

**THE RELATIONSHIP BETWEEN TEACHER'S CODE OF CONDUCT AND TEACHER PERFORMANCE
IN PRIMARY SCHOOLS IN BUSAANA SUB-COUNTY, KAYUNGA DISTRICT ,
A CROSS-SECTIONAL STUDY.**

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Abstract

Background

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. This study established a relationship between teachers' code of conduct and teacher performance in primary schools in Busaana sub-county, Kayunga district.

Methodology

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 the Krejcie and Morgan Table (1970). The study employed simple random sampling and purposive sampling to select respondents. Data for this study were collected using questionnaires, interviews, and a documentary review checklist. The collected data were 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.

Results

The majority of male respondents (64.4%), 52.2% having more than 9 years of experience, had a moderately strong positive correlation (0.662) between the Teachers' Code of Conduct and Teacher Performance. 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.

Conclusion

The findings of the study indicated a moderately strong positive correlation between the 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.

Recommendation

The school administration should enhance teacher motivation through incentives, professional development programs, and recognition of outstanding performance.

Keywords: Teachers' code of conduct, Teacher performance, Professional ethics, Primary schools, Busaana Sub-county.

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Background

Teacher performance is widely recognized as a critical factor in promoting academic success in schools. It serves to inspire pupils to work diligently, demonstrates the competence of educators, and portrays teachers as catalysts for social transformation (Layek & Koodamara, 2024). However, there are growing concerns about a decline in teacher performance. According to Kayunga District reports (2019), many pupils are often neglected in terms of receiving classwork, are exposed to abuse, and suffer from teachers' frequent absenteeism, late arrivals, early departures, and headteachers who are rarely seen fulfilling

their administrative responsibilities (Ministry of Education and Sports, 2021). This lack of commitment has led to various negative outcomes, including poor academic achievement, increased learner indiscipline, and high pupil turnover. Consequently, this erosion of responsibility has had a detrimental impact on teachers' observance of their professional code of conduct, their attitudes toward its core principles, and their sense of dedication, ownership, cooperation, volunteerism, enthusiasm, and pride in their work (Namuganza & Mugisha, 2022).

Professionalism, which is rooted in a social contract with the community, inherently includes adherence to a professional

code of ethics (Demirkasimoğlu, 2010). This professionalism significantly influences a teacher's instructional role and pedagogical approach, thereby impacting pupils' capacity to learn effectively. Teacher training programs emphasize both academic and professional duties, with the latter encompassing professional conduct (Ssekamwa, 2021). Over time, the concept of teacher professionalism has evolved, and today it is closely aligned with adherence to a code of conduct (Ilukena, 2018). The teachers' code of conduct refers to a set of principles, values, and behavioral standards that guide decision-making, processes, and systems within a school. It aims to benefit key stakeholders and uphold the rights of everyone affected by educational operations (Demirkasimoğlu, 2010). It also signifies the expected professional behaviors of individuals governed by a professional ethical framework (Nkwanga, 2022). If this situation remains unaddressed, it could lead to a rise in moral decay that may ultimately undermine the teaching profession (Uwezo Uganda, 2021). While various reports and education commentators have pointed to declining teacher performance across Uganda, few have explored the role that teacher professionalism might play in this trend. This gap in understanding has motivated the current study to investigate how teacher professionalism impacts teacher performance in primary schools in Busaana Sub-county, Kayunga District. This study established a relationship between teachers' code of conduct and teacher performance in primary schools in the Busaana sub-county, Kayunga district.

Methodology

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; 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.

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. 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 respondents of the study. Therefore, the target population for the study was 180 individuals.

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 the Krejcie and Morgan Table (1970), as adopted in Amin (2024), in determining the sample size.

Table 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)

Sampling Techniques

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.

Data Collection Instrument and Methods

The study employed the following study instruments to gather the study findings: namely, the questionnaires, and in addition to them, other data collection methods such as interviews, focus group discussions, and 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 teachers' code of conduct, 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 were 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 capture the responses accurately.

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.

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. 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 correctly (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).

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.

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

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. 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 them, 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.

Results

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 2 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)

Table 2 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 age 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 a 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 3: Teachers' Code of Conduct in Primary Schools in Busaana Sub County, Kayunga District.

Source: Primary data (2024)

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 Agree Not sure Disagree S. Disagree	0 21 10 62 7	0% 21% 10% 62% 7%	100	2.45	0.394
Teachers prepare for their lessons	S. Agree Agree Not sure Disagree S. Disagree	0 23 34 43 0	0% 23% 34% 43% 0%	100	2.80	0.465

Table 3 shows that, 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, finding: 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% disagree, 16% strongly disagree) 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 a 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.

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 emphasize 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.”

Teacher performance in primary school in Busaana Sub County

Table 4: 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	0 12 0	0% 12% 0%	100	1.85	0.387

	Disagree S. Disagree	49 39	49% 39%			
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

Table 4 indicates that, 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, finding: 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, 20% of teachers who struggle with engagement may require further training on interactive teaching methods. On Subject Knowledge, finding: 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, finding: 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, finding: 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, finding: 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, 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 distract 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 off 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 mechanisms." 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."

Correlation Findings

Table 6: Regression analysis of Professionalism and Teacher Performance in Butaansa Sub County, Kayunga District. 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	

a. Dependent Variable: teacher performance

Table 5: Correlation between Teachers' Code of Conduct, Commitment, Attitude and Teacher Performance in Primary Schools in Butaansa Sub County, Kayunga District.

