



Research Paper

Professionalism and Teacher Performance in Primary Schools in Busaana sub county, Kayunga District

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Abstract

The purpose of the study was to establish the influence of teachers' professionalism on teacher performance in Primary schools in Busaana Sub County, Kayunga District. The specific objectives were; to establish the relationship between the teachers' code of conduct and their performance in primary schools in Busaana sub County, Kayunga District, to establish the relationship between teachers' commitment and their performance in primary schools in Busaana Sub County, Kayunga District, to investigate the relationship between the attitude of teachers towards teaching and their performance in primary schools in Busaana sub County, Kayunga District. The study employed a combination of both quantitative and qualitative approaches. It also utilized a cross-sectional sample survey design. The study population was 180 individuals from which 118 respondents were selected using Krejcie and Morgan Table (1970). The study employed simple random sampling and purposive sampling to select respondents. Data for this study was collected using the questionnaires, interviews, documentary review checklist. The collected data was sorted, coded, and organized in tables to reveal the percentage scores of the different study attributes. The findings were also subjected to further analysis using quantitative and qualitative techniques.

The results indicate a moderately strong positive correlation (0.662) between Teachers' Code of Conduct and Teacher Performance. Also, the results show a weak positive correlation (0.387) between Teacher Commitment and Teacher Performance. The results reveal a strong positive correlation (0.763) between Teacher Attitude and Teacher Performance. The school administration should enhance teacher motivation through incentives, professional development programs, and recognition of outstanding performance. This shows that teacher professionalism has a significant influence on teacher performance in Primary schools within Busaana Sub County, Kayunga District. The study therefore recommends; that official in various administrative positions should strengthen adherence to the Teachers' Code of Conduct by implementing strict supervision and accountability mechanisms, schools should also encourage professional commitment by improving working conditions and providing support systems for teachers, school management committees should strengthen supervision through regular monitoring and feedback mechanisms to ensure teachers remain committed to their responsibilities and the government should integrate regular workshops, seminars, and training sessions on the teacher's code of conduct into teacher professional development programs.

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I. Introduction

Teachers are an important factor in determining the quality of education that children receive. Their professionalization therefore has been a centre of much concern among educators and researchers (Nkwanga, 2022). Its importance is not only for repute, differentiation from members of other professions, but in a sociological sense, as a form of social control. Therefore, for an educational institution to excel, it must focus on the quality, competence, knowledge and commitment of the teaching staff, which are actually embedded in their teaching profession code of conduct. Though professionalism is the ultimate goal of all professions, poverty, poor remuneration and poor training at times constrain its attainment. There are many factors which influence teacher professionalism such as attitude of the different education stake holders towards the teacher, gender, age and duration of service.

These all have a bearing on the teachers' professionalism and the implied performance in and outside class.

II. Background to the Study

Historical Perspective

Before the advent of colonialism there was no school to train teachers and there were no trained teachers (Ssekamwa, 2021). Most of the teaching was done informally at home, in clan meetings or in peer gatherings (Roscoe, 2018). And so in the traditional African society, teacher professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, trust among others (Muwagga, 2020). With the coming of the missionaries between 1877 and 1879, formal education begun though the teaching was being carried out under verandahs (Ssekamwa, 2018). Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Ssekamwa, 2021). A professional is a person who has received training in theory and practice in a discipline for a long period of time and usually constrained by a code of conduct. The curriculum which basically constituted the 3Rs (that is; Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens (Nkwanga, 2022). The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited. This was the humble beginning of the emphasis of teachers' conduct in Uganda which underlies this study. As Wandira (2021) observed about early recruitment, "Each missionary could make an effort to further the spiritual, mental and pastoral training of such individual workers who by grace... need special training for the work of the ministry".

The early recruitment and routine of teachers both in the school and outside it was monitored by his conduct. The missionary view of teacher-professional conduct was gauged against the Bible and Clergymanship (Nkwanga, 2022). A teacher who could avoid intoxicating drinks, got married in church and regularly attended church services, such teachers' works could be appreciated. Despite this emphasis on the puritanical conduct of teachers, less emphasis was put on content and pedagogy.

In 1925, a department of education was established in Uganda to oversee education in the protectorate and the colonial government then started normal schools to train teachers. Since most of these schools were run by missionaries, puritanical conduct was emphasized among teachers and those who found it difficult to comply with these standards found their way to private schools (Ssekamwa&Lugumba, 2023). The pre-independence era in Uganda's education system therefore witnessed a high degree of teacher's discipline and high respectability in regard to the core values such as; integrity, trust, equality, service, fairness, honesty and respect in their profession (Mamdan, 2020).

Historically, therefore, one can note that in Uganda teachers' professionalism has developed over the years. The 1950s saw the development of teaching as a profession as noted by Ssekamwa (2018). Those who took up the profession became professional teachers and these came to be termed as persons who have undergone formal training in a Primary Teachers

Colleges (PTCs), National Teachers Colleges (NTCs) or a University College (Ssekamwa, 2020). Teacher professionalism therefore became a major source of contention between the different stakeholders in Uganda (Muwagga, 2020), and due to the growing autonomy that was given to educators, it has remained one of the most influential attributes of education today (Ilukena, 2018). Therefore, teacher professionalism has had relevant significance in education and thus emphasizes both academic and professional obligations (Ssekamwa, 2021).

Theoretical Perspective

The theories associated with professional development necessitate including both mental and social facets of education (Borko, 2024). Nevertheless, the theory has been inclined on either cognitive or social attitudes with the former being centered on ideas of variations in the knowledge or beliefs of teachers and the latter considering professional development through participation.

This study was embedded in the Social Learning Theory (SLT) (Bandura, 1977), that stipulates the method that integrates both mental and social aspects in acquiring knowledge. Bandura's Social Learning theory has widely been mentioned when theorizing teacher professional development.

From the attitude of SLT, the appliance of knowledge acquisition and the development of discrete comprehension are gained from observation (Bandura, 1977). The Social Learning Theory hypothesizes a sophisticated rational modeling of experiential behaviors and also subsequent formation of innovative behaviors, but this does not essentially mean conventional replication of others' behaviors. The acquisition of knowledge and learning through observation has often been regarded as a vital method in teacher's professional development (Lortie, 2022).

Contextual Perspective

Teacher performance in Busaana Sub County, Kayunga District is observed to be going down. Muzaale (2018) reports that there is poor performance of primary teachers in Busaana Sub County, Kayunga District which is reflected in the poor results of the pupils they are teaching. Nakabugo (2018) reports on the poor performance of teachers that is as a result of their late coming to school thus leading to pupils missing their morning lessons, having little time for consultation and obtaining poor grades. She attributes this poor performance to teachers' absenting themselves from schools and hardly giving monthly tests and continuous assignments to pupils. The same author has further asserts that most head teachers are never in offices to execute their duties; defilement rate by some teachers is at its pick and use of vulgar language before pupils in class. Emojong, (2018) & Miti (2018) reports that teachers do not give exercises to pupils, teachers miss classes without strong reasons and are irregular at school. The district reports 2020, 2007, and 2018 also reveal that there is persistent poor performance in examinations, staff turnover and Pupils' indiscipline.

In Kayunga District, poor teacher performance has been linked to low achievement levels among primary school pupils. According to a study by Uwezo Uganda (2021), only 3 out of 10 pupils in Primary Three could read and comprehend a Primary Two-level text. This statistic suggests that ineffective teaching methods, lack of commitment, and absenteeism contribute to poor literacy and numeracy skills. Similarly, a report by Uganda National Examinations Board (UNEB, 2022) showed that less than 50% of Primary Seven candidates in Kayunga met the required proficiency levels in Mathematics and English, highlighting the impact of teacher inefficiency.

Teacher absenteeism remains a significant challenge in Kayunga District, contributing to poor academic performance. A study by the World Bank (2018) found that teacher absenteeism in Uganda stood at 27% on average, meaning that over a quarter of teachers were absent on any given school day. Specifically, in rural districts like Kayunga, absenteeism rates were reported to be above 30% (Ministry of Education and Sports [MoES], 2019). The Uganda Bureau of Statistics (UBOS, 2020) also noted that absenteeism was higher in government-aided schools, where teachers were often absent due to personal businesses or inadequate supervision.

Also, studies indicate that even when teachers attend school, they often arrive late or leave early, reducing instructional time. A survey conducted by the MoES (2021) revealed that over 40% of teachers in Kayunga District reported to school late at least twice a week. Late arrivals disrupt lesson plans and negatively impact students' learning, as they miss valuable instruction time. Furthermore, a study by Kayiwa & Ssenkusu (2020) found that poor time management among teachers in rural areas significantly affected lesson delivery and curriculum coverage.

Teacher involvement in extracurricular and administrative activities is crucial for creating a holistic learning environment. However, in Kayunga District, teacher engagement in school activities is relatively low. A study by Namuganza et al. (2022) found that only 35% of teachers actively participated in co-curricular activities, such as sports, debates, and leadership programs. The lack of teacher involvement limits students' opportunities for skill development outside the classroom. Additionally, weak engagement in school management and decision-making processes has been linked to reduced teacher accountability and motivation (MoES, 2023).

If poor teacher performance in Kayunga District is not addressed, it will have long-term negative consequences on learners, including low academic achievement, increased dropout rates, and limited future opportunities. Studies indicate that persistent teacher absenteeism and lack of engagement contribute to poor literacy and numeracy skills, with only 30% of Primary Three pupils in the district able to read at a Primary Two level (Uwezo Uganda, 2021). Additionally, inadequate instructional time due to late arrivals and early departures affects curriculum coverage, leading to poor performance in national examinations, where less than 50% of Primary Seven candidates in Kayunga meet the required proficiency levels (Uganda National Examinations Board [UNEB], 2022). This weak foundation in primary education increases the likelihood of school dropouts, as struggling students lose interest and motivation (Ministry of Education and Sports [MoES], 2021). Furthermore, limited teacher involvement in school activities hinders holistic development, reducing learners' participation in extracurricular programs that build essential life skills (Namuganza, Kiggundu, & Mugisha, 2022). If these issues persist, Kayunga District risks producing a generation of inadequately skilled individuals, ultimately affecting the region's socio-economic development and employment prospects (World Bank, 2018). It's against this background that the researcher examine the effect of professionalism on teacher performance in Busana Sub County, Kayunga District.

Conceptual Perspective

By professionalism it is meant the basis of our contract with society and this embeds in it a professional code of ethics or conduct. According to Wandira (2018), teacher professionalism means a teacher adhering to the teaching code of conduct. Therefore, teacher professionalism affects the role of the teacher and his or her

pedagogy, which in turn affects the Pupil's ability to learn effectively. Teacher training emphasizes both academic and professional obligations whereby the professional obligations imply teacher's professionalism (Ssekamwa, 2021). Teachers' professionalism has developed over the years. On the other hand today teachers' professionalism is referred to as the teachers' code of conduct (Ilukena, 2018). By teachers' code of conduct one refers to principals, values, standards, or rules of behavior that guide the decisions, procedures and systems of a school in which teachers work and in a way that (a) contributes to the welfare of its key stakeholders, and (b) respects the rights of all constituents affected by its operations (Wandira, 2018). It could also refer to the expected professional standards of behaviour of members of a profession governed by professional code of conduct (Nkwanga, 2022).

Professionalism has been found out to be the most challenging approach to mandated content while motivating, engaging, and inspiring aspect of preparing new teachers (Freidson, 1994).

Talbert and McLaughlin (2018) define professionalism as "the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, values, and role behaviors." Professionalism means that teachers fully accept the challenges of teaching which are reflected in the three primary indicators of professionalism namely; responsibility, respect and risk taking (Hyland, 2022). Teachers' professionalism as per this study is taken to be teachers' adherence to the code of conduct, teachers' commitment, and teachers' attitude of the code of conduct and so, by code of conduct one refers to the core values which include; respect, honesty, integrity, trust, equality, service, fairness, and tolerance, teachers' attitude refers to teachers' attitude (that is positive and negative) towards the teachers' code of conduct and commitment refers to dedication, willingness, cooperation, voluntarism, belongingness, excitement, and pride.

