses.
- iii. In order for this study to be legitimate and reliable, it is expected that the respondents will provide accurate replies to the questions.

### **1.11. Operational definition of key terms**

**Ethical Standards:** In this study, ethical standards refer to the established principles, codes of conduct, and guidelines that govern the behavior and actions of civil servants in the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda. These standards encompass values such as honesty, integrity, transparency, accountability, fairness, and adherence to legal and professional obligations.

**Civil Servants:** Civil servants are individuals employed by the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, to perform administrative, managerial, or technical roles in the ministry. They may

include professionals from various disciplines, such as education administrators, policymakers, teachers, support staff, and other personnel involved in the ministry's functioning.

**Performance:** Performance refers to the effectiveness, efficiency, productivity, and overall job-related accomplishments of civil servants in the Ministry of Education, Science, Technology and Ministry of Education and Sports . It encompasses the extent to which employees meet their job responsibilities, achieve objectives, deliver quality services, and contribute to the ministry's goals and outcomes.

**Ministry of Education, Science, Technology and Ministry of Education and Sports** : The Ministry of Education, Science, Technology and Ministry of Education and Sports is a government institution in Kampala, Uganda, responsible for formulating and implementing educational policies, overseeing the education system, managing educational resources, and promoting sports and physical education within the country. It includes various departments, divisions, and units working towards educational and sports-related development.

Kampala, Uganda: Kampala is the capital city of Uganda, located in the central region of the country. It serves as the administrative, economic, and cultural hub of Uganda and is the primary location of the Ministry of Education, Science, Technology and Ministry of Education and Sports headquarters.

## **Chapter Two: Literature Review**

### **2.1. Introduction**

The literature review section conducts an extensive examination of the prevailing academic literature, research investigations, and theoretical constructs relating to how the performance of civil officials at the Ugandan Ministry of Education, Science, Technology, and Ministry of Education and Sports is affected by ethical norms, this segment aims to establish a robust theoretical foundation and pinpoint areas of knowledge deficiency that the present study intends to address.

### **2.2. Empirical Literature**

Within government organizations, ethical norms have a significant impact on how civil workers behave and function. Understanding the impact of ethical standards on public employees' performance is essential in the setting of the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, in order to promote efficient governance, accountability, and service delivery. The goal of this review of the literature is to give a summary of the ideas, empirical investigations, and research that have been done so far to evaluate this impact.

Ethical standards form the foundation of public administration, guiding civil servants' conduct and decision-making processes. Previous studies highlight the significance of ethical principles, codes of conduct, and organizational cultures in promoting ethical behavior among civil servants. For instance, Pervan et al. (2017) emphasizes the importance of a strong ethical climate and leadership in fostering ethical behavior and enhancing performance in public organizations.

Several theoretical frameworks can be applied to understand the influence of ethical standards on civil servants' performance. One such framework is ethical leadership, which focuses on the role of leaders in promoting ethical behavior and its subsequent impact on employee performance. Mayer et al.'s (2012) research indicates that ethical leadership enhances trust, moral thinking, and ethical decision-making, which in turn improves employee work performance.

The performance of government officials and ethical norms have been investigated in empirical investigations.

Agyapong (2017) conducted research in Ghana and found a positive association between ethical leadership and employee performance among civil servants. Lam and Huang (2016) explored the impact of ethical leadership on public service behaviors, including job performance, and found a positive relationship mediated by public service motivation.

Numerous factors can influence the relationship between ethical standards and civil servants' performance. Organizational culture, ethical climate, and leadership are key factors that shape ethical behavior and performance outcomes. Additionally, personal values, job satisfaction, and organizational commitment have been identified as potential mediators or moderators in the relationship between ethical standards and performance (Kim, 2018; Wahyuni & Silaen, 2018).

The influence of ethical standards on civil servants' performance is also influenced by contextual factors and challenges specific to the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda. These factors may include political pressures, resource constraints, bureaucratic structures, and cultural influences. Understanding these contextual elements is crucial for designing effective strategies to promote ethical behavior and enhance performance.

Ethical standards in public administration provide a foundation for promoting ethical conduct among civil servants. These standards encompass principles of honesty, integrity, transparency, fairness, and accountability. Studies by Houston and Floyd (2018) and Doig and Theobald (2017) emphasize the importance of ethical codes and guidelines in establishing a framework for ethical behavior in the civil service.

Several studies have explored the effect of moral principles on government employees' performance. When referring to public administration, research by Moon and Masten (2017) highlights that ethical behavior positively correlates with increased job performance, job satisfaction, and organizational commitment. Similar findings are echoed in studies by Moynihan and Pandey (2008) and Wright, Davis, and Kempster

(2017), which emphasize the positive relationship between ethical conduct and performance outcomes.

Ethical leadership has emerged as a significant factor in fostering ethical behavior and enhancing performance in public administration. Studies by Shin and Choi (2016) and Tummers and Knies (2013) reveal that ethical leadership positively influences civil servants' job satisfaction, organizational commitment, and performance. Ethical leaders serve as role models, setting the tone for ethical conduct and creating an ethical climate within the organization.

The organizational culture within the Ministry of Education, Science, Technology and Ministry of Education and Sports plays a vital role in shaping ethical standards and civil servants' behavior. Research by Ahmad, Abbas, and Latif (2017) suggests that a supportive organizational culture, characterized by ethical values, promotes employee engagement, job satisfaction, and commitment, ultimately enhancing performance.

Several factors influence the relationship between ethical standards and civil servants' performance. Studies by Wei, Tang, and Tang (2018) and Andersen and Pedersen (2016) highlight the importance of factors such as organizational justice, ethical climate, rewards and sanctions, training and development, and the role of supervisors in shaping ethical behavior and performance outcomes.

The reviewed literature highlights the importance of moral principles in influencing the performance of civil officials at Uganda's Ministry of Education, Science, Technology, and (Ministry of Education and Sports) in Kampala. Ethical leadership, organizational culture, and individual factors play critical roles in promoting ethical behavior and positively impacting job performance. However, the existing literature may have limitations in terms of generalizability and context specificity. Further research is needed to explore the unique challenges and opportunities within the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, to develop targeted interventions that enhance ethical standards and civil servants' performance.

Empirical literature related to the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda, and the impact of ethical standards on government servants' performance can offer important insights on the subject. Here are a few key empirical studies and findings related to this area:

Mbindyo, P., Blaauw, D., & Gilson, L. (2016). English-medium instruction in Kenyan public primary schools: Voices from the classroom; *International Journal of Educational Development*. This study focuses on the influence of ethical conduct and integrity on the performance of teachers in English-medium instruction in Kenyan public schools. It highlights the importance of ethical behavior in ensuring quality teaching and learning outcomes.

Aman Chukwu, R. N., & Stanley, G. J. (2017). Ethical leadership and employees' performance in the Nigerian public sector. *European Journal of Business and Management*, 9(20), 28-39. This study explores the relationship between ethical leadership and employees' performance in the Nigerian public sector. It emphasizes that ethical leadership positively influences employee performance and highlights the need for ethical standards and practices in enhancing overall organizational effectiveness.

W. J. Oyugi, M. Kimani, and S. Muathe (2016). Kenya Revenue Authority serves as an example of the impact of ethical leadership on public sector performance in Kenya. *International Journal of Economics, Commerce, and Management*, 4(2), pp. 171–184. The Kenya Revenue Authority is used as a case study in this study to evaluate how ethical leadership affects performance in the public sector. It illustrates how ethical leadership improves performance and emphasises how crucial ethical standards are for increasing organisational results.

E. Bracci, M. Vecchione, and others (2018). A fuzzy set analysis of ethical atmosphere and organisational performance in the public sector. 197–213, *Journal of Business Ethics*, 152(1). This study examines the relationship between the ethical atmosphere of a company and its success. It underlines how important it is to create an ethical workplace culture in order to improve organisational outcomes and highlights how important it is for improving performance.

Adomako, S., and Danso, A. (2015) conducted research titled "Ethical Climate and Employee Performance in Ghana's Banking Industry: The Mediating Role of Affective Commitment," which was subsequently printed in the *Journal of Business Ethics* (Vol. 129, No. 3, pp. 495–506).

This research delves into the impact of ethical climate on employee performance within Ghana's banking sector. It underscores the mediating role played by affective commitment and underscores the significance of ethical standards in enhancing employee performance.

These empirical studies shed important light on the relationship between civil servant performance in the public sector and ethical norms. They emphasize how ethical conduct, ethical leadership, and an ethical workplace environment have a beneficial impact on worker productivity and organizational outcomes. It is possible to add to the body of knowledge and provide new insights by doing more empirical research, particularly within the distinctive environment of the Ministry of Education, Science, Technology, and Ministry of Education and Sports located in Kampala, Uganda.

Okello and Wafula (2019) found a link between government officials' performance and their ethical behavior in their study, "The Impact of Ethical Conduct on Civil Servants' Performance in Uganda: A Case Study of the Ministry of Education, Science, Technology, and Sports." According to the study, following ethical standards increased the likelihood that government workers' performance and output would increase.

Ntayi, Kyazze, and Ssempebwa (2020) explored the nexus between ethical leadership and organizational performance in Uganda's public sector. Their findings revealed that ethical leadership had a positive impact on civil servants' job satisfaction, commitment, and overall organizational performance. Leaders who set high ethical standards and nurtured a culture of integrity significantly enhanced civil servants' performance.

In Uganda, Muganga and Achia (2020) studied how ethical leadership affected the performance and work satisfaction of civil servants. The study found a link between moral leadership and government servants' performance and job happiness. Employees

who thought their managers were morally upright expressed more job satisfaction and shown better work habits.

In Uganda's public sector, Mutumba and Mukasa (2019) investigated the relationship between the ethical climate and employees' job performance. Their research revealed that an ethical climate had a substantial impact on civil servants' job performance. When civil servants perceived a strong ethical climate characterized by ethical standards, norms, and values, their performance showed improvement.

Uganda's public service delivery was the subject of an investigation by Oryema (2018). The study found that ethical leadership positively influenced civil servants' job satisfaction, commitment, and service delivery outcomes. Ethical leaders who demonstrated integrity, fairness, and accountability created an environment conducive to improved service delivery.

Okia, Ogenga, and Chelangat (2020) conducted research on the relationship between ethical conduct and employees' performance in the public sector in Uganda. The study revealed that civil servants' adherence to ethical conduct positively correlated with their performance. Ethical behavior, such as honesty, integrity, and accountability, contributed to higher levels of individual and organizational performance.

These empirical studies highlight the positive relationship between ethical standards, ethical leadership, and civil servants' performance in the Ugandan public sector. Adherence to ethical conduct, ethical leadership practices, and the establishment of an ethical work environment are associated with improved job satisfaction, commitment, and overall organizational performance. These results highlight how crucial it is to sustain ethical norms inside the Ministry of Education, Science, Technology, and Sports (Ministry of Education and Sports) in Kampala, Uganda, in order to improve civil servant performance and service delivery.

### **2.3. Theoretical review**

Theoretical literature provides concepts and frameworks that can be used to examine how ethical norms affect the Uganda's Ministry of Education, Science, Technology,

and Ministry of Education and Sports in Kampala who produces a certain number of civil servants. Important theoretical viewpoints that are pertinent to this subject include:

**Ethical Climate Theory:**

Ethical climate theory pertains to the prevailing ethical values, norms, and behaviors within an organization. It posits that the ethical climate influences employees' attitudes, behaviors, and decision-making. In the context of ministry of education and sports, fostering a positive ethical climate characterized by a strong commitment to integrity, transparency, and accountability is likely to encourage ethical behavior and enhance civil servants' performance.

Victor and Cullen (1988) introduced the Ethical Climate Index, categorizing ethical climates into five types, with a principled ethical climate, emphasizing high ethical standards and concern for stakeholders, positively linked to organizational commitment and job satisfaction.

