

## **A CROSS-SECTIONAL STUDY ON THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDE AND COMMITMENT AND TEACHER PERFORMANCE IN BUTAANSI SUB-COUNTY, KAYUNGA DISTRICT.**

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### **Abstract**

#### **Background.**

Teachers are an important factor in determining the quality of education that children receive. Their professionalization, therefore, has been a center of much concern among educators and researchers. This study established the relationship between teachers' attitudes and commitment and teacher performance in Butaansi 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, of whom 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.**

39.1% of the participants were aged 36-45 years, 80% of the respondents were married, and there was 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. 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.

#### **Conclusion**

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

#### **Recommendation**

Schools should 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.

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**Keywords:** Teacher Attitude, Teacher Commitment, Teacher Performance, Educational Outcomes, Butaansi Sub County, Kayunga District.

**Submitted:** 2025-01-15 **Accepted:** 2025-04-19 **Published:** 2025-05-12

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#### **Background.**

In Kayunga District, poor teacher performance has been linked to low achievement levels among primary school pupils. According to a study by Uwezo (*Uwezo-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 the 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 business or inadequate supervision.

The researcher also adopts the International Dictionary's meaning of a teacher, and then the attitude. A teacher 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 attitudes 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, (Grand, 2024) defines performance as the consistent ability to produce results over prolonged periods and in various assignments. Thus, this research treats the 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.

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 [UNEBC], 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. This study established the relationship between teachers' attitudes and commitment and teacher performance in Butaansi 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
<b>Total</b>	<b>180</b>	<b>118</b>	

*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 besides it, 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 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 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 other convenient locations, 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.

### 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)

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), refers to the degree to which an instrument consistently measures 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 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 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.

### **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

**Table 2: Category of Respondents**

Category of respondent	Frequency	Percentage
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	74	64.4%
Female	41	35.6%
<b>Total</b>	<b>115</b>	<b>100%</b>
<b>Age Group</b>	<b>Frequency</b>	<b>Percentage</b>
20- 28 years	15	13%
29-35 years	36	31.3%
36-45 years	45	39.1%
46-60 years	19	16.5%
<b>Total</b>	<b>115</b>	<b>100%</b>
<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	10	8.6%
Married	92	80%
Separated	13	11.4%
<b>Total</b>	<b>115</b>	<b>100%</b>
<b>Years of experience</b>	<b>Frequency</b>	<b>Percentage</b>
0-3 years	6	5.2%
4-8 years	49	42.6%
9+ years	60	52.2%
<b>Total</b>	<b>115</b>	<b>100%</b>

*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 these 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' commitment 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' commitment in primary schools in Busaana Sub County, Kayunga District.**  
*Source: Primary data (2024)*

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 to 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	13 27 04 66	13% 27% 4% 66%	100	3.17	0.677



	S. Disagree	0	0%			
Teachers actively engage in all the school activities	S. Agree	8	8%	100	2.29	0.382
	Agree	12	12%			
	Not sure	0	0%			
	Disagree	61	61%			
	S. Disagree	19	19%			
Teachers feel a strong sense of belonging and loyalty to their schools	S. Agree	09	9%	100	2.39	0.383
	Agree	15	15%			
	Not sure	0	0%			
	Disagree	58	58%			
	S. Disagree	18	18%			
Teachers always come to school on time	S. Agree	0	0%	100	2.86	0.639
	Agree	27	27%			
	Not sure	32	32%			
	Disagree	41	41%			
	S. Disagree	0	0%			
Teachers complete their teaching responsibilities diligently	S. Agree	03	3%	100	2.11	0.473
	Agree	11	11%			
	Not sure	02	2%			
	Disagree	62	62%			
	S. Disagree	22	22%			

Table 3 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) updated 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, a 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, several challenges 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 were 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, *“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

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

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 toward

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 a challenge in our schools. We have several 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 a 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,** *“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, some teachers 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 Teachers 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 poor attitudes 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.*