The researcher also adopts the International dictionary's meaning of a teacher and then attitude. A teacher is one who teaches or instructs learners to acquire knowledge or skills usually with the imparting of necessary incidental information and the giving of incidental help and encouragement. On the other hand, attitude is a sensory impression or mental image derived from past experiences (Namugwanya, 2020). As per this study, attitude refers to the positive and negative attitude of teachers, towards the core values of the code of conduct for teachers. Performance on the other hand refers to how well or badly an individual, organization, group or institution does something or some task (Nampa, 2020). On the other hand, Otemo (2024) defines performance as the consistent ability to produce results over prolonged periods of time and in a variety of assignments. Thus, this research treats job performance of teachers as planning, teaching, and assessment which are reflected in setting objectives, evaluating lessons, organization, extra duties, time management, and lesson planning, preparing schemes of work, creating a conducive environment, using various methods, strategies, and ensuring discipline and records of work and lastly giving Pupils exercises, examinations, quizzes, and debates.

III. Statement of the Problem

Teacher performance is looked at as one of the ways in which academic excellence in schools can be enhanced, motivates Pupils to work hard, reflects teachers' competence and brings out teachers as agents of social change (Manana, 2024). Unfortunately, Nampa (2020) comments that the performance of teachers has sunk, and Kayunga district reports (2019) and Waiswa (2019) comment that pupils are often left without being given class work, they are defiled, teachers absent themselves from school duties, come late and leave early and head teachers are hardly seen in their offices executing their duties (Ministry of Education and Sports, 2021). This failure to fully embrace their duties is breeding several negative results such as low and poor academic performance, learners' indiscipline, and pupil turn-over. In turn, this is affecting teachers' adherence to their code of conduct, their attitude towards the core values of the code of conduct, their dedication, willingness, voluntarism, belongingness, cooperation, excitement and pride (Namuganza & Mugisha, 2022). If the current situation is not urgently addressed, it may increase immorality that may eventually paralyse the profession of teachers (Uwezo Uganda, 2021). While several sources such as news articles and education stakeholders are reporting a decline in teachers' performance in different parts of the country, none is looking at teachers' professionalism as a likely factor that may be playing a major role. This concern therefore drives the researcher to examine how teacher professionalism influences teachers' performance in primary schools in Busaana Sub County, Kayunga District.

IV. Purpose of the Study

The purpose of the study was to establish the influence of teachers' professionalism on teacher performance in Primary schools in Busaana Sub County, Kayunga District.

V. Specific Objectives

The study aimed at achieving the following specific objectives;

- i. To establish the relationship between the teachers' code of conduct and their performance in primary schools in Busaana sub County, Kayunga District.

- ii. To establish the relationship between teachers' commitment and their performance in primary schools in Busaana Sub County, Kayunga District.
- iii. To investigate the relationship between the attitude of teachers towards teaching and their performance in primary schools in Busaana sub County, Kayunga District.

VI. Research Questions

The study was guided by the following research questions:

- i. How does the teachers' code of conduct affect their performance in primary schools in Busaana sub County, Kayunga District?
- ii. How does teachers' commitment affect their performance in primary schools in Busaana Sub County, Kayunga District?
- iii. What is the teachers' attitude towards teaching in primary schools affect their performance in Busaana sub County, Kayunga District?

VII. Scope of the Study

Geographical Scope

The study was carried out in primary schools with in Busaana sub County, Kayunga District, about 80 kilometers from Kampala capital city. The District is bordered by Kamuli District in the North, Mukono District in the central, Buikwe District in the South, Kampala District in the South-West. The study was specifically carried out in six (6) primary schools within the sub county and these were; Nabugenzi primary school, Kiwangura primary school, Kibuzi primary school, Namirembe primary school, Namusala primary school and Kyengera primary school. These primary schools were selected due to high level of unprofessionalism exhibited by teachers in the current past (Kayunga District Inspector of Schools, 2024).

Content Scope

The study investigated the influence of teachers' professionalism on teacher performance in primary schools. The independent variable is teacher's professionalism as measured by teacher's code of conduct, commitment to teaching and teachers' attitude of teaching.

Time scope.

The study covered a period of 6 years from 2019-2024. This is the period when teacher's performance in primary schools in Kayunga district showed a remarkable decline. Further, this period provided sufficient data for analysis to arrive at logical findings.

VIII. Significance of the Study

The study is significant as it can help to a number of people namely: the policy makers. Researchers, researcher government, PTA, SMC, teachers, head teachers, and other related stakeholders.

The policy makers and district education officials are to benefit from the study findings in a number of ways namely: they will have benchmarks for the effective and efficient supervision of their teachers, put in place counselling services, repost and punish misguide teachers exposed by these findings and hence improve the quality of teachers and education.

The members of the SMC will realize the importance of teacher professionalism in enhancing teacher performance and hence put measures in place that will help teachers love and respect their profession all of which will help gloom professionally responsible teachers. It is also hoped that the study will draw teachers' attention to have respect for their profession and especially the underlying values, responsibilities and aspirations which are eloquent testimony to the profession's commitment and to their own performance and hence they will re-appraise these core values of the code.

The study findings might also enrich researchers with new knowledge, theories, and methodologies needed and in future add their researched knowledge on professionalism and the implied performance of teachers thereby fill the gaps that this study will leave. The study findings will also enrich head teachers with proper administrative procedures needed in managing primary schools and other institutions of learning, and also be able to make fundamental transformational changes in ensuring teacher development programmes that are in line with teacher professionalism.

To the researcher, she will benefit from this study in the fact that she will gain experience in research as she will interact with many people and stake holders regarding teachers performance in the primary schools of Kayunga district and it's a requirement that will lead to her attainment a master's degree in educational management and planning of Team university.

IX. Conceptual Framework

Independent Variable

Dependent Variable

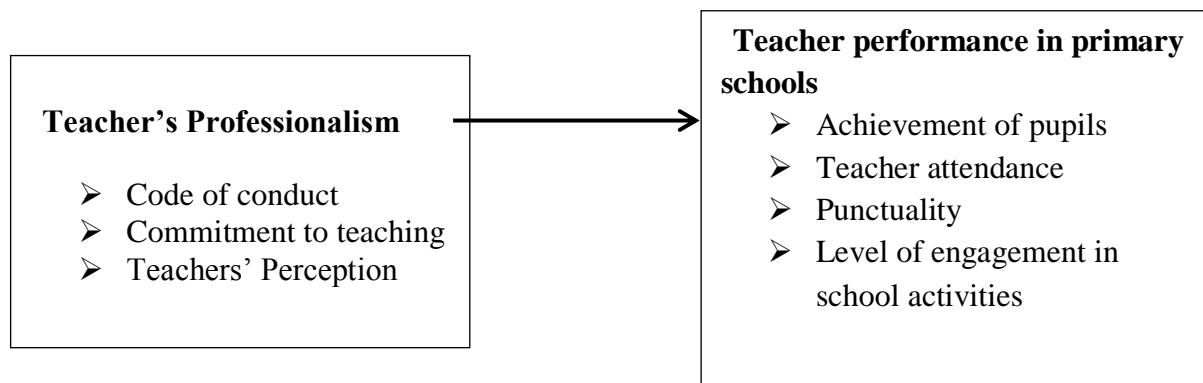


Figure 1.1 Conceptual framework or model relating teachers' professionalism to teacher performance

Source: Ilukena, (2018) and modified by the Researcher (2025).

Iluken (2018) conceptualized his study on teacher professionalism in Namibia but did not relate it to any dependent variable hence a modification by the researcher.

This study conceptualized teachers' professionalism as the independent variable and teacher performance in primary schools as the dependent variable. The independent variable will be explained by code of conduct, commitment to pupils and teachers' attitude of teaching. The dependent variable will be measured by achievement of pupils, teacher attendance, and punctuality of teachers and level of engagement in school activities.

X. Definition of Key terms

Teacher Performance

Teacher performance refers to the effectiveness of a teacher in delivering quality education and fulfilling professional responsibilities. It is measured by factors such as lesson planning, instructional delivery, classroom management, student engagement, and learning outcomes. High teacher performance is associated with improved pupil achievement, better discipline, and active participation in school activities, whereas poor performance leads to low student outcomes and decreased school effectiveness.

Teacher Professionalism

Teacher professionalism refers to the behaviors, values, and ethical standards that define the teaching profession. It includes teachers' competence, responsibility, integrity, and adherence to professional ethics in delivering quality education. Professionalism in teaching also involves continuous learning, effective classroom management, respect for learners' rights, and collaboration with colleagues and the community to enhance education quality.

Code of Conduct of Teachers

A code of conduct for teachers is a set of rules, ethical guidelines, and professional standards that regulate teacher behavior within and outside the school environment. It outlines acceptable conduct, responsibilities, and disciplinary measures for misconduct to ensure that teachers uphold high moral and professional standards. The code promotes integrity, respect for students, non-discrimination, and dedication to duty, ensuring a conducive learning environment.

Commitment of Teachers

Teacher commitment refers to the dedication, passion, and responsibility that teachers exhibit toward their profession, students, and school community. It includes consistent attendance, punctuality, engagement in teaching and extracurricular activities, and willingness to improve learner outcomes. Highly committed teachers are motivated, student-centered, and proactive in addressing educational challenges, leading to better academic performance and holistic development.

Teachers' Perception

Teachers' perception refers to how teachers view their role, teaching profession, work environment, and the educational system. It influences their motivation, job satisfaction, and effectiveness in delivering

lessons. Positive perceptions can lead to high teacher engagement and learner success, while negative perceptions due to poor working conditions or lack of support can result in low motivation, absenteeism, and poor performance.

XI. Theoretical Review

Social Learning Theory (SLT), proposed by Albert Bandura (1977), posits that individuals learn through observation, imitation, and modeling. In the context of teacher professionalism and performance, SLT suggests that teachers develop professional competencies and improve performance through social interactions, mentorship, and continuous learning within educational environments.

Teacher professionalism encompasses ethical conduct, pedagogical knowledge, and the ability to foster student learning. According to Bandura's SLT, teachers acquire and refine professional behaviors by observing experienced colleagues, participating in professional learning communities, and engaging in mentorship programs (Bandura, 1977).

Observational learning, a key component of SLT, enables teachers to develop professional competencies by modeling best practices from experienced educators (López et al., 2019). Research suggests that novice teachers benefit significantly from mentorship programs, where they observe and emulate instructional strategies, classroom management techniques, and professional conduct (Darling-Hammond et al., 2020).

Studies indicate that social interactions within professional learning communities (PLCs) contribute to teacher professionalism (Vescio et al., 2018). These communities provide a platform for peer observation, feedback, and shared experiences, reinforcing professional identity and competence through social learning mechanisms (Avalos, 2022).

The integration of digital learning tools has expanded opportunities for observational learning beyond physical classrooms. Online professional development programs and virtual mentorship allow teachers to engage in continuous learning and professional growth (Trust et al., 2020). This shift aligns with Bandura's (2001) later work on social cognitive theory, which emphasizes the role of digital media in learning.

Teacher performance refers to the effectiveness of instructional delivery, classroom management, and student engagement. SLT highlights how teachers enhance their performance by modeling high-impact teaching strategies and receiving feedback from peers and mentors.

Empirical studies show that teachers who observe and collaborate with high-performing colleagues improve their instructional effectiveness (Schunk & DiBenedetto, 2021). Mentorship programs create opportunities for teachers to learn evidence-based practices and enhance their teaching performance (Ingersoll & Strong, 2018).

Research highlights the benefits of peer observation and reflective teaching in improving teacher performance (Loughran, 2019). When teachers engage in structured peer observations, they acquire practical skills and instructional techniques that enhance student learning outcomes (Hendry & Oliver, 2021).

Bandura (1997) emphasized self-efficacy as a crucial factor in performance. Recent studies reinforce that teachers with high self-efficacy developed through social learning experiences demonstrate greater adaptability, resilience, and instructional effectiveness (Tschannen-Moran & Hoy, 2018). Professional learning experiences that foster self-efficacy improve teacher motivation and classroom performance (Klassen & Durksen, 2020).

XII. Teachers' Code of Conduct and Teacher Performance in Primary Schools

Teaching is governed by the professional code of conduct in the 1962 teachers' conditions of service (Nkwanga, 2019). In this regard different authors and researchers on teachers' performance maintain that the code of conduct is very vital for enhanced teacher performance in Primary schools in Busaana Sub County, Kayunga District. For example, McKee and McArdle (2007) revealed that professionalism goes hand in hand with performance and they state that one of the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. Unfortunately, they do not show how actually the code influences actual teachers' performance. On the other hand, Ssekamwa (2020) reveals that the code is very important to teachers and teachers who observe their code of conduct through exhibiting a sense of responsibility, respect, decency, integrity, trust, honesty, service, and equality for Pupil learning, have a sense of efficacy, and a critical component of professionalism. Ssekamwa (2021) however does not indicate the use of the code towards teachers' actual performance. According to Aiftinca (2024), the code is made up of a totality of core values surrounding the teacher as a human person and as a social being but these are within his confines as society permits. Unfortunately, the importance of these core values and their realistic stance on man's educational enterprise are in most cases underscored especially in educational fields and particularly in primary schools of Busaana Sub County found in Kayunga District.