Ehrhart, Schneider, and Macey (2014) conducted a meta-analysis across industries, finding that a positive ethical climate was associated with favorable employee attitudes and behaviors, indicating improved performance.

The relevance of an ethical atmosphere in fostering performance was highlighted by Trevio, Weaver, and Reynolds' (2016) investigation into the connection between an ethical climate and unethical behaviour. They found that a strong ethical climate was linked to less unethical behaviour.

Kalshoven, Den Hartog, and De Hoogh (2011) found that a caring and rule-based ethical climate positively predicted job performance in a healthcare setting, implying that prioritizing care and adhering to ethical rules improved performance.

While limited information is available on the influence of ethical standards on civil servants' performance in ministry of education and sports, these studies provide insights into the broader implications of ethical climate on employee attitudes and behaviors. Applying these findings to ministry of education and sports, it can be inferred that a positive ethical climate, emphasizing high ethical standards, fairness, and stakeholder

concern, would likely positively affect civil servants' performance, job satisfaction, and commitment. Further research tailored to ministry of education and sports would provide context-specific evidence.

### **Social Exchange Theory:**

According to the social exchange theory, people form connections and exchanges based on duties and advantages that are shared by both parties. In the context of ethical standards and civil servants' performance, this theory suggests that when civil servants perceive recognition and rewards for adhering to ethical standards, they are more likely to engage in positive work behaviors, such as increased effort, commitment, and performance. A supportive ethical environment can foster reciprocity and motivate civil servants to contribute their best efforts.

Blau (1964) introduced Social Exchange Theory, emphasizing the importance of fairness, reciprocity, and trust in interactions within organizations, influencing attitudes and behaviors, including performance.

Cropanzano and Mitchell (2015) conducted a meta-analysis focusing on organizational justice (a component of social exchange), finding a positive relationship between perceptions of fairness and job performance.

In their study on leader-member exchange (LMX) based on the Social Exchange Theory, Erdogan and Liden (2020) found that employee performance was positively correlated with the quality of LMX relationships, which were marked by reciprocity, support, and trust.

Masterson, Lewis, Goldman, and Taylor (2000) investigated perceived organizational support (POS), finding that higher POS was associated with increased job performance as employees reciprocated with greater effort and commitment.

Applying Social Exchange Theory to ministry of education and sports suggests that fairness, trust, and perceived support for ethical standards can motivate civil servants to reciprocate with improved performance, higher job satisfaction, and increased commitment. While specific studies within ministry of education and sports are limited,

these principles provide valuable insights into how ethical standards may influence civil servants' performance. Further research adapted to ministry of education and sports 's context would offer more specific evidence regarding this influence.

## **2.4 Conceptual framework**

A conceptual framework acts as a visual representation of the crucial factors and how they relate to one another inside a research project. The following conceptual framework is recommended for the evaluation of how ethical norms affect the performance of government workers at the Ministry of Education, Science, Technology, and Sports (Ministry of Education and Sports) in Kampala, Uganda:

**Ethical Standards:** This variable signifies the established ethical norms, principles, and directives governing the conduct of civil servants within the Ministry of Education, Science, Technology, and Ministry of Education and Sports. It encompasses elements such as integrity, transparency, accountability, and adherence to prescribed codes of conduct.

**Ethical Climate:** Ethical climate refers to the prevailing ethical values, norms, and behaviors within the ministry. It reflects the organizational culture, practices, and policies related to ethics. The ethical atmosphere influences the attitudes, behaviors, and decision-making of public employees, mediating the link between ethical norms and performance.

**Ethical Leadership:** The behavior of leaders within the ministry in promoting and modeling ethical conduct and fostering an ethical culture.

**Perceived Organizational Support:** Perceived organizational support (POS) represents the civil servants' perception of how much the ministry values and supports their well-being, contributions, and ethical conduct. POS serves as a mediating variable between ethical standards and civil servants' performance, as it influences their job satisfaction, commitment, and motivation.

**Civil Servants' Performance:** This variable captures the overall work performance of civil servants in the Ministry of Education, Science, Technology and Ministry of Education and Sports. It includes dimensions such as task performance, job satisfaction, commitment, productivity, and adherence to ethical standards.

**Leadership Style:** Leadership style refers to the approach and behaviors of leaders within the ministry. It can moderate the relationship between ethical standards and civil servants' performance. Ethical and transformational leadership styles, which emphasize ethical behavior, might enhance the positive influence of ethical standards on performance.

**Employee Motivation:** The internal drive and enthusiasm that influences civil servants' effort, persistence, and commitment to performing well. Ethical standards can have a moderating effect on employee motivation, as they provide guidelines and expectations for behavior.

**Job Satisfaction:** Civil servants' level of satisfaction with their job, influenced by factors such as the ethical climate, ethical leadership, and organizational culture.

**Organizational Commitment:** The extent to which civil servants identify with and feel a sense of loyalty and commitment to the ministry, influenced by the ethical standards and climate.

**Ethical Behavior:** The extent to which civil servants adhere to ethical standards and engage in ethical conduct in their work

**Organizational Culture:** Organizational culture represents the shared values, beliefs, and norms within the ministry. A strong ethical culture that reinforces ethical standards might strengthen the relationship between ethical standards and civil servants' performance.

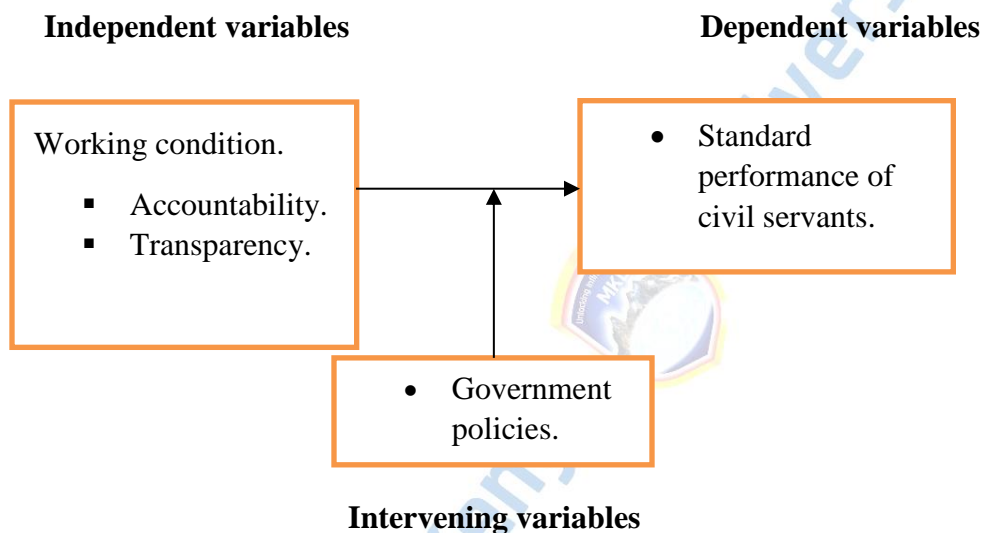
The conceptual framework suggests that ethical standards directly influence civil servants' performance in the ministry. This influence is mediated by the ethical climate and ethical leadership, which shape civil servants' perceptions, attitudes, and behaviors related to ethics. Organizational culture and employee motivation can moderate the relationship between ethical standards and civil servants' performance. The outcome variables, such as job satisfaction, organizational commitment, and ethical behavior, are influenced by the ethical standards and climate, which, in turn, can impact civil servants' overall performance.

This proposed conceptual framework provides a roadmap for investigating the Ministry of Education, Science, Technology, and Sports' Ministry of Education and Sports Kampala, Uganda, ethical standards' impact on employees' performance. It helps

identify the key variables and their interrelationships, guiding the selection of research methods, data collection, and analysis to evaluate the hypothesized relationships.

By examining the relationships among these variables, the conceptual framework provides a foundation for conducting empirical research to evaluate performance of government officials at the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda as a result of ethical norms. Researchers can operationalize these variables, collect data, and analyze the relationships to test the hypotheses derived from the framework.

### Conceptual framework



Accountability is the only factor that influences the government officials' expected level of performance and transparency or other working conditions of the civil servants not forgetting the government policies which plays the major role in public service. Though there are also other factors that influence the standard performance of the civil servants.

### 2.5 Recap of literature review

The literature focuses on how ethical standards affect the work of government servants at the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda. However, drawing from broader research on ethical climate, Social Exchange Theory, and related concepts, several key themes emerge:

Studies on ethical climate highlight the importance of fostering a positive ethical climate within organizations. A positive ethical climate, characterized by high ethical standards, fairness, and concern for stakeholders, can promote employee attitudes and behaviors that contribute to enhanced performance.

The concept of organizational justice, closely related to ethical standards, emphasizes the perception of fairness in the organization. Research suggests that perceptions of fairness, such as fair treatment, fair procedures, and equitable distribution of rewards, are positively related to job performance.

Trust and commitment are important factors in the relationship between ethical standards and performance. When employees perceive an organization as upholding high ethical standards and demonstrating ethical behavior, it enhances trust and commitment, which, in turn, can positively influence performance.

The role of ethical leadership is crucial in shaping the ethical climate and employees' behavior. Ethical leaders who model ethical conduct, promote fairness, and provide guidance and support can positively impact employee performance and commitment. Applying Social Exchange Theory to the context, it can be inferred that civil servants' performance is influenced by their perceptions of fairness, reciprocity, and trust in their exchanges with the organization. Ethical standards can play a role in shaping these perceptions and fostering positive social exchanges that enhance performance.

It is important to note that while the literature provides general insights into the influence of ethical standards on performance and related factors, more specific research is needed within the Ministry of Education, Science, Technology and Ministry of Education and Sports in Kampala, Uganda. Future studies should explore the unique dynamics and challenges in this context and consider the cultural, organizational, and contextual factors that might affect the relationship between ethical standards and civil servants' performance (Baron, 2000).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

The study utilized a mixed-methods strategy to acquire both quantitative and qualitative data in order to determine the impact of ethical standards on the performance of public employees at the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda.

### **3.2. Research Methodology**

The Study used a cross-sectional approach to assess the relationship between ethical standards and the performance of government officials at a particular period. The research mostly used a cross-sectional methodology, however it also considered longitudinal studies to look at how performance varies over time in response to changes in ethical norms. Simple random selection techniques were used to guarantee a representative sample of employees from various departments within the Ministry of Education, Science, Technology, and Ministry of Education and Sports . In order to ensure that there would be enough data for further research, the sample size was chosen based on statistical power estimates (Creswell, 2003).

### **3.3. Research Design**

Surveys/questionnaires were developed to measure civil servants' perceptions of ethical standards, ethical climate, trust, commitment, and their self-reported performance. Establishment of scales and validated instruments were utilized, adapted, or developed to capture the specific constructs relevant to the study. Additional demographic and background information, such as job position, years of service, and education level, were also be collected. In-depth interviews or focus group discussions were conducted with civil servants to gain a deeper understanding of their perceptions and experiences

related to ethical standards and their impact on performance. Open-ended questions were used to explore their views, attitudes, and experiences regarding ethical conduct, organizational culture, and the influence of ethical standards on their work.

### **3.4. Location of the study**

Kampala, Uganda will serve as the study location for assessing how ethical norms affect civil servants' performance at the Ministry of Education, Science, Technology, and Ministry of Education and Sports. The Ministry of Education, Science, Technology and Ministry of Education and Sports is headquartered in Kampala, the capital city of Uganda. Conducting the study in Kampala allows for a focused examination of the specific context and dynamics within the ministry, as well as the cultural, organizational, and societal factors that may influence ethical standards and civil servants' performance. By selecting Kampala as the study location, researchers can gather data directly from civil servants working within the Ministry of Education, Science, Technology and Ministry of Education and Sports and gain insights into their experiences, perceptions, and behavior related to ethical standards and job performance.