		Teachers' Code of Conduct
Teacher Performance in primary schools	Pearson Correlation Sig. (2-tailed)	0.662 0.027
	N	115

The results indicate a moderately strong positive correlation (0.662) between the 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.

Table 6 : 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

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. Overall, the Code of Conduct has the strongest relationship with Teacher Performance.

Discussion of results

Relationship between Teachers' code of conduct and teacher performance in Butaansi Sub County, Kayunga District

The findings of the study indicate that compliance with the Teachers' Code of Conduct significantly impacts teacher performance in primary schools within Busaana Sub-county, Kayunga District. A statistically significant and moderately strong positive correlation ($r = 0.662$, $p = 0.027$) was observed between adherence to the code and teacher performance, implying that ethical practices, professionalism, and discipline contribute positively to teaching effectiveness. McKee and McArdle (2007) argue that professionalism is a fundamental component of teacher performance, with a code of ethics providing essential behavioral guidelines. Although their research emphasizes the importance of ethical standards, it does not directly illustrate how adherence to the code improves teacher output. The present study supports their claims by showing that teachers who demonstrate ethical and professional behavior tend to be more effective. This is reflected in the high levels of adherence to behavior management protocols (94%) and equitable treatment of pupils (93%). Nevertheless, the study also found that 16% of teachers struggle to maintain professional standards, likely due to factors such as occupational stress, demotivation, or insufficient oversight.

Additionally, the study discovered that only 21% of teachers serve as role models, while 62% disagreed and 7% strongly disagreed with this role (Mean = 2.45, SD = 0.394). This challenges Genza's (2018) claim that teachers should exemplify ethical behavior by following the professional code. Similarly, Kigongo (2017) underscores the significance of core values in the teaching profession, yet does not specifically address the context of primary schools in Kayunga District. The data further reveals that 59% of teachers do not consistently observe ethical standards, raising concerns about the impact of such conduct on student discipline and moral development.

A particularly concerning finding is that only 23% of teachers regularly prepare lessons, while 43% disagreed and 34% were uncertain (Mean = 2.80, SD = 0.465), indicating inadequate preparation that could lead to subpar teaching and learning experiences. These results stand in contrast to the expectations outlined in the Teachers' Code of Conduct, which mandates comprehensive lesson planning and active

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.

student engagement. Boyer (2012) raises similar concerns regarding teacher training quality in Africa, noting that many graduates lack essential teaching skills and professional discipline. The current findings reinforce this, suggesting that inadequate training or a lack of professional commitment may be contributing to poor lesson preparation. Similarly, (Ssempala et al., 2022) argue that teacher training institutions may fall short in instilling ethical professionalism, which could explain the weak adherence to lesson planning standards observed.

School Management Committee members also highlighted several indicators of non-compliance with the code, including unjustified absenteeism, poor discipline enforcement, tardiness, early departures, lack of participation in school initiatives, and failure to maintain student records. These observations support Blakemore and Cooksey (2023), who found that younger male teachers often struggle with maintaining professional conduct due to personal and social pressures, although their study does not directly examine the effects of these behaviors on teacher performance in primary schools. The current study also reveals that only 41% of teachers engage in professional development activities, while a significant 59% do not attend training. Moreover, 78% of teachers do not communicate with parents, which limits the monitoring of students' academic and behavioral progress.

These findings further validate Boyer's (2012) argument that many African teacher training institutions lack continuous professional development frameworks, resulting in stagnation of teaching knowledge and skills. His reference to the World Bank report points to a wider crisis in teacher education, where graduates are often ill-equipped with practical and pedagogically relevant skills, reflected in the study's findings of poor lesson preparation (23%) and limited ethical adherence (41%). The established correlation ($r = 0.662$, $p = 0.027$) between ethical conduct and teacher performance underlines that teachers who uphold professional values, demonstrate discipline, and prepare thoroughly tend to perform better. This supports (Westmarland & Conway, 2020) argument that the code of conduct enhances key traits such as responsibility, integrity, and professionalism, although their work stops short of linking these traits directly to measurable performance outcomes. The present study provides empirical evidence that adherence to professional ethics positively influences teaching effectiveness.

Conclusion

The findings of the study indicated a moderately strong positive correlation (0.662) between the 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.

Recommendation

The school administration should enhance teacher motivation through incentives, professional development programs, and recognition of outstanding performance.

The 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.

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List of Abbreviations

CVI: Content Validity Index
DEO: District Education Officer
DIS: District Inspector of Schools
SMC: School Management Committee
SAQs: Self-Administered Questionnaire

Source of funding

There is no source of funding.

Conflict of interest

No conflict of interest declared.

Availability of data

Data used in this study is available upon request from the corresponding author

Author's contribution

ZK designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and MM supervised all stages of the study from conceptualization of the topic to manuscript writing.

Ethical approval

Permission was sought from the School of Graduate Studies and Research, and an introductory letter to carry into the field. The researcher wrote a consent notice to the respondents, requesting their participation in the study by providing all relevant information. Furthermore, the researcher informed the respondents about the purpose of the research project and the expected outcomes of the study. The respondents were assured that the information provided would be treated with maximum confidentiality and used for academic purposes only. Additionally, the researcher credited and expressed gratitude to all previous researchers whose literature contributed to the study and ensured that their work was not misappropriated.

Informed consent

A consent form was filled out by the respondents after explaining the purpose of the study to them. The respondents were assured of confidentiality as no names would appear on the questionnaire. No participant was forced to participate in the study, and all the study materials used during the interviews were safely kept under lock and key, only accessible by the researcher.

Author's biography

Zowena Kaguna is a student of master's degree in education planning and management at School of Graduate Studies and research, Team University.

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