Boyer (2012) quoting a World Bank policy study on education in Africa notes that most African teacher colleges and schools of education in universities are in a crisis. That is; they are producing too many graduates of dubious quality and relevance, teachers inclusive, and they seem to generate too little new knowledge. His observations are very good but they fall short of revealing the value problem in most liberalized teacher colleges and schools of education thus affecting teachers' performance in schools particularly the primary schools in Busaana Sub County, Kayunga District. Genza (2018) reveals that teachers, by the very nature of their profession, are meant to be role models and authority figures to convey moral values by living up to the code of conduct. Unfortunately, he does not show how the teachers' code of conduct influences their performance in primary schools in Kayunga District. Kigongo (2017) laments that there seems to be very little and nothing elaborate on the subject of core values as laid down by the code of conduct in formal education. Kigongo (2017) presents some good work and his findings reveal a lot, and though his focus is on post primary education but he is not focusing on the code of conduct in primary schools in Kayunga District.

Unfortunately, this may not be the case in primary schools in Busaana Sub County in Kayunga District as Opuda-Asibo (2023) noted that teacher colleges and schools of education in universities serve many other purposes which are at times negative, for example, they are multi-national knowledge channels, and at times even ignore the interests of their own societies thus producing teachers that do not conform to the commands of their ethics. These observations seem realistic but fall short of mentioning the value problem created by teacher colleges and schools of education in universities' cultures and values other than those of their society. According to Saha's (2021) findings, teacher colleges and schools of education in universities in Africa are supposed to play a leading role in almost everything. This scholar's findings seem to be good but upon close observation it is evident that they apply what is observed in a few instances and generalize it on all teacher colleges and schools of education in university enterprises elsewhere in the world. These have very good findings for the value problem in education. However they do not delineate the code of conduct as a source of value problem in teacher performance.

Blakemore and Cooksey (2023) have observed that the high professional conduct expected of teachers may especially be irksome to young male teachers. They find it difficult to adjust to these expectations. The two researchers here observe that these young teachers may need an outing often with members of the opposite sex and visit night clubs or watch movies. While their observation and finding is very good and educative, the two researchers do not actually bring out a clear picture of how the code of conduct for teachers influences teachers' performance in primary schools in Busaana Sub County in Kayunga district. Nkwanga (2020) set out to establish the effectiveness of teacher education on the professional conduct of primary school teachers. The researcher concluded that the social environment in and around the school, age and personality have a lot of impact on teacher's professional conduct as does teacher education. Much as Nkwanga's (2019) findings are good, he however does not bring out a clear picture of how exactly the code of conduct for teachers does influence their performance particularly in primary schools in Busaana Sub County, Kayunga District.

Stinnett and Hugget (2023) report that apart from professional codes, social norms and denominational traditions of foundation bodies all have pressure to bear on teachers, therefore if professional ethics are to be inculcated in the pre-service teachers, religion and moral education have to be part of him. As a matter of fact, this is very good, but Stinnett and Hugget (1956) leave out the aspect of how the real code of conduct for teachers do influence their performance. They put much of their emphasis on ensuring that religion and moral education are being taught so that they become part of the teachers' life. Further stating, Safari (2017) set out to establish the role of chaplains in the moral formation of pupils in catholic founded primary schools and he found out that there is a purpose of moral formation in primary schools, and it is about the moral upbringing of primary school pupils. The chaplain has a role to play in the moral upbringing of primary school pupils given his back ground training at the center of which was spiritual and moral formation. Safari (2023)'s findings are excellent but his focus is mainly on the moral upbringing of primary school pupils. He does not look out for the moral upbringing of Busaana County primary school teachers in Kayunga and later on how their code of conduct influences their performance.

XIII. Teachers' Commitment and Teacher Performance in Primary Schools

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. To this effect, many writers of journal articles on teacher commitment have identified this element of commitment as one of the most critical but important factor for the future success of education and primary schools in terms of their performance.

Cheng (2024) report that teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on pupils' achievement in, and attitudes toward school. This researcher's observation is good, but he does not indicate how commitment influences the performance of teachers especially in Primary schools in Busaana Sub County in Kayunga District.

Kanter (2020) reveals that teachers are thought to have commitments to the social context in which they work, that is the social system. However, the overarching assumption is that teacher commitment is not one dimensional, but has many layers and dimensions. As a matter of fact this could be very correct, but Kanter (2020) as a researcher does not bring out clearly how commitment influences teachers' performance particularly in Primary schools in Busaana Sub County in Kayunga District. Mutchler (2023) notes that results indicate that factors influencing teachers' professional commitment, center on their culturally and / or ideologically - based dedication to making a difference for pupils and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment. While Mutchler (2024) reports so, he actually does not indicate the actual influence of commitment on teacher performance in primary schools in Busaana Sub County in Kayunga District. In reporting further on the factors that are most important to teachers' organizational commitment, Mutchler (2023) says that teachers are grounded in the quality of their relationships with fellow teachers and other school employees specifically the extent to which they enjoy mutual support in managing the work of teaching, and experience respectful relationships in the workplace. However, his study leaves out the influence of commitment on teacher performance in primary schools in Busaana Sub County in Kayunga District.

Joolideh and Yeshodhara, (2019) in their studies revealed that Indian teachers had better organizational commitment in the affective and normative components, and Iranian teachers were found to have better organizational commitment in the continuance component. In both countries age groups and subjects taught by teachers did not have any influence over their organizational commitment. However, Joolideh and Yeshodhara's studies do not talk about the situation in an African continent and later on in primary schools in Busaana Sub County in Kayunga District; but their studies are in an Asian continent. Namutebi (2020) while carrying out her study on reward management practices and commitment of teachers reported that there are a number of challenges affecting the use of rewards in ensuring the commitment of teachers in the schools in Uganda. However, Namutebi's (2020) study scope is limited to rewards, which is a very small aspect that can boost teacher performance in schools in Uganda. She ignores the issue of dedication and identification with the school.

On the other hand, Acom (2017) argues that some factors such as voluntarism, cooperation, and belongingness are significantly different from others in terms of being commitment drivers and this is the case in private schools in the greater Kampala. She however does not bear in mind that commitment aspects differ according to individuals especially in primary schools in Busaana Sub County in Kayunga District. In his study on Teachers' self-esteem, sex, qualification and commitment to teaching, Ejuu (2012) gave an empirical report that there was no significant difference in self-esteem among the male and female teachers, neither was there a statistically significant relationship between self-esteem and teachers' academic qualification in schools in Uganda. Hence, while many studies show commitment as an important factor in teacher performance, others (Namutebi, 2020; Mutchler, 2023) do not show any, suggesting that the correlation between these two is far from certain, hence the need for this study to test the correlation between commitment and teacher performance in primary schools in Busaana Sub County in Kayunga District.

Quinn (2017) set out to make an assessment of the effects of teacher professionalization by examining the relationships between a selected set of characteristics, traditionally associated with professions and professionals, and one of the most important aspects of the quality and performance of teachers: their commitment to their teaching careers in United States of America. The analysis shows that there are indeed, school differences in teacher commitment, and there are also significant relationships between school-level characteristics and commitment and that some characteristics of professionalization are related to teacher commitment and some are not. While Quinn (2018)'s study findings are very important but she leaves out the aspect of how a teacher' commitment influences that teachers' performance particularly in primary schools in Busaana Sub County in Kayunga District. Riley (2007) investigated on the changes in teacher commitment for each teacher in each school as a function of four of each teacher's background demographic characteristics (sex, education, teaching experience, and race) and random error basing mainly on the mentoring programmes that are given to teachers. The results of this investigation suggested that a school having a mentor program to assist beginning teachers is less important for teacher commitment than is the quality of assistance provided to new teachers. That is, simply offering formal mentoring programs did not appear to improve the commitment of teachers. But, the average commitment of teachers increased if, according to the teaching staff as a whole, new teachers were effectively assisted in matters of discipline, instruction, and adjustment to the school environment, whether from a mentor program or some other mechanism. While these findings seem to be very good, they do

not bring out a clear picture of how teachers' commitment influences their performance in primary schools in Busaana Sub County in Kayunga District.

Choy, Shan, Hun, & Bann (2023) investigated on teacher professionalization and teacher commitment in, A multilevel analysis where they found out that those proponents of teacher professionalization have an argument that an improvement in the commitment of teachers is one of the outcomes most likely to be positively affected by the new teacher reform efforts. Their argument further is that increasing the commitment of teachers is an important first step in the process of school reform: they continue to state that professionalization of teachers' results in higher commitment, which then positively affect teachers' performance, and in return ultimately lead to improvements in student learning. Not surprisingly, teacher commitment has been the subject of a great deal of educational research. Choy et al (1993)'s study findings seem good but they do fall short of indicating how this commitment of teachers positively or negatively influence teachers' performance in primary schools in Busaana Sub County in Kayunga District.

XIV. Teachers' Attitude of the Code of Conduct and Teacher Performance in Primary Schools

Any meaningful education entails exchange and transfer of values, knowledge, beliefs and skills. It is a conscious process designed to change or bring about behavior patterns of individuals in each society towards desirable or worthwhile ends as perceived by society. (Ssekamwa (2020) and Nsereko (2024) insist that no knowledge is merely for its own sake, it must affect the conduct of the graduate teachers positively or negatively. Ssekamwa and Nsereko further bring out some good idea but leave out the aspect of teachers' attitude of the code of conduct. It is true, the code of conduct implications pivot on how access to teacher education affects the conduct of teacher graduates but the attitude of teachers is left out.

According to Kneller (2021), core values of the teachers' code are a very vital component in analysing teacher education. These core values must be emphasized because they go beyond mere speculation. Kneller (2021) does a good job to make a mention of the core values of the code, but he however does not indicate what the attitude of teachers is as regards the code of conduct in primary schools in Busaana Sub County in Kayunga District.

Mugarura (2019) investigated on teachers' attitudes of institutional factors affecting pupils' academic performance in advanced level primary schools in Bundibugyo District and his findings were that teachers' attitudes are that institutional factors influence academic performance of pupils and that lack of materials, the way teachers interact with pupils, teaching methods used and institutional management practices influence academic performance in primary schools. His findings and conclusions are very good but do not qualify for the study in question. They leave out the need to get to know what the attitude of teachers is as regards their code of conduct. According to Muwagga (2021), the code of teachers' conduct is an extensive domain of teacher professionalism which also deals with ethics (the nature of good and evil, the problem of human conduct and man's ultimate objective or "end" Ethics or "ethos" in Greek examines customs or human conduct and is equivalent to moral, which is similar to the Latin word "mores" which means customs or behavior. However, much as Muwagga (2021) tells us about what a code is, he does not bring out what the attitude of teachers is as per the code of conduct in primary schools in Busaana Sub County, Kayunga District. Customs or behaviors and the attitude of teachers are of great concern to the study since they are direct pointers to the moral or value implications of any meaningful teacher education.

Aiftinca (2023) concludes that the appreciation of values on basis of acquired knowledge, judgment, sensitivity, the experience of values and the transformation of some of them into objectives and ideals both on the individual and the social level is the guiding education and representing the practical side of the code of conduct. He does well to point it out but he does not tell us what the attitude of teachers in Primary schools in Busaana Sub County actually is. In his study on the effects of administrators' attitude on the growth of teachers' association, teachers' participation in improving their economic growth in the education system, Biryomumaisho (2024) discovered a moderate positive and very significant relationship between education administrators' attitude of the Uganda teachers' association and the growth of teachers' association and that there was a weak positive and significant relationship between education administrators' attitude of the teachers' association and teachers' participation in their economic condition. This could be true, but unfortunately, Biryomumaisho study did not tamper to look out for what teachers' attitude in Primary schools in Busaana Sub County is towards the code of conduct for teachers, he focuses mainly on the attitude of administrators.