### **3.5. Target Population**

The Ministry of Education, Science, Technology, and Ministry of Education and Sports Headquarters served as the site of the study. A total of 122 respondents participated in the survey, including 30 Ministry of Education and Sports employees, 12 Permanent Secretary employees, and 80 Stakeholders (Beneficiaries).

### **3.6. Sampling Procedure and Techniques**

The study's respondents were chosen via a stratified random sampling procedure. A simple random sample was then chosen from each homogenous subgroup once the population had been separated into groups (Kombo and Tromp, 2016). Additionally, a purposive sampling technique was used to choose representatives from the Prime

Minister's office and the Ministry of Education and Sports since they had access to accurate study-related data.

### **3.7. Sample population**

122 people make up the sample population for this study (50 female respondents and 72 male respondents), who represent the study's target category. The experts from the government agencies are the study's sampling components. These are the people who have successfully completed academic careers and carry out their jobs in accordance with both their professional ethics and the ethical standards of the organisations.

#### **3.7.1 Sample Size**

Sample size, according to Morgan & Krecjie (1970), is the number of things chosen at random from the entire population to make up a sample. The actual sample size is influenced by a variety of factors, such as the study approach employed, the level of precision required, the anticipated level of confidence in the findings, and the characteristics of the population under investigation. As a result, it's important to note that there isn't a single method for calculating sample size (Singh, 2016). Whatever approach is used to determine the sample size, it needs to be both sufficient and representative. 122 people make up the sample size for civil servants in the context of this study. This amount was calculated with a 95% confidence level using the Krejcie and Morgan's sample size calculation, which agrees with their sample size determination table.

The sample size calculation by Krejcie and Morgan was based on the assumption that the likelihood of making a type I error is less than 5%, and that  $p = 0.05$ .

The following formula was used to determine the sample size in the Krejcie and Morgan study:  $S = X^2 * N * P * (1-P) / [d^2 * (N-1) + X^2 * P * (1-P)]$ .

Where S is the required sample size.

$X^2$  is the value of the chi-squared table for 1 degree of freedom at the chosen confidence level (0.05, equivalent to 3.841).

N is the total number of individuals in the population.

P is the percentage of the population, which is assumed to be 0.50 in order to obtain the largest possible sample size.

D is the level of precision expressed as a proportion (0.05).

**Table 1: Sample Size Determination (Morgan & Krecjie, 1970).**

<b>Respondents</b>	<b>Population (N)</b>	<b>Sample Size (S)</b>	<b>Cumulative Frequency (Cf).</b>	<b>Sampling Technique.</b>
Permanent secretary Office.	12.0	12.0	12.0	Purposive.
Ministry of Education and Sports staff	30.0	30.0	42.0	Purposive.
Beneficiaries.	85.0	80.0	122.0	Simple Random.
<b>Total</b>	<b>127.0</b>	<b>122.0</b>		

*Source: Primary Data, 2018.*

### **3.8. Construction of research instruments.**

In-depth interviews and a questionnaire were both used as data gathering techniques in this study.

#### **3.8.1. Questionnaire:**

The questionnaire, which consists of a series of questions presented in a predefined order on a printed or typed form, was the first method used to collect primary data (Kothari, 2004). The majority of the survey's questions were closed-ended, including some multiple-choice ones. The researcher distributed these questionnaires to the intended sample population. The questionnaire format included Likert scale questions and multiple-choice items. This method was chosen for its cost-effectiveness, reduced bias, and the respondents' ability to provide considered responses at their convenience.

### **3.8.2. Interview:**

Interviews were performed face-to-face and occasionally over the phone when participants were spread out geographically. Interviews were preferred as they allowed the researcher to obtain richer and more in-depth information from the respondents. Semi-structured interviews were employed to collect data from key informants. This method was chosen due to its ability to elicit high-quality responses, leveraging the presence of the facilitator, and incorporating various questioning techniques, cross-examination, and probing approaches (Owens, 2020).

### **In-depth Interview:**

To gather qualitative data, the second main data collection approach conducted in-depth interviews with key informants. The Office of the Prime Minister Officials served as key informants for the in-depth interviews and were deliberately chosen to provide in-depth insights.

### **3.9. Testing for Validity and Reliability:**

Ensuring the validity and reliability of the assessment tools is crucial to obtain stable and consistent results. The quality and accuracy of measurements were carefully considered to provide accurate study results. To determine an appropriate sample size that could reflect data reliability and results effectively, precise calculations were performed before data collection (Rahman, 2013). A pilot test involving 5 respondents was conducted before distributing the questionnaires or collecting data, further enhancing the tools' validity and reliability.

### **Validity**

The effect of ethical standards on the performance of civil workers within the Ministry of Education, Science, Technology, and Ministry of Education and Sports in Kampala, Uganda, was investigated in order to maintain the validity and reliability of the research findings. The subsequent actions were taken in order to accomplish this:

Validity:

Content Validity: Ensuring that the data collection instruments, such as surveys/questionnaires and interview guides, adequately capture the relevant constructs related to ethical standards and performance. Review existing literature and consult experts to ensure the inclusion of comprehensive and representative items.

Construct Validity: Using established scales and validated instruments whenever possible to measure constructs of interest, such as ethical standards, ethical climate, trust, commitment, and performance. Conduct a pilot study to assess the appropriateness and clarity of the items and make necessary revisions based on feedback.

A comparison criterion, such as objective performance indicators or external measures of ethical conduct was created to validate the measures of performance and ethical standards. Assess the correlation between the self-reported measures and the criterion to ensure their alignment.

The clear cause-and-effect relationships was established by considering potential confounding variables and incorporating control measures in the research design. Consider using statistical techniques, such as regression analysis, to control for relevant variables that might influence the relationship between ethical standards and performance.

I ensured the generalizability of the findings to the target population by employing appropriate sampling techniques and selecting a representative sample of civil servants from different departments within the Ministry of Education, Science, Technology and Ministry of Education and Sports. Clearly describing the sample characteristics and considering the potential applicability of the findings to similar contexts.

Reliability:

By distributing the surveys/questionnaires to a selection of participants at two distinct times, the stability of the measures was evaluated. To guarantee consistency across time, compute the correlation between the replies. To evaluate the scales' and instruments' internal consistency, reputable reliability metrics like Cronbach's alpha

were used. ensuring that each scale's elements reliably measured the same underlying construct.

### **3.10. Data Collection Methods and Procedures:**

Data for this study comes from two major sources: Secondary and Primary Data.

#### **3.10.1 Primary Data:**

According to Kombo and Tromp (2016), primary data collection is obtaining information directly from respondents using a variety of methods, such as surveys, interviews, focused group discussions, observation, and experimental investigations.

#### **3.10.2 Secondary Data:**

The examination of already-published materials or data from internal sources, which can be recorded or electronically saved, constitutes secondary data, which does not come from the researcher directly. Desk research is a common term for this method (Kombo and Tromp, 2016).

### **3.11. Proposed Data Analysis Techniques and Procedures:**

Excel and SPSS are used to streamline the analysis of quantitative data using descriptive statistics in this study. The distribution of respondents across various descriptive factors is then highlighted via frequency tables, and the findings are then presented as percentages and numbers.

Secondly, qualitative data is collected through interviews and observations. This approach involves direct quotations from interviewees and findings described through content analysis techniques, which are then presented in thematic form.

Both quantitative and qualitative research methodologies were used in this study. To collect data for the study, questionnaires were made available, and the quantitative approach was used to respond to the population's specific numerical replies. Comparatively, qualitative data was gathered to learn more in-depth information about organizational commitment, ethical work practices, and person-organization fit. While qualitative methods are useful for identifying broad trends and observations, they are

also crucial for fostering a detailed understanding of the factors that influence organizational commitment, ethical work conduct, and person-organization fit.

### **3.12 Ethical Considerations**

Ethical considerations play a pivotal role in safeguarding the rights of both the researcher and the study participants (Cooper, 2011). To address these ethical concerns, several strategies were implemented in this study: Prior to seeking consent from the respondents, the researcher obtained permission from the University, ensuring compliance with ethical standards. Data collected was treated with the utmost confidentiality, and information was presented in aggregated form rather than on an individual basis (Borg and Gall, 2009). These ethical measures were implemented to ensure the quality and integrity of the research while respecting the rights and privacy of the participants.

## **CHAPTER FOUR: RESEARCH FINDINGS, ANALYSIS AND PRESENTATION**

### **4.1 Introduction**

The Ministry of Education, Science, Technology, and Ministry of Education and Sports in Uganda gives the analysis of study findings addressing the effect of ethical standards on the performance of government officials in this section. The analysis is based on primary data collected through the research tools detailed in chapter three, focusing on the study variables.

### **4.2 Response rate**

This research had a target population of 122 respondents from the different ministry of education department's official and personnel, but upon questionnaire distribution, 120 managed to fill and return demonstrating 98.4% response. This is taken as a highly achieved statistical analysis. According to the study carried out by Babbie (2020), a response rate exceeding 50% is highly adequate for statistical comparisons of which 98.4% is way above 50%. This rate was realized due to the participant desire to improve performance in the leadership code of the ministry and to see how best they can benefit from this research since it communicates feedback about the nature of work, they engage in.

#### **4.2.1 Demographic information**

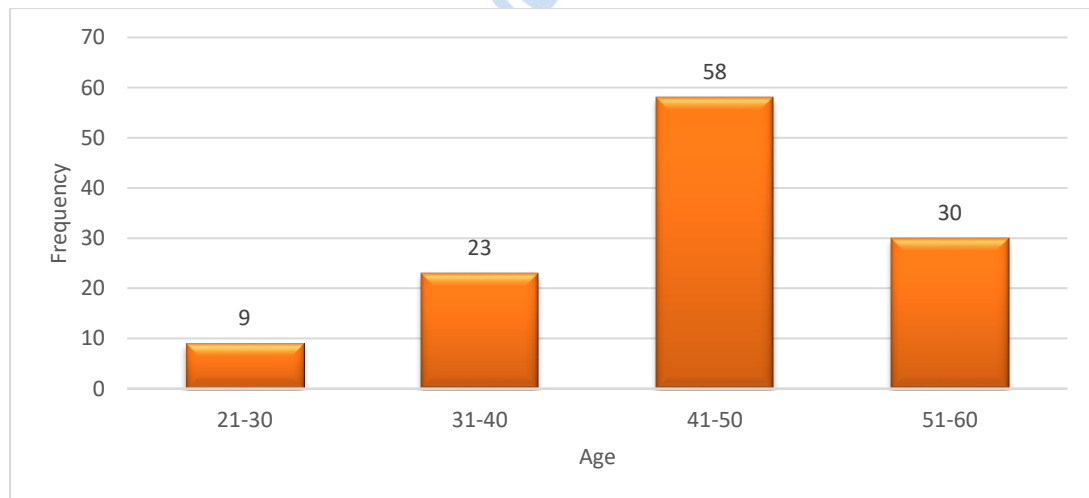
The study examined different demographic data of respondents including age, gender, work experience, terms of employment, administrative positions and education qualifications in making an informed decision about the nature of findings in guiding policies in the ministry. Finding out the existing polices and how they are enforced. Employees who are dedicated and follow the guidance and the polices put in place to make the work environment conducive for other colleagues. The research was also to find out whether there are employees who know that there is policy in place but gradually follow and ignore in certain circumstances.

#### 4.2.2 Age of respondents

Gender issues greatly influence ethical standard of civil servants at the workplaces in regard to work performance especially government institutions where gender equality and inequality is both looked at in terms of promoting fairness at the workplace and emancipation of women.

