

# Implementation of Professional Conduct Policy Selected UPE Schools in Amudat Sub-County, Amudat district, Uganda. A cross-sectional study.

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## ABSTRACT

### Background:

School Policy Implementation plays a central role in shaping institutional practices, professional standards, and performance outcomes in educational institutions. The study aims to determine the relationship between the implementation of professional conduct policy and teacher performance in selected public primary schools in Amudat Sub-County.

### Methodology:

The study adopted a descriptive, correlational, and cross-sectional research design to examine the relationship between School Policy Implementation and teacher performance in selected public primary schools in Amudat Sub-County, Uganda. Quantitative data collected from the structured questionnaires were coded, entered, and analysed using the Statistical Package for Social Sciences software.

### Results:

The majority of respondents were male (58%), while females constituted 42%. Implementation of professional conduct policies in public primary schools in Amudat Sub-County was generally low, with an overall mean score of 2.41. Most of the indicators scored below the midpoint of 3.0, suggesting that key aspects of policy implementation, such as communication, enforcement, monitoring, and training, were inadequately practised. The lowest mean scores were observed in areas such as provision of training on professional conduct policies (Mean = 2.20), regular review of policies (Mean = 2.18), and consistency in implementation (Mean = 2.25). Teacher performance in public primary schools in Amudat Sub-County is generally moderate, with an overall mean score of 2.70. There is a strong positive relationship between the implementation of professional conduct policies and teacher performance ( $r = 0.612$ ,  $p < 0.01$ ).

### Conclusion:

Implementation of professional conduct policies in public primary schools in Amudat Sub-County is generally low and inconsistently enforced. Weak communication, limited supervision, and inadequate accountability mechanisms reduce the effectiveness of these policies.

### Recommendations:

The Ministry of Education and Sports and district education authorities should strengthen the communication and dissemination of professional conduct policies to ensure all teachers clearly understand expected standards of behaviour and performance.

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**Keywords:** School Policy Implementation, Professional Conduct, Teacher Performance, Amudat Sub-County.

Submitted: April 03, 2026 Accepted: April 23, 2026 Published: April 30, 2026

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## Background

School Policy Implementation plays a central role in shaping institutional practices, professional standards, and performance outcomes in educational institutions. In public primary schools, policies provide formal guidelines that regulate teachers' conduct, instructional responsibilities,

professional development, and accountability mechanisms (Nishimura et al., 2009). In Uganda, the Ministry of Education and Sports formulates policies intended to enhance quality education, improve teacher effectiveness, and ensure compliance with national education standards (Oonyu, 2020). The extent to which these policies are

implemented and enforced significantly influences teacher performance.

Teacher performance in public primary schools is commonly assessed in terms of lesson preparation, classroom management, syllabus coverage, learner assessment, punctuality, professional ethics, and learner academic achievement (Mbabazi et al., 2025). According to Hoy and Miskel (2013), institutional policies create a structured environment that promotes role clarity, coordination, and accountability, which are critical for effective performance. When policies are clearly articulated and consistently implemented, teachers are more likely to align their practices with institutional expectations.

Empirical evidence indicates that strong policy frameworks are positively associated with improved teacher performance. Orodho (2014), in a study on public primary schools in Kenya, found that effective implementation of education policies improved teacher accountability, reduced absenteeism, and enhanced instructional delivery. Nsubuga (2008) reported that structured administrative policies and supervision significantly influenced teacher effectiveness in Ugandan schools. Professional conduct policies, in particular, have been shown to strengthen teacher discipline and ethical behaviour. Ofojebe and Ezugoh (2010) indicate that clearly defined codes of conduct improve job commitment and performance by establishing clear behavioural standards. Where professional conduct policies are weak or poorly enforced, teacher absenteeism, lateness, and low commitment tend to increase, negatively affecting performance outcomes.

Curriculum and instruction policies further influence teacher performance by guiding syllabus implementation, pedagogical approaches, and assessment standards. In the context of public primary schools in Amudat District, Uganda, contextual factors such as geographical remoteness, limited professional development opportunities, and resource constraints may influence how School Policy Implementation translates into teacher performance. While national education policies provide a framework for teacher accountability and instructional quality, variations in enforcement and local implementation may produce differing performance outcomes. This study seeks to bridge this gap by empirically examining the relationship between School Policy Implementation and teacher performance in the selected study area.

## METHODOLOGY

### Research Design

The study adopted a descriptive, correlational, and cross-sectional research design to examine the relationship between School Policy Implementation and teacher performance in selected public primary schools in Amudat Sub-County, Uganda. The descriptive component enabled the study to provide an accurate account of the existing status of professional conduct policies, professional development policies, curriculum and instruction policies,

and teacher performance. Through descriptive analysis, the study presented the characteristics, trends, and patterns in policy implementation and teacher performance across the selected schools.

The correlational design allowed the study to determine the strength and direction of the relationships between School Policy Implementation (independent variables) and teacher performance (dependent variable). This design helped identify whether higher levels of adherence to professional conduct, professional development, and curriculum & instruction policies are associated with improved teacher performance in the context of Amudat Sub-County.