On the other hand, Rubamanya (2012) investigated the influence of biology teachers' attitudes of the scientific method on the development of scientifically oriented pupils at O' level and his findings were that teachers had different attitudes of the scientific method, during teaching and applied its stages selectively rather than the method in whole; secondly, that different teachers' attitudes of the scientific method influenced their application of the method in teaching, and consequently, the development of scientifically oriented pupils. Rubamanya (2022) study findings are very good but they do fall short of checking out what the attitude of

teachers is as per the code of conduct in Primary schools in Busaana Sub County, Kayunga District. Nyberg (2019) perceives the code of conduct for teachers as a tool that constitutes the values that every teacher should uphold. He believes that for a person to be morally upright and stand out to represent the teaching profession for teachers, such a person must have the proper following of the code of conduct for teachers as well as moral training and education. This also upheld by Plato and Aristotle who hold the same belief that for a person to be moral as an adult, he must have the proper moral training and education as a child. Nyberg's (2019) study revelations are good but do not focus on the teachers' attitude of the code of conduct for teachers in Primary schools in Busaana Sub County, Kayunga district.

Howe (2018)'s study findings on the other hand, view teachers' attitude of the code as an attitude to life, sum total of one's feelings that are attached especially on the core values stressed, beliefs, and prejudices which are partly inherited and partly acquired in the process of living through formal and informal education. The code there fore can be seen as an intellectual exercise, which examines a teacher's ultimate way of life in the field of education and especially as far as the teaching profession is concerned. This way of life is either in terms of knowledge, values or beliefs. Howe (2018)'s study revelations are good, but he focuses mainly on looking at the code of conduct as an intellectual exercise that examines the teachers' ultimate way of life, but he does not clearly show us the readers of his works how the code of conduct for teachers clearly influences our performance in Primary schools in Busaana Sub County, Kayunga district.

XV. Research Design

The study employed a combination of both quantitative and qualitative approaches. It utilized a cross-sectional sample survey design (Enon, 1998), which was largely quantitative and qualitative in nature, since, as Lutz (2018) asserted, research on ethical issues is not typically quantitative. This design was also deemed appropriate because, according to Creswell (2023), for studies involving the analysis of respondents across a wide spectrum, a cross-sectional survey design acted as the best approach to decipher the required study findings. Additionally, the use of qualitative methods helped yield more information (Vessels & Huitt, 2024). The study proceeded sequentially, beginning with questionnaires that were backed up by interviews and focus group discussions. A documentary analysis technique was also utilized.

XVI. Population of the Study

The study population included primary school teachers in government aided primary schools in Busaana Sub County, Kayunga District. According to Kayunga District Education Department (2024), there are 15 UPE schools in the sub county but for this study, only six (6) were selected and these were; Nabugenzi primary school, Kiwangura primary school, Kibuzi primary school, Namirembe primary school, Namusala primary school and Kyengera primary school. These primary schools were selected due to high level of unprofessionalism exhibited by teachers in the current past (Kayunga District Inspector of Schools, 2024). The selected primary schools had 172 teachers and 6 head teachers. The study also used the District Education Officer and the District Inspector of Schools (Busaana Sun County specifically) as also respondents of the study. Therefore the target population for the study was 180 individuals.

XVII. Sample Size

The sample size of this study comprised 110 teachers, 6 head teachers, the District Education Officer and the District Inspector of Schools (Busaana Sun County specifically). The researcher used Krejcie and Morgan Table (1970), as adopted in Amin (2024) in determining the sample size.

Table 3.1: Study population, Sample size and Sampling Technique

Respondents	Study population	Sample size	Sampling Technique
Head teachers	06	06	Purposive sampling
Teachers	172	110	Simple Random Sampling
District Inspector of Schools	01	01	Purposive sampling
District Education Officer	01	01	Purposive sampling
Total	180	118	

Source: Primary data (2024)

XVIII. Sampling Techniques

Sampling techniques referred to the procedures a researcher used to select the needed study sample (Kombo & Tromp, 2020). The study employed the following sampling techniques: simple random sampling and purposive sampling.

To select the 110 teachers who participated in the study, simple random sampling was employed from a total of 167 teachers across six primary schools. First, a complete list of all 167 teachers from the selected schools was compiled to create a sampling frame. Each teacher was assigned a unique identification number.

Using a random number generator, 110 numbers corresponding to individual teachers were randomly selected without bias. This ensured that every teacher in the group had an equal and independent chance of being chosen, maintaining fairness and randomness in the selection process.

Purposive sampling was used to select the head teachers, the District Education Officer, and the District Inspector of Schools because these individuals hold key administrative and supervisory roles that directly influence and assess teacher professionalism and performance in primary schools. Their positions provide them with informed perspectives, experiences, and authority relevant to evaluating teacher conduct, instructional practices, and the overall educational environment within Busaana Sub County.

XIX. Data Collection Instrument and Methods

The study employed the following study instrument to gather the study findings; namely the questionnaires, and besides it, other data collection methods such as interviews, focus group discussions, and the documentary analysis were used.

Questionnaires

A questionnaire was used as a structured tool to collect data directly from the selected teachers. The questionnaire included both closed-ended and open-ended questions designed to gather information on various aspects of professionalism, such as adherence to ethical standards, commitment to teaching duties, punctuality, collaboration with colleagues, and participation in professional development.

The questionnaires were distributed to the 110 randomly selected teachers physically during scheduled school visits. Teachers were given clear instructions on how to complete the questionnaire, along with assurances of confidentiality to encourage honest and accurate responses. Once collected, the data was systematically analyzed to identify trends, perceptions, and potential relationships between professionalism and performance within the primary school context of the sub-county.

Interviews

Interviews were used as a key method to collect in-depth qualitative data from the head teachers of the six selected primary schools, the District Inspector of Schools (DIS), and the District Education Officer (DEO). These interviews were semi-structured, allowing the researcher to follow a guided set of questions while also providing flexibility to explore additional insights based on the respondents' answers. The interviews focused on issues such as the standards of teacher professionalism observed, challenges in enforcing professional conduct, the role of school leadership in promoting professionalism, and how these factors influence teacher performance and student outcomes.

The interviews were conducted face-to-face at the respondents' respective offices or another convenient location, with prior appointments made to ensure availability and minimize disruptions. The researcher took detailed notes and, with consent, used audio recording to accurately capture the responses. This method allowed for clarification and probing of responses, ensuring richer and more reliable data from individuals with authority and firsthand experience in overseeing educational practices in Busaana Sub County.

Documentary Review

The documentary review method was used to gather secondary data from existing records and documents related to teacher conduct and performance. The researcher reviewed key documents such as teacher attendance registers, lesson plans, performance appraisal reports, staff meeting minutes, disciplinary records, and professional development records. These documents provided objective evidence of teacher behavior, compliance with professional standards, and involvement in school activities over time.

The documentary review helped to validate and complement the data collected through questionnaires and interviews by offering factual and historical context. It enabled the researcher to assess patterns of professionalism, such as consistency in lesson preparation, punctuality, and participation in school programs. By analyzing these records, the researcher was able to draw connections between documented professional practices and observed performance levels, thereby enriching the study's findings with verifiable and relevant background information.

XX. Validity of Instruments

Validity was the degree to which an instrument measured what it was intended to measure and did so correctly (Amin, 2024). The researcher ensured the content validity of the instrument by verifying that the questions in the Self-Administered Questionnaires (SAQs) aligned with the study's conceptual framework (Fig. 2.2). Thus, the instrument focused on all relevant variables, including the independent variable (teacher professionalism) and the dependent variable (teacher performance).

The content validity also ensured that data obtained from interview guides and questionnaires were relevant and aligned with the research objectives. To achieve this, the researcher examined the content of each item in collaboration with a research expert. After evaluation 25 questions out of 30 were correct hence the Content Validity index was 0.83. This rating was computed as follows: $CVI = \frac{k}{N}$

Where k=Total number of Items rated correct (25)

N=Total number of Items in the questionnaire (30).

The obtained Content Validity Index (0.83) was compared with 0.7 and declared that the instruments were valid and able to collect the intended data since the obtained CVI value was greater than 0.7 (Amin, 2024).

XXI. Reliability of Instruments

Reliability, according to Amin (2024), referred to the degree to which an instrument consistently measured whatever it was intended to measure.

In this study, the reliability of the research instruments particularly the questionnaire was assessed using Cronbach's alpha coefficient, a statistical measure of internal consistency. A Cronbach's alpha value of 0.8 was obtained and this indicated a high level of reliability, suggesting that the items in the questionnaire were well-correlated and consistently measured the concept of teacher professionalism. This level of alpha demonstrates that the instrument was dependable for capturing accurate and consistent responses from the teachers across different items related to their professional conduct and performance.

To achieve this reliability, a pilot study was conducted involving a small group of teachers who were not part of the main sample. Their responses were used to compute the Cronbach's alpha, and based on the results, items that were unclear or did not align well with others were revised or removed. The final instrument, having achieved an alpha value of 0.8, was deemed suitable for data collection, ensuring that the findings drawn from it would be stable and trustworthy.

XXII. Data analysis

The collected data was sorted, coded, and organized in tables to reveal the percentage scores of the different study attributes. The findings were also subjected to further analysis using quantitative and qualitative techniques.

Quantitative data analysis

The data collected was processed using both qualitative and quantitative analysis, and in employing the two approaches, the study struck a balance between the two designs.

For quantitative data analysis, the researcher interpreted the field-based meanings of the collected data and converted them into verbal descriptions. The data was then transformed into frequency counts, frequency tables, pie charts, and bar graphs. The responses from the opinion-oriented Self-Administered Questionnaires (SAQs) were computed into frequency counts and percentages, then summarized and tabulated for easy presentation, assessment, analysis, and interpretation.

The researcher descriptively analyzed the results of the self-administered questionnaire for both the independent and dependent variables, aligned with the research questions. The independent variable (teacher professionalism) was broken into eighteen questions, requiring respondents to self-rate using a Likert scale, where: 1 represented Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree. Where necessary, respondents were requested to tick responses, and in other instances, they were required to fill in either "Yes" or "No," where "No" was assigned a value of 1 and "Yes" a value of 2.

The dependent variable (teacher performance) was also broken down into seventeen questions, based on the Likert scale, where 1 represented Rarely, 2 for Regularly, and 3 for Neither Rarely nor Regularly. Respondents were also requested to fill in either "Yes" or "No," where "No" was assigned a value of 1 and "Yes" a value of 2.

Furthermore, respondents' opinions on planning, teaching, and assessment were considered. Planning was conceptualized into eight questions, teaching into five questions, and assessment into four questions. The researcher requested respondents to rate themselves using the Likert scale, where they filled in "No" or "Yes" (1 for No, 2 for Yes). In another instance, respondents were required to tick either 1 for Rarely, 2 for Regularly, or 3 for Neither Rarely nor Regularly.

Qualitative Data Analysis

For the qualitative design, the researcher edited the field notes to ensure accuracy and consistency. The tape-recorded interviews and discussions were then transcribed, after which the researcher conducted a thorough examination of the data to identify trends in respondents' views.

Furthermore, the researcher identified key ideas, categorized, and condensed them. The identified key ideas were codified and organized into themes (Amin, 2024). The scheme of analysis was also developed based on coding categories, and in some cases, respondents' comments were directly quoted.

XXIII. Ethical Consideration

Once the proposal was approved, the researcher began by obtaining an introductory letter from the Dean's Office, School of Graduate Studies and Research at Team University. From there, the selection and briefing of the two research assistants on the details of the research project was conducted. The researcher then proceeded to the selected schools to introduce herself and her research assistants. The research assistants administered the questionnaires to the teachers and head teachers on the different days allocated by each school. They also helped the researcher photocopy related documents and borrowed some for the researcher's further examination. Following this, interviews and focus group discussions were conducted, led by the researcher herself, with some tape recordings made by the research assistants.

The study took into account ethical considerations by ensuring that the researcher first sought consent from all prospective participants and explained the purpose of the study, as well as how the information collected would be used. Participants were assured that all information would remain confidential, including the names of schools and respondents involved in the study. According to Otto and Onen (2024:47), respondents must be assured that their right to remain anonymous is respected, and the researcher adhered to this principle. Respondents were also informed that they were free to withdraw from the research project at any time if necessary. Finally, since the research topic was sensitive and potentially contentious, the researcher took great care not to interfere with informants' private lives, particularly regarding teachers' discipline.

XXIV. Response Rate

Table 4.1: Response Rate

Respondents	Interview Scheduled and Questionnaires to be Issued	Interviews Conducted and Questionnaires Issued	Response Rate
Head teachers	06	06	100%
Teachers	110	107	97.3%
District Inspector of Schools (DIS)	01	01	100%
District Education Officer (DEO)	01	01	100%
Total	118	115	97.5%

Source: Primary data (2025)

The overall response rate for this study was 97.5%, which indicates a very high level of participation from the targeted respondents. Out of the 118 scheduled interviews and questionnaires to be issued, responses were successfully obtained from 115 participants. This high response rate reflects the effectiveness of the data collection strategy and the willingness of respondents to participate in the study.