According to data from figure 2 below, 7.5% (9) of respondents were between the ages of 21 and 30. 19.2% (23) were between 31 to 40 years, 48.3% (58) were between 41 to 50 years, and 25% (30) were aged between 51 to 60 years old. The findings shows that there is co-existence of employees with high work and job experience at the workplace, implying that the sensitivity of the ethical standards and performance at work is accorded utmost indulgence. These findings indicates that majority of respondents were between 41 to 50 years at 48.3% (58) because ministry of education works being public servants retire past age of 60 years that an indication of the lower rate of 25% (30) between 51 to 60 years. The information collected was guided by experience and expertise.

Figure 2: Showing the age of respondents



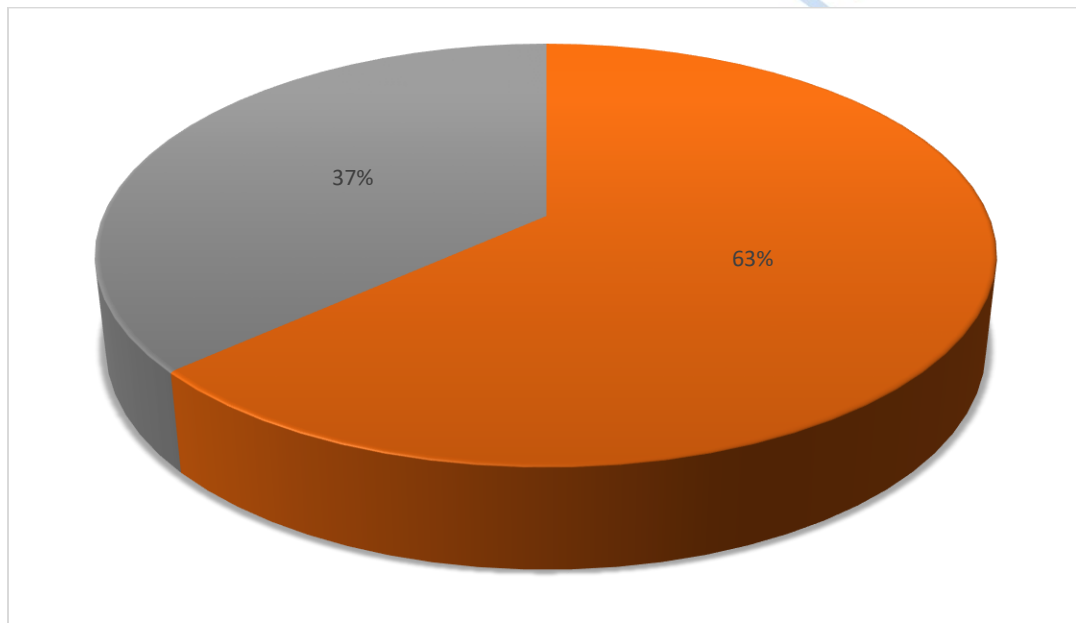
Source: Primary data. Researcher (2022)

#### 4.2.3 Respondents Gender

One of the attributes the study thought to investigate was gender. Gender is one of the significant factors that determine the levels of ethics exhibited at the different

workstation by the employees. Different genders shape how organizations are run and managed both morally and ethically. The from the data shows that 63% (76) was composition by male and 37% (44) was the composition of females working in the ministry. But doesn't mean that males dominate females at the ministry, the research was carried out in the COVID-19 era where different departments work at 50% to minimize the risks associated with the spread of COVID-19 and to follow the ministry of health guidelines of social distancing. The distribution of data by gender can be seen from figure 3 below.

Figure 3: Showing the gender of respondents



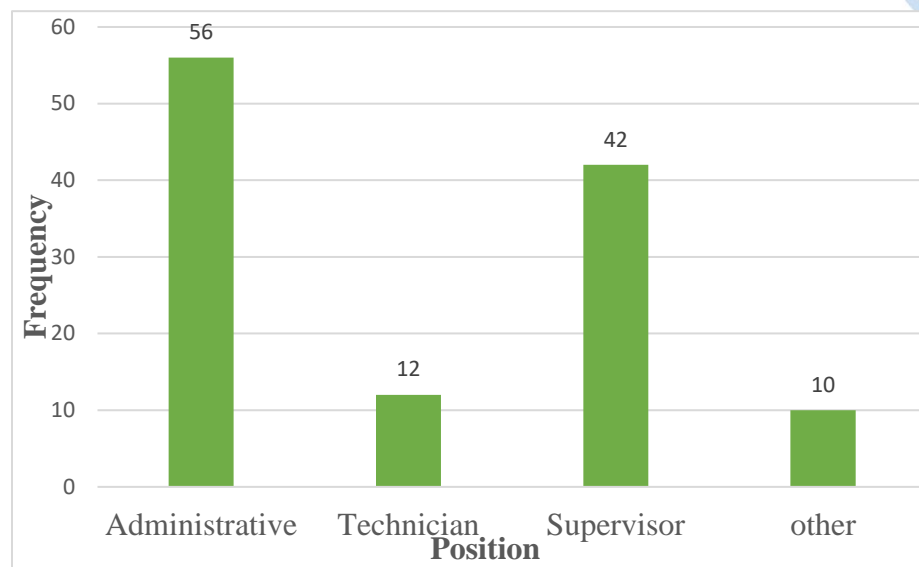
Source: Primary data. Researcher (2022)

#### 4.2.4 Administrative position

The study also aimed to determine the moral standards followed by various stakeholders in the management of the ministry's operations while looking into the various administrative roles held by staff members working for the Ministry of Education, Science, Technology, and Ministry of Education and Sports. The results showed that 46.7% (56) of the respondents were employed in the ministry's primary administrative functions, including policymaking, decision-making, performance monitoring and evaluation, program and project research, among others. Technicians

came in second place with 10% (12), followed by supervisors with 35% (42), and those whose functions are not clearly defined with 8.3%. Figure 4 below, which depicts the various degrees of involvement with the research findings, provides an illustration of these findings.

Figure 4: Showing the administrative position of respondents



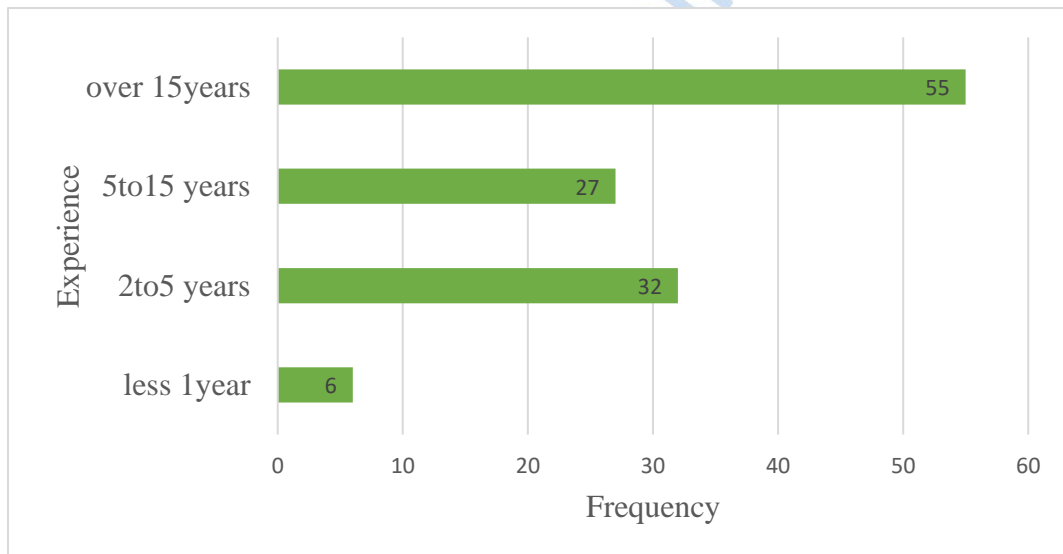
Source: Primary data. Researcher (2022)

#### 4.2.5 Work experience

The level of engagement of workers at their workstation, their communication systems, approach and responses all emanate from how long one has existed at the workstation, his interaction with past leaders normally considered as their role models. To realize how this links up at the workstation, one's experience and his /her engagement was thought at in terms of work experience to investigate how one's work experience influences his / her ethical standard in terms of work performance. The findings shows that employees with over 15 years of experience rate high with 45.8% (55), then those from 5 to 15 years rate at 22.5%, followed by 2 to 5 years with a rate of 26.7%, and employees less than 2 years rated 5%. Their distribution can be seen in the figure 5 as shown below. When thinking issues to do with ethical standards, one's work experience

can't be left behind. All experiences were considered important because these were response from various individuals who were willing to contribute their ideas towards accomplishing the research. Every one's response was included in order to make the research valuable to the readers. Research is always reliable when there is enough information from the respondents of the target group. Impressively, the respondents were willing to share their experience and rich ideas on how best it could be if all workers are willing to embrace the policies and the law which are in place. Some workers suggested that the supervisors need to remind and enforce the polices such that no one is left behind, but all employees adhere and implement the existing polices to make the work environment a better place for every worker whether old or newly recruited employees.

Figure 5: Showing the work experience of respondents.



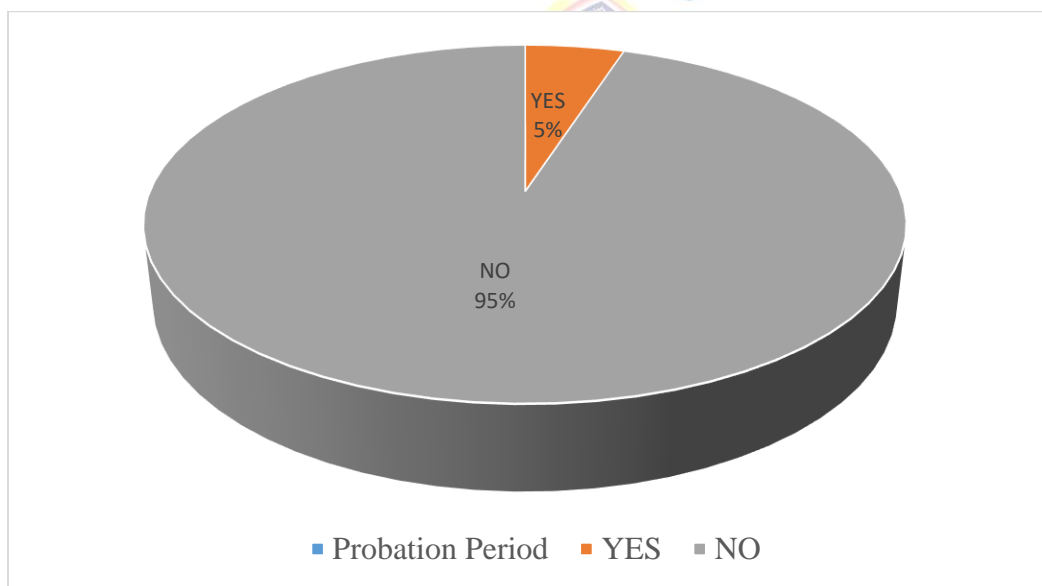
Source: Primary data. Researcher (2022)

#### 4.2.6: Terms of employment

Different organization have different working condition and terms of employment. In this regard, the terms of employment of employees at the ministry of education were thought and investigate to discover how they affect one's ethical behaviors and standards in terms of work performance. It was noted that 95% (114) of the respondents were working on permanent basis and pensionable whereas 5% (6) acknowledged of

being still serving their probation period of 1 year to qualify to benefit from the ministry of education pension scheme. This can be shown from the figure 6 as shown below. So, majority of the respondents were in active employment well aware of the professional code of conduct of the workplace. This means that the judgment levels of respondents will have no negative effect on this research wince they actively engage in the affairs of the ministry optimally. Equal terms of reference serve fairly and helps employees practice professional code of conduct in a working place. Employees who are working on permanent basis and pensionable resonate with code of conduct and knows that it is essential to practice ethical behaviors to create conducive working environments for all employees. Terms of employment are different in most organizations, and this affects the way employees behave in an organization. As a result of these differences, employees tend to focus on their roles and responsibilities.