### **Teacher Performance in Primary Schools in Busaana Sub County**

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 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	23	23%	100	3.79	0.629
	Agree	56	56%			
	Not sure	4	4%			
	Disagree	12	12%			
	S. Disagree	4	4%			
Teachers complete the required syllabus within the allocated time frame	S. Agree	02	2%	100	2.11	0.323
	Agree	18	18%			
	Not sure	04	4%			
	Disagree	41	41%			
	S. Disagree	35	35%			

Table 5 findings: 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 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*

*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."*

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

*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, *"A few teachers report to school drunk, and disciplining them is a challenge due to*

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

Dependent Variable: teacher performance			
		Commitment	Attitude
Teacher Performance in Primary Schools	Pearson Correlation Sig. (2-tailed)	0.387 0.034	0.763 .018
	N	115	115

Table 6 shows 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 commitment (such as punctuality, dedication, and lesson preparedness) contributes to teacher performance.

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.



## **Regression Analysis of Professionalism and Teacher Performance in Butaansa Sub-County, Kayunga District.**

**Table 7: Regression analysis of Professionalism and Teacher Performance in Butaansa Sub County, Kayunga District.**

Model	R	R Square	Adjusted R Square
Commitment	.716 <sup>b</sup>	0.513	0.518
Attitude	.872 <sup>c</sup>	0.761	0.741

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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' 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.

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.

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.

### **Discussion of the result**

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

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 ("Teacher Motivation and Teacher Commitment to Work," n.d.), which 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.

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. 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, n.d.), who emphasized that mentoring and support systems can enhance commitment.

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

The findings of the current study address this gap by focusing on how teachers' attitudes toward the code of conduct directly impact their performance. (Gökçe, 2021) Stresses the significance of core values within the teachers' code, which must be emphasized to analyze teacher education properly. While the study acknowledges the role of these values, it 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 toward 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.

(Cochran & Lemisko, 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 toward 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.

(Alemu, 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 engagement with the ethical and professional standards prescribed by the code of conduct.

(Abacioglu et al., 2020) 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.

(Klaassen et al., 2016) 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.

## Conclusion

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 commitment (such as punctuality, dedication, and lesson preparedness) contributes to teacher performance.

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.

## Recommendation.

School Management committees should strengthen supervision and accountability through regular monitoring and feedback mechanisms to ensure teachers remain committed to their responsibilities.

The government should integrate regular workshops, seminars, and training sessions on the teacher's code of conduct into teacher professional development programs.

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. Schools should foster a supportive and collaborative environment among teachers, administrators, and parents to help teachers feel valued and empowered in their roles.

## Acknowledgment.

I would like to express my heartfelt gratitude to all the individuals and organizations who contributed to the successful completion of this.

First and foremost, I extend my deepest appreciation to my supervisor, Dr. Muwaga Musa, for his invaluable guidance, constructive feedback, and unwavering support throughout the research process. Their expertise and encouragement have been instrumental in shaping this study.

I am also profoundly grateful to my employer for providing me with the opportunity and resources to carry out this study. The support and understanding from the administration have made this research possible.

I would like to extend my sincere thanks to my fellow teachers at Busaana Primary School, who were not only a source of inspiration but also offered their cooperation and shared their experiences, which greatly enriched my understanding of teacher professionalism and performance. A special thank you goes to my fellow course mates for their camaraderie, intellectual discussions, and continuous motivation. Our shared experiences and exchange of ideas helped me remain focused and driven throughout my study.

Lastly, I am deeply grateful to all the respondents who took time out of their busy schedules to participate in this study. Without their contributions, this research would not have been possible. Their insights and feedback were crucial in the completion of this study.

To all those mentioned above, and to anyone I may have inadvertently left out, I offer my sincere thanks. Your support, encouragement, and belief in this work have made it a reality.

### 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 was declared.

### Availability of data.

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

### Authors contribution

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

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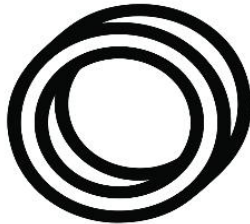
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