All 6 head teachers responded, yielding a 100% response rate. This suggests strong cooperation from school leadership and highlights the relevance of the study to their roles.

Out of 110 teachers selected through simple random sampling, 107 responded, giving a 97.3% response rate. This is a strong indication of reliability and representativeness in the teacher sample, ensuring that the data collected reflects a broad range of views and experiences related to professionalism and performance.

Both respondents were successfully interviewed, resulting in 100% response rates for each. Their full participation was crucial, given their oversight roles and the valuable insights they provide regarding policy enforcement and teacher performance.

Socio-Demographic Characteristics of Respondents

Under this section the category, gender and age group of respondents are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in the tables below;

Table 4.1 Category of Respondents

Category of respondent	Frequency	Percentage
Gender	Frequency	Percentage
Male	74	64.4%
Female	41	35.6%
Total	115	100%
Age Group	Frequency	Percentage
20- 28 years	15	13%
29-35 years	36	31.3%

36-45 years	45	39.1%
46-60 years	19	16.5%
Total	115	100%
Marital Status	Frequency	Percentage
Single	10	8.6%
Married	92	80%
Separated	13	11.4%
Total	115	100%
Years of experience	Frequency	Percentage
0-3 years	6	5.2%
4-8 years	49	42.6%
9+ years	60	52.2
Total	115	100%

Source: Field data (2024)

The socio-demographic characteristics of the respondents provide important contextual information about the sample population and offer insight into how different demographic factors relate to teachers' professionalism and their performance in primary schools. Below, each category was analyzed in relation to the study.

Findings showed that a significant majority of male respondents (64.4%), with females making up 35.6%. This gender imbalance suggests that the sample is not equally representative of the gender distribution in the teaching profession in Busaana Sub County, Kayunga District.

The largest group of respondents falls into the 36-45 years age range (39.1%), followed by those in the 29-35 years range (31.3%). Together, these groups make up approximately 70% of the sample, which indicates that the majority of teachers in this study have several years of experience and may be more settled in their roles. Teachers in the 36-45 years age group likely have significant teaching experience that correlates with their level of professionalism and performance. This group may have developed strong teaching strategies, classroom management skills, and professional relationships over time. Conversely, younger teachers (20-28 years) are still developing the skills, which might affect their professionalism and performance.

A significant majority of respondents (80%) are married, with 11.4% being separated and only 8.6% being single. The marital status of teachers impacts the work-life balance, stress levels, and professional performance.

The majority of respondents have substantial teaching experience, with 52.2% having more than 9 years of experience and 42.6% having between 4 and 8 years of experience. Only 5.2% of respondents are relatively new to the profession with 0-3 years of experience.

Teachers' Code of Conduct in Primary Schools in Busaana Sub County, Kayunga District

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2- Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Items	Scale	Freq	Perc	N	Mean	Std.Dev
Teachers adhere to ethical standards	S. Agree Agree Not sure Disagree S. Disagree	12 29 0 43 16	12% 29% 0% 43% 16%	100	2.78	0.571
Teachers are approachable to support pupils' emotional needs	S. Agree Agree Not sure Disagree S. Disagree	6 10 03 65 16	6% 10% 3% 65% 16%	100	2.25	0.446
Teachers communicate effectively with parents and guardians regarding pupils progress and behavior	S. Agree Agree Not sure Disagree S. Disagree	0 22 0 78 0	0% 22% 0% 78% 0%	100	2.44	0.349
Teachers consistently treat all the pupils with fairness	S. Agree Agree Not sure Disagree S. Disagree	65 28 7 0 0	65% 28% 7% 0% 0%	100	4.58	0.232
Teachers create an inclusive environment for all pupils, regardless of background	S. Agree Agree Not sure Disagree S. Disagree	46 54 0 0 0	46% 54% 0 0 0	100	4.46	0.110
Teachers engage in ongoing professional development	S. Agree Agree Not sure Disagree S. Disagree	13 28 0 0 59	13% 28% 0% 59% 0%	100	2.95	0.294
Teachers follow the school's code of conduct regarding student behavior management	S. Agree Agree Not sure Disagree S. Disagree	40 54 6 0 0	40% 54% 6% 0% 0%	100	4.34	0.120
Teachers fully support pupils' academic needs	S. Agree Agree Not sure Disagree S. Disagree	23 63 0 14 0	23% 63% 0% 14% 0%	100	3.95	0.534
Teachers maintain a professional attitude and behavior in the classroom	S. Agree Agree Not sure Disagree S. Disagree	34 42 8 16 0	34% 42% 8% 16% 0%	100	3.94	0.543

Teachers model appropriate social and ethical behavior for pupils	S. Agree	0	0%	100	2.45	0.394
	Agree	21	21%			
	Not sure	10	10%			
	Disagree	62	62%			
	S. Disagree	7	7%			
Teachers prepare for their lessons	S. Agree	0	0%	100	2.80	0.465
	Agree	23	23%			
	Not sure	34	34%			
	Disagree	43	43%			
	S. Disagree	0	0%			

Table 4.2: Teachers’ Code of Conduct in Primary Schools in Busaana Sub County, Kayunga District

Source:Primary data (2024)

The teachers’ code of conduct in Busaana Sub-County, Kayunga District, plays a crucial role in shaping the professional behavior of educators and ensuring the well-being of pupils. The analysis of survey data provided insights into how teachers uphold professional standards, treat pupils, and adhere to ethical guidelines. The findings, summarized in terms of fairness, professionalism, ethical conduct, lesson preparation, and interaction with students, highlight key strengths and areas requiring improvement.

According to findings on Fairness and Professionalism in treating pupils, a significant 93% (65% strongly agree, 28% agree) of teachers indicated that they consistently treat all pupils with fairness (Mean = 4.58, SD = 0.232). This suggests that the majority of teachers in Busaana Sub-County uphold fairness in their interactions with pupils, fostering a supportive and inclusive learning environment.

Although a small percentage (7%) were unsure, no teachers reported outright disagreement, indicating that fairness is a widely observed principle. In terms of maintaining a professional attitude and behavior in the classroom, 76% (34% strongly agree, 42% agree) affirmed their professionalism, while 16% disagreed (Mean = 3.94, SD = 0.543). While most teachers demonstrate professional behavior, the presence of 16% who disagree suggests that some teachers may struggle with maintaining professionalism, possibly due to work-related stress, lack of motivation, or poor supervision.

On adherence to the School’s Code of Conduct on pupils’ Behavior Management, 94% (40% strongly agree, 54% agree) of teachers follow the school’s guidelines on managing student behavior, while 6% were neutral (Mean = 4.34, SD = 0.120). The high level of adherence suggests that schools enforce discipline policies effectively, and teachers generally follow established rules when managing student conduct.

On Lesson Preparation and Professional Responsibilities, findings indicated that only 23% agreed that teachers prepare for lessons, while 34% were unsure and 43% disagreed (Mean = 2.80, SD = 0.465). This finding is concerning, as it suggests that many teachers do not adequately prepare for their lessons. Poor preparation can negatively impact learning outcomes and student engagement.

Regarding modeling appropriate social and ethical behavior for pupils, only 21% agreed, while a large percentage (62% disagreed and 7% strongly disagreed) (Mean = 2.45, SD = 0.394). This suggests that many teachers fail to act as role models in social and ethical conduct. Such behavior could negatively influence students’ values and discipline.

On support for pupils’ academic and emotional needs, findings indicated that 86% (23% strongly agree, 63% agree) of teachers reported supporting pupils’ academic needs, while 14% disagreed (Mean = 3.95, SD = 0.534). This is a positive finding, indicating that most teachers are committed to ensuring students perform well academically.

In contrast, only 16% of teachers (6% strongly agree, 10% agree) felt they were approachable for pupils’ emotional needs, while a staggering 81% (65% disagreed, 16% strongly disagreed) disagreed (Mean = 2.25, SD = 0.446). The results indicate that emotional support for students is severely lacking. Teachers may either lack training in handling emotional concerns or be overwhelmed by other responsibilities.

On inclusivity and ethical standards, findings: 100% (46% strongly agree, 54% agree) of teachers reported creating an inclusive learning environment (Mean = 4.46, SD = 0.110). This suggests that inclusivity is a well-established practice in schools, ensuring that students from different backgrounds are treated equally.

Adherence to ethical standards showed mixed responses: 41% (12% strongly agree, 29% agree) reported compliance, but 59% (43% disagreed, 16% strongly disagreed) disagreed (Mean = 2.78, SD =

0.571). More than half of the teachers may not fully adhere to ethical standards, which is a significant concern for professional integrity.

For Professional Development and Communication with Parents, findings showed that only 41% (13% strongly agree, 28% agree) of teachers engage in ongoing professional development, while 59% disagreed (Mean = 2.95, SD = 0.294). This suggests a lack of continuous teacher training, which may impact teaching quality. Limited access to training programs or lack of motivation could be barriers.

Communication with parents was found to be extremely low, with only 22% agreeing and 78% disagreeing (Mean = 2.44, SD = 0.349). This indicates a major gap in school-home collaboration, which can negatively affect student performance and behavior management.

XXV. The following are Interview responses by the respondents on Teacher Code of Conduct in Primary Schools in Busaana Sub County, Kayunga District

One of the head teachers said “The teacher code of conduct is an important document that guides teachers in their professional behavior, but unfortunately, not all teachers adhere to it. One clear indicator of poor conduct is when teachers fail to maintain proper discipline in the classroom. For example, we have cases where teachers engage in verbal abuse towards students, using harsh language or even insulting them. This goes against the core principles of the teacher code, which emphasizes respect and dignity for students. Another sign is when teachers are absent without justifiable reasons. Some teachers miss school regularly without prior notice, leaving students unattended, and this disrupts the learning process. We also notice that some teachers do not keep proper records of students’ progress, which is a direct violation of professional standards. They fail to maintain lesson plans or update student performance records regularly, which hinders the monitoring of progress and impedes proper evaluation”

Another teacher said “Another concerning behavior is the failure to attend staff meetings and engage with school development activities. Teachers are required to participate in these meetings and contribute to the development of the school, but some of them simply skip these sessions without any valid reason. This lack of commitment affects school improvement efforts. We’ve also had reports of teachers neglecting their duties when it comes to supervising students during break times or after school, which is a breach of the code of conduct”

Another head teacher said “The teacher code of conduct is meant to be a guide to ensure professionalism, but it’s disheartening to see that some teachers fall short of these expectations. One of the most visible signs of poor conduct is when teachers show up late or leave early. This affects not only the students’ learning time but also the overall functioning of the school. The code of conduct emphasizes punctuality and reliability, yet some teachers consistently violate these principles”

Another indicator of poor conduct is when teachers engage in personal or inappropriate relationships with students. We’ve had incidents where teachers are seen spending excessive time with individual students outside of school hours, which can create a problematic dynamic. The code of conduct stresses maintaining boundaries, but unfortunately, this is something we see being compromised.

Some teachers refuse to follow instructions or show open defiance towards decisions made by the head teacher or the school management. This disrespectful attitude disrupts the working environment and creates tension among staff members. Additionally, some teachers engage in negligent behavior, such as not supervising students properly during field activities or school events, which is a violation of their professional duties and responsibility as per the code of conduct.