Figure 6: Showing the terms of employment of respondents



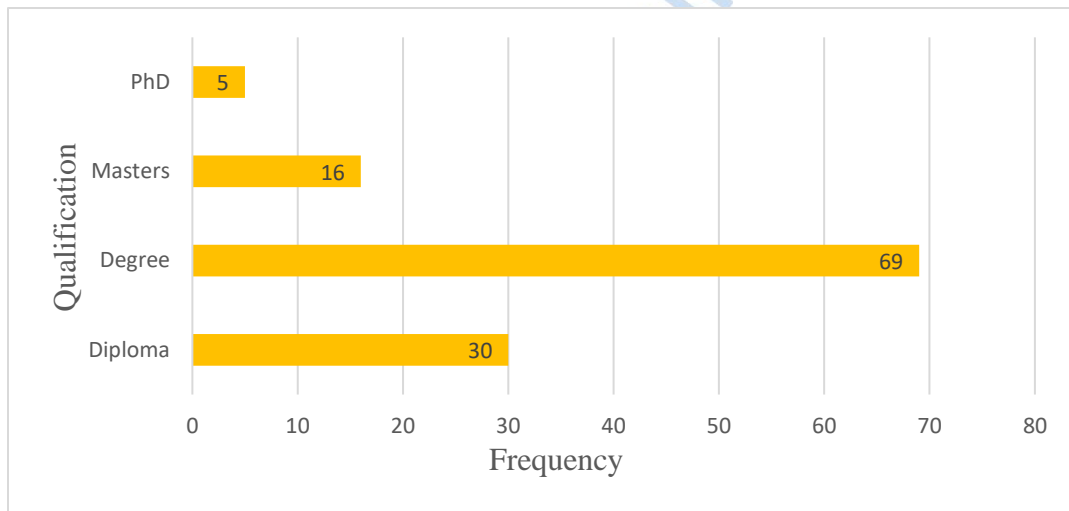
Source: Primary data. Researcher (2022)

#### 4.2.7 Education Qualification

One of the factors that affects research findings both qualitatively and quantitatively is the levels of education of respondents. To ensure the quality and integrity of responses, respondent's levels of education statuses were evaluated, and findings showed that 4.2% (5) had PhDs, 13.3% (16) had master's degrees, 57.5% (69) had bachelor's

degrees, and 25% (30) had diplomas. The views collected from the respondents really demonstrate how the ethical standards affect work performance of different employees at the workplaces since they all have attained the minimum working conditions within the ministry. According to the respondents, each and every employ feels that he or she need to maintain and demonstrate his or her professionalism as a prerequisite for the organization. Ethical standard is what is expected from all employees who are recruited to do their work to meet the standard of the organization. There is a need for workers to portray their professionalism and perform to the standard in order to maintain the ethical behaviors at workplace to the upper limit. Therefore, education qualification determines the ethical standard practice and an organization by the workers. The distribution of the education status of respondents is shown in figure 7 below.

Figure 7: Showing the Education status of respondents



Source: Primary data. Researcher (2022)

### 4.3 Discussion of objective results

4.3.1. investigating the underlying causes of persistent civil servant misbehavior.

The Ministry of Education, Science, Technology, and Ministry of Education and Sports in Uganda was evaluated using a Likert scale with a range of 1 to 5. The first goal, which is to study the underlying causes of persistent civil servant misconduct despite the existence of ethical standards, was appraised using this scale.

Multiple factors were included in the analysis of how ethical standards affect work performance. With a mean score of 3.92 and a standard deviation of 1.06, it was noted that respondents largely believed that the ministry operates under established ethical norms. The mean score and standard deviation for those who thought that working conditions affect performance were 3.33 and 0.94, respectively.

A sizeable portion of respondents firmly agreed that moral principles are essential for guiding ministry operations and promoting positive workplace environments, which in turn have a big impact on work performance.

A mean score of 3.46 and a standard deviation of 0.29 were obtained from the assessment of how ethical standards affect agency outcomes within the ministry, indicating that ethical standards have a significant impact on the outcomes of the ministry. Respondents indicated agreement with the statement that managers and directors at the Ministry of Education and Sports are more aware of public perception as a result of adherence to the ethical code of conduct, with a mean score of 2.29 and a standard deviation of 0.65, indicating that ethics significantly influence managerial considerations.

With a mean score of 1.71 and a standard deviation of 0.29, ethical standards' principal goal of encouraging morally upright conduct among managers, employees, and the entire ministry department was supported. It is important to note, however, that this research implies that there may be other influencing elements at work and that ethical norms may not be the only factor determining people's behaviors.

With a mean score of 0.92 and a standard deviation of 0.35, the percentage of respondents who felt that Ugandan citizens expect professionals to serve the public interest fairly was quite low. This implies that not everyone concurs with this assertion. With a mean score of 1.54 and a standard deviation of 0.76, respondents thought that more people expected workers to handle public resources appropriately on a daily basis. For your convenience, a summary of this data is provided in the table below.

<b>Ethical standards</b>	<b>Mean</b>	<b>SD</b>
At the ministry, our actions are guided by ethical norms.	3.92	1.06

Performance is influenced by the working environment.	3.33	0.94
The output of the agency is influenced by the (Ministry of Education and Sports) ethical standards.	3.46	0.29
Ministry of Education and Sports managers and directors are more aware of how the public perceives them and strive to be viewed as ethical	1.71	0.29
The main objective of the ethical standards is to outline morally righteous conduct for supervisors, staff members, and the Ministry as a whole.	0.92	0.35
Citizens of Uganda anticipate fair treatment of the public's interests from employees.	1.54	0.76

Compound mean 2.45 and Standard Deviation 0.32

Respondents considered and believed that ethical standards had a considerable influence on the performance of employees and workers within the Ministry of Education, Science, Technology and Ministry of Education and Sports, with a composite mean of 2.45 and a standard deviation of 0.32.

#### **4.3.2: Assessing the consequence of neglecting the ethical standards by the civil servants.**

A variety of measures should be used to hold Ministry of Education and Sports employees responsible. With a mean score of 2.71 and a standard deviation of 0.65, respondents, as shown in the table below, generally agreed that most Ministry of Education and Sports officials had a responsibility to report on their use of public resources and are accountable for failing to meet the defined work performance targets and objectives. Understanding how responsibility connected to the moral standards of civil workers inside the ministry was essential.

Furthermore, it was found that performance difficulties connected to accountability revealed that Ministry of Education and Sports officials were accountable for failing to meet the required performance objectives with a mean score of 3.04 and a standard

deviation of 0.29. This discovery highlights the necessity for ministry officials to assume control over these unmet expectations.

With a mean score of 3.33 and a standard deviation of 0.88, the survey found that Ministry of Education and Sports officials acknowledge and accept responsibility for actions that fall under the purview of their jobs and need reporting. With a mean score of 4.21 and a standard deviation of 0.65, the findings also provided significant evidence in favor of the hypothesis that Ministry of Education and Sports officials accept and assume responsibility for choices made in the course of their employment under the reporting requirement. When it came to decision-making duties, respondents strongly agreed that they alone are responsible for making well-informed judgements that can advance the ministry, as evidenced by a mean score of 4.04 and a standard deviation of 0.41. The participants' high level of agreement was evident from this.

The study's findings, which examined the extent to which internal Ministry of Education and Sports policies and norms held public servants responsible, showed that respondents, with a mean value of 4.21 and a standard deviation of 0.34, generally agreed. This implies a widespread sense of responsibility for improving ministry procedures. It was also highlighted that respondents largely agreed that the Ministry of Education and Sports operates independently while maintaining its processes, with a mean score of 4.00 and a standard deviation of 0.71, underscoring the commitment to upholding autonomy.

According to the findings, which also demonstrated a strong consensus among respondents, with a mean score of 4.29 and a standard deviation of 0.46, the Ministry of Education and Sports has a dedicated division tasked with receiving citizen complaints and serving as a conduit between the government and society to hold civil employees accountable to their constituents.

When analyzing the Ugandan government's accountability system's robustness for ensuring the effective and efficient use of public resources, the findings showed a mean score of 3.33 and a standard deviation of 0.83. Despite the existence of accountability systems, the relatively large standard deviation suggests that there is a lack of trust in the present institutions.

With a mean score of 2.46 and a very low standard deviation of 1.6, respondents strongly agreed that the Government of Uganda should prioritize moral and policy-based decisions that serve the public interest. They also strongly agreed that such decision-making is primarily influenced by the general public.

On the other hand, the results showed that, with a mean score of 0.83 and a standard deviation of 0.12 on this issue, very few respondents thought that incentives are distributed fairly within the Government of Uganda.

Results regarding the use of sanctions for willful rule-breaking inside the government indicated a mean score of 2.04 and a significant standard deviation of 1.00, suggesting that the majority of respondents did not agree that these procedures were successfully implemented.

With a mean score of 2.17 and a standard deviation of 0.29, the study's final section examined the government's efforts to adopt accountability systems. This shows that a significant portion of respondents felt that these issues were not being managed successfully despite the existence of accountability procedures.

The study's objective was to understand how the Ministry of Education and Sports encourages groups and people to participate in the creation of public policy. The results, with a mean of 2.83 and a standard deviation of 1.0, were in favor of this hypothesis, notwithstanding the perception of the respondents that these concepts were not consistently put into practice.

Respondents highly endorsed the idea of relationships being built that allow and promote decision-making, as indicated by a mean of 2.63 and a standard deviation of 0.59, which also suggests widespread support for assisting decision-making processes.

Finally, the majority of respondents agreed, with a mean score of 2.67 and a standard deviation of 0.47, regarding the creation of partnerships by Ministry of Education and Sports that permit and promote feedback for knowledgeable Program/Project delivery and outcome performance. It was believed that receiving feedback was essential to the effectiveness of government programs and to encouraging sector-wide responsibility.

With a mean score of 2.46 and a standard deviation of 1.12, the data also showed that the majority of respondents felt personally accountable for all the resources under their control. This significant standard deviation variability highlighted the significance of giving accountability concerns top priority in order to achieve desired results.

Findings showed that a compound mean of 3.01 and SD of 1.48 was realized. This indicated that accountability has a strong relation with work performance, this study established that most of the employees within the ministry were good on aspects concerning giving and following up on the issues that have an influence on accountability. This was found that accountability greatly affects performance at work and reduces time, costs and improves service delivery. Data in line is summarized in the table below.

<b>Accountability</b>	Mean	SD
The Ministry of Education and Sports officials are responsible for reporting on the use of public resources and taking responsibility for any performance goals that were not met.	2.71	0.65
If the established performance goals are not met, it is the fault of the Ministry of Education and Sports authorities.	3.33	0.88
The Ministry of Education and Sports officials acknowledge and accept responsibility for acts taken while carrying out their responsibilities in accordance with the reporting duty.	4.21	0.65
Internal policies and standards at the Ministry of Education and Sports hold government officials responsible.	4.21	0.34
Independent commissions in the Ministry of Education and Sports hold public employees responsible.	4.00	0.71
The Ministry of Education and Sports has a specific division that receives citizen complaints, linking government and society to keep civil officials responsible to the people.	4.29	0.46
Strong accountability measures put in place by the Ugandan government guarantee the effective and efficient use of public funds.	3.33	1.83

The Ugandan government (Government of Uganda) is in favor of ethically sound, policy-based decisions that are motivated by concern for the welfare of the general public.	2.46	1.60
The Government of Uganda has a system that honors excellence in performance.	0.83	0.12
The Government of Uganda has a system that imposes penalties for willful rule violations.	2.04	1.00
The Government of Uganda is equipped with a system that values responsibility.	2.17	0.29
The Ministry of Education and Sports encourages groups and individuals to get involved in the formulation of public policy.	2.83	1.00
The Ministry of Education and Sports has created a link that allows for and promotes decision-making.	2.63	0.59
The Ministry of Education and Sports has established a connection that permits and encourages input that improves the effectiveness of Program/Project delivery and results.	2.67	0.47
I am liable for all the assets related to the position I hold.	2.46	1.12

#### **4.3.3: To determine how openness might increase ethical norms so that government employees perform better.**

The study also was to establish how ethical standards can improve civil servants' performance within the ministry. Transparency was evaluated at different levels of management and the findings revealed the following observation and findings.

Findings showed that timely, unfettered public access to information has an impact on Ministry of Education and Sports Sport performance and decisions. A mean score of 3.75 and SD of 1.41 was obtained. This high number of means indicated that most of the members accepted that indeed information access is free, but a high standard deviation demonstrates a need for improvement in the usage of the information. It was discovered that data available can't influence members to improve their working condition in leveraging transparency as the yardstick. Some information doesn't help

in management of different sectoral areas. Findings also demonstrate that majority of the members at mean 3.33 and SD 2.12 possesses effective communication at all levels, and not simply announcements within the Ministry of Education and Sports. Open communication improves working conditions and helps workers to collaborate and perform well. On the other hand, poor communication can influence employees negatively in their different roles and responsibilities. When managers communicate effectively, it supports their subordinates to be on the same track. Most managers have kept their commitment to effective communication, and making sure each and every worker is well informed about their duties, and upcoming events or any other role that the ministry implore. All employees are updated and well informed about the new activities and work expected to be done. This has improved the different departmental communication gaps that had previously showed up.

The members agreed that the Ministry of Education and Sports might be influenced by political, economic, procedural, policy, or operational transparency, which are separate potential spheres of transparency for the public sector. This idea related to issues affecting the ministry. A mean score of 2.92 and SD of 0.47 was obtained. This indicated that it was true indeed there was political and economic influence affecting the transparency in the ministry. But due to a low standard deviation finding revealed that the factor has reduced significantly overtime. The results also showed that the presence of economic transparency as a distinct area of potential openness for the public sector as a gauge of ethical norms was supported by a mean of 1.29 and SD of 0.41. The opinions that procedural transparency was a separate area of potential openness for the public sector coexisted had a mean score of 1.66 and SD of 0.24. However, its impact was so negligible that it rarely had any chance of influencing the outcomes of choices that would affect the provision of services, however transparency is supposed to be significant in all organization for maintenance of ethical standards.

Overall, a compounded mean score of 2.66 and SD of 1.45 was realized with, majority of the members agreeing that the truth of the matter, transparency is one of the key contributors of good governance practices and promoter of ethical standards and improves work performance in public service sector especially education that has an

impact on the development of the country. Nevertheless, for an organization to meet the highest standard of performance, it must put transparency in frontline for all employees to practice and sustain standard operating procedures in an organization.

Data in line is summarized in the table below.

<b>Transparency</b>	Mean	SD
I can vouch for the fact that the public gets free access to the most recent details regarding decisions and operations at the Ministry of Education and Sports.	3.75	1.41
In the Ministry of Education and Sports, there is effective communication that goes beyond simple notifications.	3.33	2.12
The Ministry of Education and Sports has the ability to make the public sector more transparent in the areas of politics, economics, procedures, policies, and operations.	2.92	0.47
The Ministry of Education and Sports recognizes economic transparency as a different area of potential public sector openness.	1.29	0.41
The Ministry of Education and Sports recognizes procedural transparency as a different area of potential public sector openness.	1.67	0.24
<b>Compounded Mean and SD</b>	<b>2.66</b>	<b>1.45</b>

The majority of respondents, who agreed that nearly all Ministry of Education and Sports programs and activities are carried out in the same way as previously but with less resources, including money, staff, and space, did so with a mean of 2.08 and SD of 1.53. Findings on the performance of the Ministry of Education and Sports Sport's civil workers in relation to the independent variables of accountability, transparency, and ethical standards made this clear. At work, performance has not considerably improved.

Results of the Ministry of Education and Sports officials and administrators, who are always eager to learn more about how much they contribute, showed that a sizable portion of respondents agreed with a mean of 2.13 and SD of 1.0. the presence of

availability of information and data in line with performance but it was discovered that the available information is not strongly utilized due to its low rate of SD scored against an acceptance mean presence of data. Access to information doesn't mean use of information in solving daily problems.

Findings from the Ministry's capacity in ensuring their utilization and use of processes and resources without duplication in timely manner, most of the respondents agreed and accepted with a mean score of 2.93 and SD of 0.51. This is an indicator that however many accepted that most processes are followed, and roles and responsibilities are not duplicated, the utilization and putting the data to proper use is not highly significant. The majority of respondents agreed with a mean score of 2.75 and SD of 1.77 about whether the Ministry of Education and Sports staff tries to use resources as efficiently as possible on time to achieve the ministry's objectives. This demonstrated that their adequate use of resources but however, there are not enough in achieving all the set objectives in a very particular line of duty. A small percentage of respondents disagreed that time management in completing tasks is not enough as stipulated even though they endeavor to complete the task with the available resources. They are overworked in meeting deadlines and set targets.

The respondents, with a mean value of 2.67 against an SD of 1.41, substantially accepted the idea that Ministry of Education and Sports programs/projects officers always look out for the output impact of the functions whether they either contribute to or influence Ministry performance as a whole. Many participants agreed, but on average, respondents weren't happy with the result.

Findings from the staff satisfaction of all Ministry of Education and Sports programs and projects are demonstrated by how the services are viewed by senior management and internal personnel with regard to these projects' performance. A mean value of 2.08 and SD of 0.35 were lowly reached. Many respondents were not satisfied with the level of output. The performance in that aspect was taken as low because most of the members disagreed that performance of staff on project management and execution is low. The high level of modernization of the Ministry, which is evidenced by the extent to which it has adopted new management practices and is regarded as being innovative

and forward-looking, was underestimated by many respondents. They didn't agree with most of the respondents; their mean score was 3.46, and their standard deviation was 0.41. This indicator revealed that there are no new innovations in place and only utilization of past technology and management practices in running the ministry's affairs. For their efforts to strive to attain the necessary outcomes in terms of quality in line with the specified aims and performance criteria for service delivery, all Ministry of Education and Sports personnel received a mean score of 3.21 and SD of 2.42. Nearly all of them said that although workplace performance had increased, the level of the services provided had not. With a mean score of 3.54 and SD of 0.41, the majority of participants strongly agreed with the findings on the Ministry of Education and Sports staff's increased performance in their attempts to provide the intended results in terms of quantity within the set objectives and performance standards for service delivery.

Many agreed that the numbers of projects/programs attended to have increased both in numbers and time. Hence demonstrating an improved performance on that aspect.

Generally, from the findings concerning whether ethical standards affect performance, it was established that many of the respondents agreed that ethical standards affect works with mean value of 2.98 and SD of 0.99. Many members indeed accepted that ethical issues affect performance of employees at their places.

<b>Performance of the civil servants in Ministry of Education and Sports</b>	<b>MEAN</b>	<b>SD</b>
Activities are carried out on practically all Ministry of Education and Sports initiatives and projects in the same manner as previously, but with less funding, staff, space, etc.	2.08	1.53
Ministry of Education and Sports administrators and officials always look forward to receiving more money than they put in.	2.93	0.51
The Ministry always makes sure that each operation makes the best use of the resources at its disposal by avoiding duplication or carrying out each step correctly the first time.	2.75	1.77

The level of satisfaction with all Ministry of Education and Sports programs and projects may be inferred from how top management and internal personnel on these projects view the service.	2.08	0.35
The Ministry has advanced its management practices to a significant degree, which demonstrates its high level of modernization.	3.46	0.41
Every Ministry of Education and Sports employee puts in a tremendous amount of effort to deliver the outcomes that are required in terms of quality in accordance with the objectives and performance standards for providing services.	3.21	2.42
Every employee at the Ministry of Education and Sports works hard to produce the desired outputs in a quantity that complies with the objectives and performance benchmarks for providing services.	3.54	0.41
<b>Compounded Mean and SD</b>	<b>2.98</b>	<b>0.99</b>

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction.

Along with the study's conclusion and suggestions, a summary of the results concerning ethical concerns and their impact on performance at the ministry of education is also provided in keeping with the study's goals.

### 5.1 Findings and summary of the research

According to the study findings, the study's conclusion is compatible with the objectives outlined in this chapter and the study variables listed. The study's goals were to pinpoint the underlying causes of recurrent misconduct among public servants employed by Uganda's Ministry of Education, Science, Technology, and Ministry of Education and Sports, evaluate the effects of the civil servants' flagrant disregard for morality, and come up with solutions to tighten morality and improve the performance of the public servants.

The demographics and bio data of the respondents was first analyzed to ascertain the different characteristics of the individual respondents, and it was established that 7.5%

of respondents were aged between 21 to 30 years old, 19.2% were between 31 to 40 years, 48.3% were between 41 to 50 years, and 25% were aged between 51 to 60 years old. The findings showed that there was co-existence of employees with high work and job experience at the workplace demonstrating some degree of sensitivity on matters of the ethical standards and performance at the ministry. These findings also established that majority of respondents between 41 to 50 years who made 48.3% demonstrated a high level of engagement in trying to implement the different ethical standard in place due to their level of experience and being the core implementations of the different policies in the ministry.

### **5.2.2 Objective 1:**

The study's goal was to ascertain how moral behavior impacts productivity at the workplace. The majority of respondents, with a mean grade of 3.92 in support of having ethical standards in place to govern ministry operations and SD of 1.06, were found to be in agreement that ethical standards are, in fact, in existence. In terms of establishing the working condition influencing performance, mean of 3.33 and SD of 0.94. Majority of the respondents strongly believed that ethical standards are the key in driving the operations and fosters the working conditions of employees at the ministry influencing their work performance. standard deviation of 0.29 about the impact of ethical standards on agency outcomes. Indeed, moral behavior has a significant impact on the ministry's day-to-day operations and public image. This demonstrated how strongly ethical norms affect the results that the ministry accomplishes. With a mean of 2.29 and a standard deviation of 0.65 favoring its adherence to the ethical code of conduct replies, the question of Ministry of Education and Sports managers and directors becoming more aware of how they are seen by the public obtained a good grade.

Demonstrating that the primary motivating force behind management issues is ethics. Members rated whether the main objective of the ethical standards was being morally upheld by excellent behavior by managers, staff, and the entire Ministry department as a whole (1.71 mean value and 0.29 standard deviation). The survey also sought to determine whether Ugandans believed that workers served the public interest fairly or not. A mean value of 0.92 and a standard deviation of 0.35 were found, and many

respondents disagreed with the claim that they were not treated fairly when they visited certain government departments.

### **5.2.3: Objective 2**

According to the study's findings, the majority of respondents (mean of 2.71 and SD 0.65) agreed that most Ministry of Education and Sports officials had a duty to report their use of public resources and were responsible for their work performance in achieving the stated targets and objectives. It is therefore important for employees to take responsibility for decision made both individually and as a team. This is a leadership trail that every worker who is looking to take up a managerial position should demonstrate. The study's goal was to determine how accountability affects the ethical standards of civil servants in the ministry. Accountability is also a good track of an employee. One of the things that may shortchange talented, and responsibility is the lack of accountability. The majority of Ministry of Education and Sports officials were believed to be at fault for the department's failing to meet its stated performance targets, according to findings on performance-related accountability issues (mean of 3.04 agreed and SD of 0.29).