Deputy Head Teacher noted that “The teacher code of conduct is essential for maintaining a professional and respectful learning environment, but unfortunately, not all teachers uphold it as they should. One of the main issues we face is teachers who neglect their responsibilities during class. Some teachers do not follow the lesson plans, and there are instances where teachers come to class without any preparation. This kind of negligence goes against the code of conduct, which emphasizes the importance of being prepared and organized for lessons”

“Another indicator of poor conduct is the failure to treat students with respect. Teachers who yell at students or use inappropriate language create a hostile environment, and that’s a clear breach of the code of conduct, which calls for respect and positive reinforcement. We also have a problem with teachers who show favoritism towards certain students, which undermines fairness and equity in the classroom. The code of conduct demands that all students be treated equally and with dignity”

XXVI. Teachers’ commitment in primary schools in Busaana Sub County, Kayunga District

The findings were recorded on five-point scale where 5- strongly agree, 4- agree, 3- Neutral, 2- Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Items	Scale	Freq	Perc	N	Mean	Std.dev
Teachers are dedicated to ensuring that all pupils achieve their best academic potential.	S. Agree Agree Not sure Disagree S. Disagree	18 40 8 34	18% 40% 8% 34%	100	3.42	0.652
Teachers consistently put in extra effort to support pupils outside of regular class hours	S. Agree Agree Not sure Disagree S. Disagree	0 29 5 66 0	0% 29% 5% 66% 0%	100	2.63	0.419
Teachers are passionate about fostering a positive learning environment for pupils	S. Agree Agree Not sure Disagree S. Disagree	9 38 12 41 0	9% 38% 12% 41% 0%	100	3.15	0.674
Teachers actively seek out opportunities for professional development	S. Agree Agree Not sure Disagree S. Disagree	05 18 0 61 16	5% 18% 0% 61% 16%	100	2.35	0.484
Teachers collaborate with others to share ideas on improve pupils learning	S. Agree Agree Not sure Disagree S. Disagree	10 21 4 59 6	10% 21% 4% 59% 6%	100	2.70	0.452
Teachers are committed to addressing the individual learning needs of all pupils	S. Agree Agree Not sure Disagree S. Disagree	0 8 10 55 27	0% 8% 10% 55% 27%	100	1.99	0.291
Teachers regularly evaluate and reflect on their teaching methods	S. Agree Agree Not sure Disagree S. Disagree	9 49 0 42 0	9% 49% 0% 42% 0%	100	3.25	0.543
Teachers regularly update their teaching methods	S. Agree Agree Not sure Disagree S. Disagree	13 27 04 66 0	13% 27% 4% 66% 0%	100	3.17	0.677
Teachers actively engage in all the school activities	S. Agree Agree Not sure Disagree S. Disagree	8 12 0 61 19	8% 12% 0% 61% 19%	100	2.29	0.382

Teachers feel a strong sense of belonging and loyalty to their schools	S. Agree Agree Not sure Disagree S. Disagree	09 15 0 58 18	9% 15% 0% 58% 18%	100	2.39	0.383
Teachers always come to school on time	S. Agree Agree Not sure Disagree S. Disagree	0 27 32 41 0	0% 27% 32% 41% 0%	100	2.86	0.639
Teachers complete their teaching responsibilities diligently	S. Agree Agree Not sure Disagree S. Disagree	03 11 02 62 22	3% 11% 2% 62% 22%	100	2.11	0.473

Table 4.3: Teachers’ commitment in primary schools in Busaana Sub County, Kayunga District
Source: Primary data (2024)

Findings on “Teachers' Dedication to Pupil Success” showed that 58% (18% strongly agree, 40% agree) of teachers stated they are dedicated to ensuring pupils achieve their best academic potential, while 34% disagreed (Mean = 3.42, SD = 0.652). While more than half of the teachers demonstrate dedication to student success, the relatively high percentage of disagreement suggests that some educators may lack motivation or face challenges that hinder their commitment.

However, when asked about putting in extra effort outside regular class hours, only 29% agreed, while a significant 66% disagreed (Mean = 2.63, SD = 0.419). This indicates that most teachers are not willing or unable to extend their support beyond class time.

On Passion for Teaching and Learning Environment, findings showed that only 47% (9% strongly agree, 38% agree) of teachers expressed passion for fostering a positive learning environment, while 41% disagreed (Mean = 3.15, SD = 0.674). This suggests that nearly half of the teachers may lack enthusiasm in their teaching roles, which can negatively affect pupils’ engagement and motivation.

Regarding professional development, only 23% (5% strongly agree, 18% agree) actively seek opportunities to improve their skills, while 77% (61% disagree, 16% strongly disagree) do not (Mean = 2.35, SD = 0.484). The low participation in professional development suggests a lack of access to training opportunities, financial constraints, or general disinterest in improving teaching methods.

On Teacher Collaboration and Adaptation to New Teaching Methods, findings showed that only 31% (10% strongly agree, 21% agree) of teachers collaborate with colleagues to improve pupil learning, while 65% disagreed (Mean = 2.70, SD = 0.452). The lack of collaboration may indicate a weak school culture where teachers work in isolation rather than sharing best practices and learning from one another.

Further, findings showed that only 40% (13% strongly agree, 27% agree) update their teaching methods, whereas 66% disagreed (Mean = 3.17, SD = 0.677). This shows resistance to change, which could be due to inadequate training, reluctance to adopt new strategies, or a lack of resources to support innovative teaching approaches.

On Commitment to Addressing Pupils' Individual Needs, findings indicated that a concerning 82% (55% disagree, 27% strongly disagree) of teachers are not committed to addressing individual pupil learning needs, while only 8% agreed (Mean = 1.99, SD = 0.291). This indicates a significant failure in differentiating instruction to cater to diverse student needs. The reasons could include large class sizes, lack of training in special education, or teachers prioritizing syllabus completion over individual student progress.

Similarly, only 58% (9% strongly agree, 49% agree) of teachers regularly evaluate and reflect on their teaching methods, while 42% disagreed (Mean = 3.25, SD = 0.543). While a moderate number of teachers engage in self-reflection, nearly half do not assess or adjust their teaching methods, potentially leading to ineffective instructional practices.

On Participation in School Activities and Sense of Belonging, findings showed that only 20% (8% strongly agree, 12% agree) actively participate in school activities, whereas 80% (61% disagree, 19% strongly disagree) do not (Mean = 2.29, SD = 0.382). This highlights a low level of involvement in extracurricular and administrative school functions, which can negatively impact school cohesion and development.

Additionally, only 24% (9% strongly agree, 15% agree) feel a strong sense of belonging and loyalty to their schools, while 76% (58% disagree, 18% strongly disagree) do not (Mean = 2.39, SD = 0.383). This suggests that many teachers may feel disconnected from their institutions, possibly due to poor working conditions, low salaries, or lack of administrative support.

On Punctuality and Responsibility, findings on punctuality indicated that only 27% agreed, while 32% were unsure and 41% disagreed (Mean = 2.86, SD = 0.639). The fact that a large percentage of teachers are uncertain about their punctuality suggests inconsistent attendance, which can disrupt student learning and discipline.

Regarding completing teaching responsibilities diligently, only 14% (3% strongly agree, 11% agree) reported doing so, whereas 84% (62% disagree, 22% strongly disagree) disagreed (Mean = 2.11, SD = 0.473). This is a serious concern, as it indicates that most teachers are either overburdened, unmotivated, or lack accountability in fulfilling their teaching duties.

The District Education Officer said “While it’s true that there have been concerns regarding the level of commitment among some teachers, we must acknowledge that this is a multifaceted problem. Some teachers are overburdened with excessive administrative duties, while others face challenges such as inadequate resources and support”

The District Inspector of Schools said “The lack of commitment among teachers in some schools in Busaana is certainly a concern for us. As inspectors, we visit schools regularly, and while there are dedicated teachers who are doing a great job, we notice that in some instances, teachers are disengaged. One of the major causes is that there is insufficient follow-up on teacher performance. Teachers need constant supervision and feedback, but that is not always consistent. Another issue is the lack of resources for both teachers and students. When resources are inadequate, it’s easy for teachers to lose focus on their roles. Our responsibility as the inspectorate is to ensure that these teachers are held accountable while working with the DEO to provide the necessary support and training”

One Head Teacher said “The issue of teacher commitment is real in our schools. Some teachers are simply not giving their best, and this impacts the learning outcomes of our students. From my observations, there are several challenges that contribute to this lack of commitment. First, we have inadequate teaching materials, and some of the teachers have low morale because they feel unsupported. Teachers are also underpaid, and this has a direct effect on their enthusiasm and willingness to put in extra effort. Moreover, some teachers are not regularly supervised, which can lead to complacency”. He added “We try to foster a sense of teamwork in our school by encouraging regular meetings and professional development sessions. We also ensure that teachers feel supported by creating an open communication channel where they can express their concerns. However, I believe that the district needs to ensure better resource allocation, and there needs to be more emphasis on motivating teachers. We’ve also implemented peer support systems, where more experienced teachers mentor their colleagues, but this is something that would be more effective if there was a more structured system at the district level”

Another head teacher said “Absolutely. The lack of commitment from some teachers is one of the biggest challenges we face in our school. It’s discouraging when you see some teachers who do not show up for work on time or do not prepare adequately for their lessons. One of the major causes, in my view, is the lack of proper professional development and the feeling of neglect by the teachers. In many cases, teachers in rural areas like Busaana Sub County feel disconnected from the district’s central education structures. When you combine this with poor salaries and limited resources, it is no surprise that some teachers disengage from their work”

He added that “We need to address this problem from multiple angles. First, teachers need better pay and incentives, but also there should be more engagement with them. We must prioritize regular training to keep them updated on best practices in education. Furthermore, increasing the level of supervision and providing positive reinforcement when teachers do well is key. We also need to create a supportive environment, where teachers feel that their concerns are being heard and addressed. Lastly, the local government needs to be more proactive in ensuring that schools are properly resourced, which would go a long way in motivating teachers to stay committed”

Teacher attitude in primary schools in Busaana Sub County, Kayunga District

The findings were recorded on five-point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 4.4: Teacher Attitude in Primary Schools in Busaana Sub County, Kayunga District

Item	Scale	Freq	Perc	N	Mn	Std
Teachers feel enthusiastic about their role	S. Agree	8	8%	100	2.60	0.487
	Agree	16	16%			
	Not sure	13	13%			
	Disagree	54	54%			
	S. Disagree	9	9%			
Teachers maintain a positive and respectful attitude towards pupils at all times	S. Agree	06	6%	100	2.82	0.653
	Agree	26	26%			
	Not sure	22	22%			
	Disagree	36	36%			
	S. Disagree	10	10%			
Teachers are open to feedback to improve their teaching practices	S. Agree	23	23%	100	3.00	0.769
	Agree	19	19%			
	Not sure	02	2%			
	Disagree	47	47%			
	S. Disagree	9	9%			
Teachers feel motivated	S. Agree	0	0%	100	2.31	0.481
	Agree	18	18%			
	Not sure	12	12%			
	Disagree	53	53%			
	S. Disagree	17	17%			
Teachers handle classroom challenges with patience	S. Agree	25	25%	100	3.27	0.468
	Agree	12	12%			
	Not sure	28	28%			
	Disagree	35	35%			
	S. Disagree	0	0%			
Teachers are committed to their responsibilities	S. Agree	01	1%	100	2.49	0.474
	Agree	29	29%			
	Not sure	0	0%			
	Disagree	58	58%			
	S. Disagree	12	12%			

According to findings on Enthusiasm for Teaching, only 24% (8% strongly agree, 16% agree) of teachers feel enthusiastic about their role, while 63% (54% disagree, 9% strongly disagree) do not (Mean = 2.60, SD = 0.487). This suggests that the majority of teachers in Busaana Sub-County lack enthusiasm for their work.

On Respectful and Positive Attitude towards Pupils, findings show that 32% (6% strongly agree, 26% agree) of teachers maintain a positive and respectful attitude towards pupils, while 46% (36% disagree, 10% strongly disagree) do not, and 22% are unsure (Mean = 2.82, SD = 0.653). The relatively high percentage of disagreement suggests that a significant number of teachers struggle to consistently exhibit positive behavior toward their pupils.

Findings on openness to feedback and willingness to Improve show that 42% (23% strongly agree, 19% agree) of teachers are open to feedback, while 56% (47% disagree, 9% strongly disagree) are not (Mean = 3.00, SD = 0.769). While some teachers are willing to accept feedback to improve their teaching, a majority resist constructive criticism. This resistance could stem from a lack of proper mentorship, fear of being judged, or a rigid school culture that does not encourage professional dialogue.

On Teacher Motivation, findings indicated that only 18% of teachers feel motivated, while 70% (53% disagree, 17% strongly disagree) do not (Mean = 2.31, SD = 0.481). The low motivation levels among teachers indicate major challenges in their working conditions.

On Patience in Handling Classroom Challenges, findings indicated that 37% (25% strongly agree, 12% agree) of teachers handle classroom challenges with patience, while 35% disagreed, and 28% were unsure (Mean = 3.27, SD = 0.468). While some teachers show patience, a significant proportion either struggle with classroom management or are unsure of their ability to handle difficult situations.

On Commitment to Teaching Responsibilities, findings show that only 30% (1% strongly agree, 29% agree) of teachers are committed to their responsibilities, while 70% (58% disagree, 12% strongly disagree) do

not feel committed (Mean = 2.49, SD = 0.474). A lack of commitment among teachers poses a serious risk to student learning and school performance.

During the interview phase, the following findings were recorded.

One Head Teacher said “Teacher attitude is definitely a challenge in our schools. We have a number of teachers who display a poor attitude towards their work, and this has a significant impact on pupil outcomes. One clear indicator of a poor attitude is lack of punctuality. Some teachers consistently arrive late to school, or leave early, which disrupts the learning process. Another sign is the lack of preparedness for lessons. Teachers sometimes show up to class without a lesson plan or the necessary materials to teach effectively. This shows a lack of commitment to their role. In addition, some teachers are not engaging with their students. You can see that they lack enthusiasm in their teaching, and the students don't seem motivated or inspired”

He added that “Another key indicator is the lack of communication with parents and the school community. Teachers who have a poor attitude often don't take the time to meet with parents or attend school meetings. They also tend to be disengaged during school staff meetings, often contributing little to discussions. Lastly, there are some teachers who don't participate in extracurricular activities. They see these activities as unnecessary, but they are important for building relationships with students and for fostering a positive school culture”

Another Head Teacher said “The issue of teacher attitude is something we constantly grapple with. A big indicator of poor attitude is teachers' unwillingness to adapt to new teaching methods. Some teachers are resistant to change and prefer to use outdated teaching techniques, even though we encourage more interactive and student-centered learning approaches. Additionally, we see a lack of enthusiasm in their interactions with students. Teachers who display poor attitudes often treat their students with indifference, rather than showing genuine care and interest in their progress”

He added “One of the most concerning behaviors is neglecting the individual needs of students. Some teachers simply go through the motions, without paying attention to students who may need extra help. They are not willing to go the extra mile to support those who are struggling academically or personally. Another red flag is absenteeism. When teachers frequently miss work or are not transparent about their reasons for absence, it creates instability and a lack of continuity in students' learning. This reflects a lack of professionalism and commitment to their duties”

One of the Deputy Head Teacher said “Teacher attitude is a significant challenge in our schools, and it's a problem that requires urgent attention. One of the primary indicators of poor attitude is the lack of involvement in lesson delivery. Some teachers simply recite information without engaging with their students. The lack of interaction and student-centered learning makes the lessons feel monotonous and uninspiring. Another indicator is how teachers respond to student behavior. Teachers with a poor attitude tend to react negatively when students are disruptive, and they often fail to use appropriate methods for managing student behavior. Instead of using positive reinforcement or seeking to understand the reasons behind the behavior, they may respond with punishment or indifference”

XXVII. Teacher performance in primary school in Busaana Sub County

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2- Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 4.5: Teacher performance in primary school in Busaana Sub County

Item	Scale	Freq	Perc	N	Mean	Std Dev
Teachers consistently prepare well-structured lessons	S. Agree Agree Not sure Disagree S. Disagree	10 10 0 59 21	10% 10% 0% 59% 21%	100	2.29	0.247
Teachers effectively engage pupils during lessons.	S. Agree Agree Not sure Disagree S. Disagree	32 48 0 20 0	32% 48% 0% 20% 0%	100	3.92	0.429
Teachers demonstrate a good understanding of the subjects they teach.	S. Agree Agree Not sure Disagree S. Disagree	04 29 10 37 20	4% 29% 10% 37% 20%	100	2.60	0.219
Teachers effectively manage classroom behavior.	S. Agree Agree Not sure Disagree S. Disagree	19 27 0 35 19	19% 27% 9% 35% 10%	100	2.92	0.291
Teachers regularly assess and provide feedback on pupil performance.	S. Agree Agree Not sure Disagree S. Disagree	40 37 9 12 2	40% 37% 9% 12% 2%	100	4.01	0.276
Teachers are punctual and attend classes regularly.	S. Agree Agree Not sure Disagree S. Disagree	34 41 19 06 0	34% 41% 19% 6% 0%	100	4.03	0.381
Teachers actively participate in extracurricular activities.	S. Agree Agree Not sure Disagree S. Disagree	0 12 0 49 39	0% 12% 0% 49% 39%	100	1.85	0.387
Teachers provide extra support to pupils struggling academically.	S. Agree Agree Not sure Disagree S. Disagree	0 19 0 56 25	0% 19% 0% 56% 25%	100	2.13	0.325
Teachers manage classroom discipline effectively	S. Agree Agree Not sure Disagree S. Disagree	23 56 4 12 4	23% 56% 4% 12% 4%	100	3.79	0.629
Teachers complete the required syllabus within the allocated time frame	S. Agree Agree Not sure Disagree S. Disagree	02 18 04 41 35	2% 18% 4% 41% 35%	100	2.11	0.323

On Lesson Preparation and Delivery, findings show that only 20% (10% strongly agree, 10% agree) of teachers consistently prepare well-structured lessons, while 80% (59% disagree, 21% strongly disagree) do not (Mean = 2.29, SD = 0.247). The high percentage of teachers who do not prepare structured lessons suggests a lack of planning and organization.

On Pupil Engagement in Lessons, findings show that 80% (32% strongly agree, 48% agree) of teachers effectively engage pupils during lessons, while 20% disagree (Mean = 3.92, SD = 0.429).

This is a positive indicator of teaching effectiveness, as most teachers actively involve students in the learning process. Engaged pupils are more likely to retain information and participate actively in class. However, the 20% of teachers who struggle with engagement may require further training on interactive teaching methods.

On Subject Knowledge, findings show that 33% (4% strongly agree, 29% agree) of teachers demonstrate a good understanding of their subjects, while 57% (37% disagree, 20% strongly disagree) do not (Mean = 2.60, SD = 0.219). More than half of the teachers lack strong subject knowledge, which is a serious concern.

On Classroom Management, findings show that 46% (19% strongly agree, 27% agree) of teachers effectively manage classroom behavior, while 45% (35% disagree, 10% strongly disagree) do not (Mean = 2.92, SD = 0.291). While nearly half of the teachers manage classroom discipline well, the other half struggle with maintaining order.

On assessment and feedback, findings show that 77% (40% strongly agree, 37% agree) of teachers regularly assess and provide feedback on pupil performance, while only 14% disagree (Mean = 4.01, SD = 0.276). This is a strong aspect of teacher performance, indicating that most teachers recognize the importance of assessments and timely feedback in improving student learning.

On Teacher Punctuality and Attendance, findings show that 75% (34% strongly agree, 41% agree) of teachers are punctual and attend classes regularly, while only 6% disagree (Mean = 4.03, SD = 0.381). Teacher attendance is generally high, which is a positive sign for school discipline and accountability. However, there is still room for improvement, particularly among the small percentage who are frequently absent.

On Participation in Extracurricular Activities, findings showed that only 12% of teachers participate in extracurricular activities, while 88% (49% disagree, 39% strongly disagree) do not (Mean = 1.85, SD = 0.387). This indicates a severe lack of teacher involvement in non-academic activities such as sports, clubs, and cultural events.

On Support for Struggling Pupils, findings show that only 19% of teachers provide extra support to struggling pupils, while 81% (56% disagree, 25% strongly disagree) do not (Mean = 2.13, SD = 0.325). The low level of support for weaker students is a major concern. Pupils who need additional help may struggle to catch up, leading to increased dropout rates and poor academic performance.

On Classroom Discipline, findings show that 79% (23% strongly agree, 56% agree) of teachers manage classroom discipline effectively, while 16% disagree (Mean = 3.79, SD = 0.629). This indicates that most teachers can maintain order and ensure a conducive learning environment. However, the 16% of teachers struggling with discipline may require further training in behavior management techniques.

On completing the syllabus on time, findings indicate that only 20% (2% strongly agree, 18% agree) of teachers complete the syllabus within the allocated timeframe, while 76% (41% disagree, 35% strongly disagree) do not (Mean = 2.11, SD = 0.323). This is a critical issue, as failing to cover the full syllabus means that students miss out on key learning content.

During the interview with some key respondents, various were pointed out that indicated a low level of teacher performance.

One head teacher stated: "Teachers struggle financially, and without incentives, their commitment to teaching declines." He added "Some teachers have side jobs like boda boda riding or farming, which distracts them from their teaching duties." Further, he pointed out that "The district education officers rarely visit schools, and some teachers take advantage of this to slack in their duties."

Another head teacher said "Some teachers show little interest in learners' progress, which discourages pupils from actively participating in class." He added "Most teachers rely on outdated teaching techniques, and there are few refresher courses to improve their skills." He concluded saying "A teacher with a class of over 80 pupils and no teaching materials cannot be expected to deliver quality lessons."

A deputy head teacher said that "A few teachers report to school drunk, and disciplining them is a challenge due to weak enforcement mechanism" One school inspector stated: "Some teachers come to school late, leave early, or fail to show up for lessons, which affects pupil learning outcomes." One inspector noted: "There are too few inspectors, and we lack the necessary resources to visit all schools regularly."

The DEO stated: "Teachers are poorly paid, and many engage in side jobs, which divide their attention between teaching and personal businesses."

One inspector noted: "Some teachers simply dictate notes without explaining concepts, making it hard for pupils to understand."

XXVIII. Correlation Findings

Table 4.6: Correlation between Teachers’ Code of Conduct, Commitment, Attitude and Teacher Performance in Primary Schools in Butaansa Sub County, Kayunga District

		Teachers’ Code of Conduct	Commitment	Attitude
Teacher Performance in primary schools	Pearson Correlation Sig. (2-tailed)	0.662 0.027	0.387 0.034	0.763 .018
	N	115	115	115

The results indicate a moderately strong positive correlation (0.662) between Teachers’ Code of Conduct and Teacher Performance. Since the p-value (0.027) is less than 0.05, the relationship is statistically significant. This suggests that adherence to the Teachers' Code of Conduct, including professionalism, discipline, and ethical teaching practices, has a significant impact on teacher performance.

Also, the results show a weak positive correlation (0.387) between Teacher Commitment and Teacher Performance. The p-value (0.034) is below 0.05, meaning the relationship is statistically significant. This implies that while commitment (such as punctuality, dedication, and lesson preparedness) contributes to teacher performance, its effect is relatively weaker compared to the Teachers’ Code of Conduct.

The results reveal a strong positive correlation (0.763) between Teacher Attitude and Teacher Performance. The p-value (0.018) is also below 0.05, confirming that the relationship is statistically significant. This means that teachers with a positive attitude (enthusiasm, motivation, and willingness to help students) tend to perform better in their teaching roles.

XXIX. Regression Analysis of Professionalism and Teacher Performance in Butaansa Sub County, Kayunga District

Model	R	R Square	Adjusted R Square
Code of conduct	.891 ^a	0.794	0.781
Commitment	.716 ^b	0.513	0.518
Attitude	.872 ^c	0.761	0.741

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.132	.039		3.234	.000
Code of conduct	2.329	.000	.016	4.516	.026
Commitment	0.214	.006	.053	4.395	.031
Attitude	0.313	.042	.522	4.184	.012

Table 4.7: Regression analysis of Professionalism and Teacher Performance in Butaansa Sub County, Kayunga District

a. Dependent Variable: teacher performance

- **R (correlation coefficient)** indicates the strength of the relationship between each independent variable and Teacher Performance.
- **R Square (coefficient of determination)** shows how much variation in **Teacher Performance** is explained by each independent variable.

Teachers' Code of Conduct ($R = 0.891$, $R^2 = 0.794$) explains 79.4% of the variation in Teacher Performance. This indicates a strong positive relationship, meaning that adherence to the Teachers' Code of Conduct significantly influences Teacher Performance.

Teachers' Commitment ($R = 0.716$, $R^2 = 0.513$) explains 51.3% of the variation in Teacher Performance, showing a moderate positive relationship between Commitment and Teacher Performance.

Teachers' Attitude ($R = 0.872$, $R^2 = 0.761$) explains 76.1% of the variation in Teacher Performance, suggesting that Teacher Attitude has a strong influence on performance.

Overall, Code of Conduct has the strongest relationship with Teacher Performance, followed by Attitude, while Commitment has the weakest relationship.

The constant ($B = 3.132$, $p = 0.000$) indicates that when all independent variables are zero, teacher performance remains at a baseline level of 3.132.

Teachers' Code of Conduct ($B = 2.329$, $p = 0.026$) has the highest unstandardized coefficient, meaning that a one-unit improvement in the Code of Conduct increases Teacher Performance by 2.329 units. The p -value (0.026) confirms that this relationship is statistically significant.

Commitment ($B = 0.214$, $p = 0.031$) has a smaller but significant impact, meaning a one-unit increase in Commitment improves Teacher Performance by 0.214 units.