The results, which agreed on a mean of 3.33 and SD of 0.88, also demonstrated that ministry officials had a responsibility to take care of any issues that had not been addressed in practice. The majority of participants, with a mean score of 4.21 and SD of 0.65, agreed that Ministry of Education and Sports officials should accept and take responsibility for their actions that fall within the ambit of their employment and reporting obligations. Once an employee is recruited, he or she need to know that at the end of the day, service is rendered in the right way. Employees need to be guided and directed by their supervisors to commit to their work. Therefore, when ethical behavior is emphasized, there will be high standard performance that will indicate how employees are following the polices of the workplace.

Findings indicated that Ministry of Education and Sports officials acknowledged and accepted responsibility for their policies within the scope of their employment (mean score of 4.04 and SD of 0.41) on the question of whether the members agreed about decision-making being their sole Members disagreed that the Government of Uganda

had a system for rewarding good performance (Mean score of 0.83 and SD of 0.12), saying that prizes are provided to a select group of people while not all members are receiving them, which stokes conflict among workers and lowers productivity. The majority of respondents to the research disagreed with the assertion that the Government of Uganda has policies in place to impose consequences when regulations are willfully broken or disregarded (mean score of 2.04 and SD of 1.00). Therefore, this calls for more effort to be done by the Government of Uganda to enforce the policies that govern the ethical behaviors of workers in the Ministry of Education and Sports.

Although there were many concerns with accountability, most members didn't think that it was poorly managed, as shown by the members' disagreement with the procedures for embracing it (mean value of 2.17 and SD of 0.29). Members of the study who agreed (mean score of 2.83 and SD of 1.0) that their ideas are not properly implemented in public policy development issues were intended to determine how the Ministry of Education and Sports supported citizen engagement in public policy development issues. There is need to consider the ideas and opinions of employees when setting policies because this will make them feel that their ideas were fully considered. Thus, there will be no excuse of neglecting or ignoring the implementation of policies set by the government of Uganda. Members agreed (mean of 2.63 and SD of 0.59) that defining the criteria for developing a connection that permits and supports decision-making was highly recommended. Therefore, before decision making, it is essential to consider employees' opinions. Members agreed with a mean score of 2.67 and a standard deviation of 0.47 about the Ministry's involvement in fostering relationships that enable and promote feedback that guides program/project delivery and outcome performance. Feedback is very important in every organization or government institutions. Whether it is up word or down word feedback, it needs to be put in place for evaluating supervisors and their subordinates' ethical behaviors in workplace. Many participants cited feedback as being essential to any ministry program's effectiveness in fostering accountability. The ministry's projects stalled as a result of accountability issues, which were not prioritized and resulted in a mean score of 2.46 taking charge and SD of 1.12 of members disagreeing, according to another

accountability parameter about being held personally accountable for all the resources under one's jurisdiction. It should be mandatory to prioritize accountability if the Ministry of Education and Sports wants to achieve most of its plan. Emphasis on accountability helps employees to offer the right service to the right people at the right time. When accountability is considered seriously, it can lead to improvement of service delivery in the Ministry of Education and Sports. Hence directing workers to perform highly.

To determine if work performance has a strong relationship with accountability, it was found that the majority of ministry employees (compound mean of 3.01 and SD of 1.48) were good at following up on the issues that have an impact on accountability. Some employees were determined to follow up with their managers in case there is a delay in relaying feedback. This shows that some employees are serious about their work to in order not to impact outcome. The workers make sure they keep on truck to deliver service. This was due to the fact that accountability has a significant impact on performance, decreases expenses, and enhances service delivery.

#### **5.2.4 Objective 3**

To determine the impact of transparency and how it affects Ministry of Education and Sports performance and decisions. Although the majority of the members (Mean of 3.75 and SD of 1.41) agreed that information access is free, some of them showed that there is room for improvement in how the information is used. It was determined that benchmarking only on the transparency index made it difficult to persuade members to enhance their working relationships. Members disagreed that there are communication gaps (mean 3.33 and SD 2.12) in order to determine whether effective communication, as opposed to merely announcements, has improved within Ministry of Education and Sports in the various departments. Effective communication must build strong relationship among employees; good professional relationship is not only a thing that foster teamwork among employees but also help with career development of employees. Professional relationship between the low-level and the high-level employees will make it easier for ideas and knowledge to be passed to the junior employees. With a mean score of 2.92 and a standard deviation of 0.47 for the

parameter indicating whether the Ministry of Education and Sports is influenced by political, economic, procedural, policy, or operational transparency—separate realms of potential transparency for the public sector—the members agreed that there are political and economic influences affecting the transparency in the ministry. The participants agreed and supported the presence of economic transparency as a distinct area of potential openness for the public sector as proof of ethical standards based on the research (mean of 1.29 and SD of 0.41). Recognizing that procedural openness is a different area of possible public sector openness that coexists (mean score of 1.66 and SD of 0.24), Though it's minimal can hardly affect the results of the outcomes of decision that influence service delivery. Lastly, a compounded mean score of 2.66 and SD of 1.45 shows that many of the of members agree that transparency is one of the key contributors of good governance practices and promotes ethical standards and improves work performance in public service sector especially education that has an impact on the development of the country.

### **5.3 Conclusions**

Basing on the objectives of the study:

Conclusion 1:

It's discovered that the working condition greatly influences work performance, which are driven by the established ethical standards that fosters the working conditions of employees. The ethics of the employees were determined to be the key driving factor in establishing the management issues and decision taken by the different sectors of the ministry, departments and or agencies. The study established that many government workers are supposed to serve the public interests with allot of fairness of which it's not the case, the ministry is supposed to do lots of training of its employees in regard to corporate social responsibility in some sectors in the ministry. It is important to understand that ethical behaviors in workplace can stimulate positive employees' behaviors that can lead to the organizational growth just as unethical behaviors in workplace can lead to the damage of organization. Employers should allow workers to provide feedback through surveys or suggestion box. This can encourage honest input, leading to actionable insights that enhance workplace self-motivation. Establish

structured methods for giving and receiving feedback on projects and performance; regularly schedule reviews to ensure that everyone stays aligned on expectations while allowing for course correction where necessary. Create a platform where employees' contributions are acknowledged openly. Recognitions always foster motivation and reinforce positive behaviors aligned with organizational values and principles. When employees are aware of their responsibilities and how they fit into a larger framework of the organization, their level of motivation rises. Individuals can visualize their impact on the team and organizational success, leading to higher engagement that makes employees accountable to their work. Employers should establish culpability through a transparent process that helps clarify roles and responsibilities, allowing team members to understand what is expected of them. This clarity improves individual accountability and empowers workers to take ownership of their contribution to the organization. When you put organizational stakeholders that include individuals, groups and associations of various types to enter a relationship with the organization that protect their interest in a specific way, there is an expectation that the stakeholders and the organization will act in an ethical manner that suits each other's interest. An organization that is perceived to act ethically by employees, can realize positive benefits and improve performance. The perception of ethical behavior can increase employees' performance, job satisfaction, organizational commitment, trust and influence other workers' negative behavior change. Therefore, ethical behaviors in the workplace create a foundation of a positive and productive environment. By upholding integrity, employees contribute to the culture of trust, fairness and mutual respect among the team which benefits both the organization and the populace.

**Conclusion 2:**

The objective of establishing how accountability affects ethical standards of civil servants in the ministry, most of the Ministry of Education and Sports officials took obligation on reporting their usage of public resources and were answerable in one failed to meet the set targets and objectives in regard to work performance. Most of the employees tried to take responsibility of their actions and owed decisions made in influencing decision making and enforcing policies in place in line with one's job descriptions. Civil officials were held accountable by internal rules and norms of the

ministry, and they shared responsibility for streamlining existing procedures. Clearly defined roles and responsibilities minimizes confusion and promotes accountabilities in workplace. When employees understand the contribution to the organization, they are more likely to trust their leaders and the decision they make. Consistency is very crucial among employees. Leaders should ensure that their actions align with their words; this reliability fosters confidence among team members who feel assured that leadership is the best interest of the organization. The impact of leader-vulnerability on the team underlying forces cannot be understated. When leaders demonstrate authenticity by admitting mistakes or sharing challenges, it humanizes them and encourage the culture of openness. Employees sees that vulnerability is not weakness; but a strength that fosters connection and engagement. Modeling behaviors of the leaders that often discuss their experience openly, creates a safe space for others to do the same. This modeling can significantly enhance trust level within the team. A culture of reward that calculate risk and learning from failures empowers workers to innovate without fear of judgement. Incorporating this practice into daily operation not only strengthen interpersonal relationship but also cultivate an atmosphere where trust and accountability flourish. Lack of accountability may result into mistrust by supervisors or managers; the boss may think that the employees have “I don’t care attitude” to the organization projects. This can affect the services rendered to citizens. Employees should not do anything that will make their supervisor withdraw trust from them. As employees of a company, they are expected to get work done absolutely on time. Things like missing deadline regularly or delivering work that need to be revised over and over again, can indicate inconsistency which is seen as lack of accountability that can deny one elevation in workplace. It can make employer not to assign some tasks to these kind of workers in future. It is very important to be accountable for everything you do in an organization to exhibit your integrity. Therefore, integrity is vital in every workplace. Organization needs to have predefined rules and regulations regarding workplace ethics. These rules and regulations should be given to all employees together with their employment contracts upon arrival to the organization. This will help workers to be responsible and accountable for their actions and duties at workplace. It was noted that there is need for strengthening accountability on utilization of public

resources, and instilling trust from the accountability systems put in place. The government should establish a mechanism that rewards good performers, other than causing division among employees hampering work performance and productivity. Citizens' participation in public policy development issues was not in place and its implementation is lacking. Many members attributed feedback being considered key for the successes of any ministries program in line with promoting accountability, even though accountability issues were not given priority and resulted to stalling of some government projects which greatly affects performance and deters service delivery.

**Conclusion 3:**

Information access is free but there is a need for improvement in the usage of the information accessed. There was no effective communication; communication gaps were noted. Effective communication is very essential to avoid misunderstanding when dealing with issues in workplace. Communicating effectively can mean different things to people at different point of time. For example, effective communication can mean if an employee breaks the rules and regulation of an organization by coming late to workplace, he or she may reach out to human resource to explain the reason of making him or her arrive late at workplace. This will help human recourse to understand the employee's unforeseen circumstance and spare the employee from punishment, if the situation is communicated properly. It is also important to consider cultural background, ethnicity and race in effective communication. Human resource plays an important role in modelling trust-building strategies. Creating a culture of transparency not only strengthen relationship among employees but also aligns with organizational goals. Transparent communication creates a conducive workplace where employees feel valued and involved. The effect of transparency on employee's moral behavior is significant. When leaders openly share information, it builds up trust and lessen uncertainty in an organization. As trust deepen among employees, teams become more cohesive, leading to improved performance and job satisfaction. Embracing transparency as a core value lays a foundation of sustainable success within any organization. Employees who are informed about the company goals, strategies and changes embrace sense of belonging. Transparency allows the workers to align their personal values with the organization mission leading to elevated job satisfaction. Open

conversation promotes teamwork and creativity in workplace. Employees feel empowered and free to share ideas without fear of being criticized, hence it results into a more vibrant workplace leading to high performance. The organizations that prioritized transparent communication always have low staff turnover rates. Employees are more likely to stay with the organization that values openness because they see it as a sign of respect and commitment from the side of the leadership. Transparent practice shows that the company invests in its workers to bring out the best out of them. When the workers understand the direction of the organization and their role within it, they become more dedicated to their work, thus leading to the success of the organization. Organizations that embrace transparency, can effectively address concerns before they turn into bigger problems. Regular updates and feedback mechanism allow workers to express their opinion, fostering the culture of inclusivity in workplace. Investing in transparent communication not only leads to immediate improvement in workplace but also lays down the foundation of long-term loyalty to the company. As an organization cultivates this conducive environment, it also creates an opportunity for ongoing growth and success of the organization. Building trust in the workplace is very crucial for fostering a positive organizational culture. Transparent communication serves as a foundational mechanism to establish and nurture the trust among workers. Leaders need to encourage employees to share ideas, opinions, express themselves freely, give feedback and create an environment where everyone feels valued. Regular check-ins or town hall meetings can facilitate open discussion, allowing team members to engage with leadership directly. As organization prioritizes strong transparent communication, they lay basis for stronger collaboration, higher moral and eventually enhance higher performance across all levels in the workplace. Creating a culture of transparent communication requires an intentional strategy that enhances information flow and strengthens interpersonal relationship among employees. Implementing open communication is crucial for fostering an environment where workers feel respected and heard. Supervisors can schedule one on one meetings and team clusters to encourage dialogue. These sessions provide employees with opportunity to share insights, ask questions and voice concern without fear. Employers should equip workers with skills that emphasize the importance of listening. Training

sessions can help workers develop empathy and understanding, transforming their interaction in to more meaningful discussion. Leaders need to maintain an open-door policy where workers can approach them directly with ideas or concerns. This practice reinforces the notion that every voice matters and nurtures the culture of transparency. However, in this survey, there is presence of political and economic influence in the Ministry of Education and Sports; thereby affecting the transparency at the ministry, even though the outcomes of decision might not influence service delivery. It was noted that transparency is one of the key contributors of good governance practices and promotes ethical standards and improves work performance in public service sector especially education that has an impact on the development of the country.