Attitude ($B = 0.313$, $p = 0.012$) has a positive impact, with a one-unit increase leading to a 0.313 unit increase in Teacher Performance. This is also statistically significant.

All p -values (less than 0.05) indicate that all three variables significantly contribute to Teacher Performance.

XXX. Discussion of Findings

According to McKee and McArdle (2007), professionalism is a core element of teacher performance, with a code of ethics serving as a guideline for expected behaviors. However, their work does not explicitly show how adherence to the code translates into improved teacher performance. The study findings support their argument, demonstrating that teachers who uphold ethical and professional conduct perform better. This is evident from the high adherence rates (94%) to behavior management policies and fairness in treating pupils (93%).

However, the study also found that 16% of teachers struggle with maintaining professionalism. Possible reasons include work-related stress, lack of motivation, or inadequate supervision. This aligns with Nkwanga's (2020, 2019) assertion that the social environment, personality, and teacher education influence professional conduct, but he does not explicitly show how these factors impact teacher performance.

The study reveals that only 21% of teachers act as role models, while 62% disagree and 7% strongly disagree (Mean = 2.45, SD = 0.394). This means that a majority of teachers fail to model ethical behavior, contradicting Genza's (2018) argument that teachers should serve as role models by adhering to the code of conduct. Similarly, Kigongo (2017) argues that the teaching profession should emphasize core values, but his work does not specifically address primary schools in Kayunga District.

The findings further show that 59% of teachers do not adhere to ethical standards, which is concerning because ethical lapses can negatively affect student discipline and moral upbringing. This observation is in line with Stinnett and Hugget (2023), who argue that professional ethics are influenced by social norms and religious traditions. However, their study focuses more on the need for religious and moral education rather than directly linking ethical adherence to teacher performance.

A critical finding is that only 23% of teachers prepare for lessons, while 43% disagree and 34% are unsure (Mean = 2.80, SD = 0.465). This suggests poor lesson preparation, which can lead to ineffective teaching and poor learning outcomes. These findings contrast with the expectations of the Teachers' Code of Conduct, which mandates thorough lesson planning and student engagement.

Boyer (2012) highlights the issue of teacher training quality, noting that many African teacher colleges produce graduates with limited skills and professionalism. The study findings support this argument, as teachers' failure to prepare lessons reflects inadequate training or lack of commitment. Similarly, Opuda-Asibo (2023) suggests that teacher colleges may not always instill professional ethics, which could explain the lack of adherence to lesson preparation standards.

School Management Committee members highlighted key indicators of poor adherence to the code, including:

- Absenteeism without justification
- Failure to maintain discipline
- Late arrivals and early departures
- Lack of participation in school meetings and development activities
- Failure to maintain proper student records

These findings reinforce Blakemore and Cooksey (2023), who note that young male teachers often find it challenging to adhere to professional conduct due to personal habits and social expectations. Their work, however, does not directly address how these behaviors impact performance in primary schools.

The study found that only 41% of teachers engage in professional development, while 59% do not participate in training programs. Similarly, 78% of teachers do not communicate with parents, which hinders student progress monitoring and behavioral management.

This supports Boyer's (2012) argument that African teacher training institutions lack ongoing professional development opportunities, leading to teachers' stagnation in knowledge and skills. The World Bank report cited by Boyer highlights the crisis in teacher education, where graduates lack practical and relevant teaching skills, which is reflected in the poor lesson preparation (23%) and low ethical adherence (41%) in the study.

The study found a moderately strong positive correlation (0.662) between adherence to the Code of Conduct and teacher performance. This statistically significant relationship (p -value = 0.027) suggests that teachers who follow professional ethics, maintain discipline, and prepare adequately perform better than those who do not.

This supports Ssekamwa (2020, 2021), who argues that the code of conduct enhances teacher responsibility, integrity, and professionalism. However, he does not specify how these factors translate into actual performance. The study findings provide empirical evidence that adherence to professional ethics leads to better teaching outcomes.

Relationship between Teacher commitment and teacher performance in Butaansi Sub County, Kayunga District.

Several studies (Cheng, 2024; Kanter, 2020; Mutchler, 2023) have suggested that teacher commitment is essential for job satisfaction, motivation, and ultimately, student success. Commitment is often linked to positive work behaviors, including innovation, collaboration, and engagement with students. However, while these studies highlight the importance of commitment, they do not explicitly demonstrate its direct impact on teacher performance in Busaana Sub County.

The study found a weak positive correlation (0.387) between teacher commitment and teacher performance, which suggests that while committed teachers may perform better, other variables may have a stronger impact. This aligns with Namutebi (2020), who examined teacher commitment in Uganda but focused only on rewards, omitting aspects like identification with the school or professional dedication. Similarly, Acom (2017) argued that commitment is shaped by factors such as cooperation and belongingness, but these differ among individuals and contexts, which may explain the weak correlation found in Busaana.

Only 29% of teachers were willing to put in extra effort outside of class, with 66% disagreeing. This suggests that teachers may not be motivated enough to dedicate additional time to student success, which could negatively impact performance. The findings align with Mutchler (2023), who emphasized that commitment is often influenced by an individual's willingness to invest personal time and energy in their work.

While 47% of teachers expressed enthusiasm for fostering a positive learning environment, 41% disagreed. This supports the argument by Choy et al. (2023) that commitment influences student outcomes, but in cases where passion is low, performance is likely to be affected.

A significant 77% of teachers did not actively seek opportunities for skill improvement. This reluctance to engage in professional growth can directly impact teacher effectiveness. Riley (2007) found that teacher mentoring programs improve commitment, but only if quality assistance is provided. The lack of engagement in professional development in Busaana could be due to financial constraints or a lack of access to training.

Only 31% of teachers collaborated with colleagues, while 65% disagreed. This aligns with Mutchler (2023), who suggested that teacher commitment is closely linked to relationships with colleagues. The study's findings indicate that a lack of teamwork may hinder the sharing of best practices, ultimately affecting teacher performance.

The District Inspector of Schools noted that inconsistent monitoring leads to teacher disengagement. This aligns with Riley (2007), who emphasized that mentoring and support systems can enhance commitment.

Relationship between teachers' attitude and teacher performance in Butaansi Sub County, Kayunga District.

The importance of teachers' attitudes toward the code of conduct is well discussed in the literature. Ssekamwa (2020) and Nsereko (2024) emphasize the importance of education in shaping behavior patterns in society, but they overlook the specific aspect of teachers' attitudes towards the code of conduct. The findings of the current study address this gap by focusing on how teachers' attitudes towards the code of conduct directly impact their performance.

Kneller (2021) stresses the significance of core values within the teachers' code, which must be emphasized to analyze teacher education properly. While Kneller acknowledges the role of these values, he does not specifically explore the attitudes of teachers in Busaana Sub County toward the code of conduct. This is a critical gap that the current study addresses by linking the teachers' attitudes towards the code with their performance in the classroom. Teachers who align with the core values of the code may demonstrate better performance, as they are more likely to follow ethical standards, leading to more effective teaching practices.

Muwagga (2021) connects the teacher code of conduct to ethics, emphasizing its role in teacher professionalism. The ethical considerations within the code of conduct guide teachers in navigating their professional responsibilities and decision-making. This ethical foundation contributes to the overall teaching performance. Teachers who understand and appreciate the ethical dimensions of their profession are likely to exhibit more positive attitudes towards their work, which can translate into higher motivation and effectiveness in the classroom.

Aiftinca (2023) further elaborates on how the appreciation of values based on acquired knowledge, judgment, and experience leads to the transformation of personal and social ideals. Teachers who are well-versed in the code of conduct, internalize these values, and apply them in their teaching are more likely to perform well. A teacher's positive attitude towards these values enhances not only their personal growth but also their ability to positively influence their students.

Mugarura (2019) investigates institutional factors that influence academic performance, such as teaching methods, materials, and management practices. While Mugarura highlights the role of the teacher's interaction with students and the environment, the study does not consider the teachers' attitude toward the code of conduct, which is crucial for understanding the internal motivations that affect performance. The current study's findings suggest that a teacher's internal attitude, shaped by the code of conduct, plays a significant role in how they perform in their professional duties.

Biryomumaisho (2024) examined the attitudes of education administrators toward the Uganda Teachers' Association, which influences teachers' participation in improving their economic growth. However, this study, while valuable, does not address the direct attitudes of teachers toward the code of conduct. The study underscores the importance of attitudes but does not explore the teacher's personal engagement with the ethical and professional standards prescribed by the code of conduct.

Rubamanya (2012) and Nyberg (2019) focus on teachers' attitudes in other domains, such as scientific teaching methods and moral education, respectively. While these studies provide valuable insights into how attitudes shape teaching practices, they do not directly address how teachers' attitudes toward the code of conduct influence their performance in specific contexts, such as primary schools in Busaana Sub County. The current study, however, fills this gap by directly correlating teachers' attitudes toward the code of conduct with their performance, suggesting that teachers with a positive attitude toward the code are more likely to be motivated and engaged in their work.

Howe (2018) provides a broader philosophical framework, suggesting that a teacher's attitude towards life, including their ethical and moral values, influences their performance. However, his study does not specifically address how the code of conduct directly affects teacher performance in primary schools in Busaana Sub County. The current study builds on Howe's perspective by suggesting that teachers who internalize and align their professional behavior with the ethical guidelines in the code of conduct are more likely to demonstrate better performance.

XXXI. Conclusions

Teachers' Code of Conduct and Teacher Performance in primary schools in Bataansi Sub County

The findings of the study indicated a moderately strong positive correlation (0.662) between Teachers' Code of Conduct and Teacher Performance. Since the p-value (0.027) is less than 0.05, the relationship is statistically significant. This suggests that adherence to the Teachers' Code of Conduct, including professionalism, discipline, and ethical teaching practices, has a significant impact on teacher performance.

Teacher Commitment and Teacher Performance in primary schools in Bataansi Sub County, Kayunga District

The results showed a weak positive correlation (0.387) between Teacher Commitment and Teacher

Performance. The p-value (0.034) is below 0.05, meaning the relationship is statistically significant. This implies that while commitment (such as punctuality, dedication, and lesson preparedness) contributes to teacher performance.

Teacher Attitude and Teacher Performance in Bataansi Sub County, Kayunga District

The results revealed a strong positive correlation (0.763) between Teacher Attitude and Teacher Performance. The p-value (0.018) is also below 0.05, confirming that the relationship is statistically significant. This means that teachers with a positive attitude (enthusiasm, motivation, and willingness to help students) tend to perform better in their teaching roles.

XXXII. Recommendations

Teachers' Code of Conduct and Teacher Performance in primary schools in Bataansi Sub County, Kayunga District

- i) The school administration should enhance teacher motivation through incentives, professional development programs, and recognition of outstanding performance.
- ii) The official in various administrative positions should strengthen adherence to the Teachers' Code of Conduct by implementing strict supervision and accountability mechanisms.
- iii) Schools should also encourage professional commitment by improving working conditions and providing support systems for teachers.

Teacher Commitment and Teacher Performance in primary schools in Bataansi Sub County, Kayunga District

- i) School Management committees should strengthen supervision and accountability through regular monitoring and feedback mechanisms to ensure teachers remain committed to their responsibilities.
- ii) Schools should ensure improved teacher incentives by providing higher salaries and performance-based rewards can enhance motivation and commitment.
- iii) Encourages Teacher Collaboration – Schools should foster a culture of teamwork and peer mentoring to enhance teacher effectiveness.

Teacher Attitude and Teacher Performance in Bataansi Sub County, Kayunga District

- i) The government should integrate regular workshops, seminars, and training sessions on the teacher's code of conduct into teacher professional development programs.
- ii) School management should establish a system of rewards and recognition for teachers who consistently demonstrate a positive attitude toward the code of conduct, including ethical behavior, punctuality, and student-centered teaching.
- iii) Schools should foster a supportive and collaborative environment among teachers, administrators, and parents to help teachers feel valued and empowered in their roles.
- iv) Schools should develop mentorship programs where experienced teachers can guide and support new teachers, especially in understanding and adhering to the code of conduct.

Areas for further research

- i) A comparative study of teacher attitudes towards the code of conduct across different sub-counties within Kayunga District or even other districts in Uganda.
- ii) Investigating how teachers' attitudes towards the code of conduct directly influence student academic performance and overall school outcomes.
- iii) Investigating the impact of school leadership on teachers' attitudes toward the code of conduct and their overall performance.
- iv) Exploring the extent to which teachers' personal values, beliefs, and cultural backgrounds align with or conflict with the code of conduct and how this affects their performance.

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