#### **5.4 Recommendations for practice to improve workplace**

For better improved service delivery and to promote transparency, a reward system needs to be put in place that enables that every employee is out rightly rewarded without bias, and everyone is involved at each stage.

Communication and information channels that promote feedback to and from every sector must be instituted, and where possible guidelines must be cleared identified.

Politicians, and political leaders should follow due processes to eliminate room that creates bias and tension among employees and other stake holders within the different MDAs.

#### **5.5 Recommendations for more study in this area**

It is necessary to do study on how reward systems effect service delivery and personnel performance at the ministry for additional and future studies. There is need to study how politics affects service delivery and undermines work performance in different government sectors.

There is need to carry out research on establishing the role of communication channels in fostering good governance practices among government departments.

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**Appendices.**

**Appendix 1: Questionnaire.**

I am a graduate student in governance and ethics at Mount Kenya University. Please take a few moments to assist me in completing the attached questionnaire, which will only be used for research purposes. All completed questionnaires were coded, so identities are not required, guaranteeing the respondents' privacy. Call me at 0773129420 if you have any questions. Please return in the sheets to me or the person who supplied them to you after you're finished. We appreciate you taking the time to help with this study. May God shower you with countless benefits! We appreciate you helping us.

**Demographic Information**

Please read the following statements and tick the appropriate answer for each.

1. Age group: 21 to 30, 31 to 40, 51 to 60
2. Sex: Male.                      Female.
3. Title/Position: Administrative Support.
  - a. Technician
  - b. Administration/Manager
  - c. Other please specify.....
4. Number of years working for the company:
  - a. Less than 1 year
  - b. 2 to 5 years.
  - c. 10 to 15 years
  - d. More than 20 years.
5. Have you successfully completed your agency's anticipated probationary period?  
Yes \_\_\_\_ No \_\_\_\_

## 6. Education and highest qualification currently held

1. Diploma:           Yes     No
2. Bachelor's degree: Yes     No
3. Master's degree.   Yes     No
4. Doctorate.           Yes     No

### Instructions:

Please choose one of the five options below—strongly disagree, disagree, not sure, agree, or agree—to indicate how much you agree or disagree with each statement.

### Questionnaire items

S/N	Questionnaire items	Responses				
		SD	DA	NS	A	SA
	<b>Ethical standards</b>					
1	At the ministry, our actions are guided by ethical norms.					
2	Performance is influenced by the working environment.					
3	The output of the agency is influenced by the (Ministry of Education and Sports) ethical standards.					
4	Ministry of Education and Sports managers and directors are more aware of how the public perceives them and strive to be viewed as ethical					
5	The main objective of the ethical standards is to define morally righteous conduct for leaders, staff members, and the Ministry as a whole.					
6	Citizens of Uganda anticipate fair treatment of the public's interests from employees.					
7	Every day, citizens depend on employees to appropriately manage public resources.					

<b>8</b>	Every employee at the Ministry of Education and Sports exercises caution and diligence in the performance of their official duties.					
	Accountability					
<b>1</b>	Reporting on the utilization of public resources and accepting accountability for any performance objectives that were not fulfilled fall under the purview of the Ministry of Education and Sports authorities.					
<b>2</b>	If the established performance goals are not met, it is the fault of the Ministry of Education and Sports authorities.					
<b>3</b>	Officials from the Ministry of Education and Sports acknowledge and accept responsibility for acts done while carrying out their responsibilities in compliance with the reporting obligation.					
<b>4</b>	In carrying out their duties in line with the reporting obligation, Ministry of Education and Sports representatives recognize and accept responsibility for their choices.					
<b>5</b>	Ministry of Education and Sports employees are aware of and accountable for their policies in the course of their work.					
<b>6</b>	Internal policies and standards at the Ministry of Education and Sports hold government officials responsible.					
<b>7</b>	Independent commissions in the Ministry of Education and Sports hold public employees responsible.					

8	The Ministry of Education and Sports has a specific division that receives citizen complaints, linking government and society to keep civil officials responsible to the people.					
9	The Ugandan government has a robust accountability framework that guarantees the effective and efficient use of public funds.					
1	The Government of Uganda (Government of Uganda) is in favor of ethically decent, legally sound judgements that are made with the welfare of the populace in mind.					
	The Government of Uganda has a system in place to recognize successful performance.					
12	The Government of Uganda has a system that imposes penalties for willful rule violations.					
3	The Government of Uganda is equipped with a system that values responsibility.					
4	The Ministry of Education and Sports encourages groups and individuals to get involved in the formulation of public policy.					
5	The Ministry of Education and Sports has created a connection that facilitates and promotes decision-making.					
6	The Ministry of Education and Sports has created a connection that permits and promotes feedback that enhances the efficiency of project/program execution and outcomes.					
7	I am responsible for all assets associated with the position I hold.					
	<b>Transparency</b>					

<b>1</b>	I can vouch for the public's complete access to the most recent data on decisions and operations at the Ministry of Education and Sports.					
<b>2</b>	I affirm that trustworthy information about choices and performance at the Ministry of Education and Sports is freely available to the general public.					
<b>3</b>	In Ministry of Education and Sports, there is effective communication that goes beyond simple notifications.					
<b>4</b>	Potential avenues for greater public sector openness in the Ministry of Education and Sports include political, economic, procedural, policy, and operational transparency.					
<b>5</b>	The Ministry of Education and Sports 's public sector openness may have elements of political, economic, procedural, policy, and operational transparency.					
<b>6</b>	The Ministry of Education and Sports recognizes political transparency as a unique area of potential public sector openness.					
<b>7</b>	The Ministry of Education and Sports recognizes economic transparency as a different area of potential public sector openness.					
<b>8</b>	The Ministry of Education and Sports recognizes procedural transparency as a different area of potential public sector openness.					
<b>9</b>	Another possible area of openness for the public sector in the Ministry of Education and Sports is operational transparency.					

	<b>Performance of the Ministry of Education and Sports 's civil servants.</b>					
<b>1</b>	Activities are carried out on practically all Ministry of Education and Sports initiatives and projects in the same manner as previously, but with less funding, staff, space, etc.					
<b>2</b>	Administrators and representatives of the Ministry of Education and Sports usually anticipate getting more money than they invested.					
<b>3</b>	The Ministry always makes sure that each operation makes the greatest use of the resources at its disposal by avoiding duplication or carrying out each step correctly the first time.					
<b>4</b>	Every ministry of education and sports employee puts out a lot of effort to use resources as efficiently and effectively as possible in order to carry out the objectives of the ministry.					
<b>5</b>	Each member of the ministry of education and sports staff strives to use resources as efficiently as possible in order to meet the goals established by the ministry.					
<b>6</b>	Every member of the Ministry of Education and Sports staff makes an effort to use resources as efficiently as possible to complete the goals established by the ministry.					
<b>1</b>	The officers always consider the impact of any Ministry of Education and Sports programs or initiatives, which is how the results of each of these activities affect or contribute to the performance of the Ministry as a whole.					

2	The degree of satisfaction with all Ministry of Education and Sports programs and projects may be inferred from how top management and internal personnel on these projects view the service.					
3	The Ministry has advanced its management practices to a significant degree, which demonstrates its high level of modernization.					
4	Each and every Ministry of Education and Sports employee works extremely hard to provide the desired outcomes in terms of quality in accordance with the service delivery objectives and performance standards.					
5	Everyone at the Ministry of Education and Sports puts in a lot of effort to generate the needed results at a level that satisfies performance benchmarks and service delivery criteria.					

**Interview Question**

What part do you play in the system that ensures adherence to relevant government regulations and the Ministry of Education and Sports 's code of ethics?

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What should a freshly hired public worker do to put the importance of professional ethics standards and government policy into practice?

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What will you do if you ever have to make a questionable choice that goes against the Ministry of Education and Sports 's ethical guidelines?

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What will you do if a coworker brings up issues or methods that you believed might have been illegal or inconsistent with ethical standards?

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What if you find yourself in a circumstance where you are compelled to act in a manner that is unethical?

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.....

How would you handle a circumstance when you felt that something did not adhere to moral principles?

.....  
.....  
.....

What would you do if you witnessed a coworker acting unethically?

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.....  
.....

I am Grateful

**Appendix 3: Research Budget.**

<b>Item</b>	<b>Quality</b>	<b>Unit cost ugsh</b>	<b>Total cost</b>
<b>Stationary.</b>			
Box files.	2	4000	8,000
Stapler.	1	5000	5,000
Punching Machines.	1	6000	6,000
Marker pens.	1	2500	2,500
Pencils.	2	200	400
Pens.	6	500	3,000
Photo coping data capture sheets.	40 copies	300	36,000
Printing the report.	5 booklets	300	54,000
<b>Data collection</b>			
<b>Personnel</b>			
Transport for three days.	2 X 3 days.	10000	30,000
Data collection.			
Allowance for Enumerator.	1 X 3days.	10000	30,000
Contingence.			50,000
<b>Total</b>			<b>224,900</b>

## Appendix 2: Work Plan

Activity	Dec	Jan	Feb.	Mar	Personnel	Outcome
<b>Phase 1 planning.</b>						
Literature search.					Researcher.	Literature reviewed.
Preparation of the research report.					Researcher.	Draft.
Submission of the draft research to the supervisor.					Researcher.	Draft.
Making corrections.					Researcher.	Report.
Presentation or defense.					Researcher.	Report.
<b>Phase 2 Data collection and management.</b>						
Recruitment and training of research enumerator (s).					Researcher.	Trained enumerator (s).
Pre-test research instruments.					Researcher & enumerator.	Instruments pre-tested.
Refine instruments.					Researcher.	Instruments refined.
Data collection.					R and E.	Data collected.
Data Cleaning.					R and E.	Data cleaned.
Data entry.					Researcher.	Compiled data.
<b>Phase 3 Data analysis and reporting.</b>						
Data analysis.					Researcher.	Analyzed data.

1 <sup>st</sup> Draft of the report.					Researcher.	Draft.
Submission of the report.					Researcher.	Draft.
Making corrections.					Researcher.	Report.
Submission of report to the school of social science.					Researcher.	Report.