A cross-sectional design was employed to collect data at a single point in time, capturing the current state of policy implementation and teacher performance. This approach provided a snapshot of the relationships between variables, which is appropriate given the resource and time constraints inherent in rural school settings.

Furthermore, the study adopted a mixed-methods approach, combining both quantitative and qualitative research techniques. Quantitative methods involved the use of structured questionnaires and performance records to measure the extent of policy implementation and teacher performance. Qualitative methods included interviews and focus group discussions with teachers and school administrators, providing deeper insights into the contextual factors, perceptions, and experiences that influence the effectiveness of School Policy Implementation. By integrating quantitative and qualitative data, the study triangulated findings, enhanced the validity of the results, and provided a comprehensive understanding of how School Policy Implementation influences teacher performance in public primary schools in Amudat Sub-County.

### Study Population

The target population of this study comprised teachers, school administrators from 10 selected public primary schools in Amudat Sub-County, and District Education Department staff of Amudat District Local Government. These respondents were considered appropriate for the study because they were directly involved in the implementation, supervision, and monitoring of school policy implementation and played a critical role in determining teacher performance outcomes.

Specifically, the study targeted 101 teachers from the 10 selected schools. These teachers formed the main group responsible for executing professional conduct policies, participating in professional development programs, and implementing curriculum and instruction policies. In addition, the study targeted 30 school administrators, including Head teachers (HTRs), Deputy Head teachers (DHTRs), and Directors of Studies (DOS). These administrators were purposively selected because of their key roles in policy enforcement, instructional supervision, and staff management.

Furthermore, the study included 9 district education staff, comprising the District Education Officer, Principal Inspector of Schools, 2 Senior Education Officers, and 4 Education Officers. These officials were purposively selected due to their oversight functions in policy formulation, supervision, and support of schools. In total, the study involved 140 respondents from the 10 selected schools and relevant district offices.

140 corresponded to a sample size of 103 respondents, which was considered sufficient for statistical analysis and meaningful interpretation of results. To ensure representativeness, the study employed proportionate sampling to allocate the sample across different respondent categories. This method allowed each subgroup within the population to contribute to the sample proportionally based on its size, thereby reducing selection bias.

### Sample Size

The study determined the sample size using the Krejcie and Morgan (1970) table of sample size determination. According to Krejcie and Morgan (1970), a population of

**Table 1: Study Population, Sample Size, Sampling Technique, and Methods of Data Collection**

Respondents	Population	Sample Size	Sampling technique	Methods of Data Collection
Teachers	101	74	Stratified Sampling	Questionnaire
Administrators (HTRS, DOS, DHTRS)	30	22	Purposive sampling	Interview
District Education staff	09	7	Purposive sampling	Interview
Total	140	103		

**Source:** Amudat District Education Department (2025)

### Sampling Techniques

The study employed a combination of stratified and purposive sampling techniques to select respondents from the target population of 140 individuals across 10 selected public primary schools in Amudat Sub-County.

#### Stratified Sampling

For the teacher population, stratified sampling was used to ensure proportional representation of teachers from each of the 10 selected primary schools. Stratification involved dividing the teacher population into subgroups (strata) based on their level of experience, that is, (1–5 years) and (6 years and above), and then selecting respondents proportionally from each stratum. This approach minimised selection bias, ensured that all schools were represented, and captured variations in policy implementation and teacher performance across different school contexts.

#### Purposive Sampling

Purposive sampling was employed for selecting school administrators (Head teachers, Deputy Head teachers, Directors of Studies) and district education staff (District Education Officer, Principal Inspector of Schools, Senior Education Officers, and Education Officers). This non-probability sampling method allowed the study to intentionally select respondents who were directly involved in policy implementation, supervision, and oversight, and who therefore had in-depth knowledge relevant to the study objectives. The combination of stratified and purposive sampling ensured that the study captured both representative

and expert perspectives, providing a comprehensive understanding of how professional conduct policies, professional development policies, and curriculum and instruction policies influenced teacher performance.

#### Methods of Data Collection

The study employed a combination of questionnaires, interviews, and documentary review to collect data from teachers, school administrators, and district education staff. The use of multiple data collection methods enhanced the validity, reliability, and comprehensiveness of the findings by allowing triangulation of data from different sources.

#### Questionnaires

Structured questionnaires were administered to the sampled teachers to gather quantitative data on their perceptions of school policy implementation and self-reported performance. The questionnaire included closed-ended questions and Likert-scale items designed to capture information on teachers' adherence to professional conduct policies, participation in professional development activities, implementation of curriculum and instruction policies, and indicators of teacher performance such as lesson preparation, classroom management, syllabus coverage, and learner assessment.

The questionnaire method was appropriate because it allowed for the collection of data from a relatively large number of respondents efficiently. It also enabled the study to quantify patterns and relationships between school policy implementation and teacher performance, which was central

to addressing the study objectives. Questionnaires were distributed in person, and respondents were given adequate time to complete them to ensure accuracy and completeness.

### Interviews

Semi-structured interviews were conducted with school administrators (HTRs, DHTRs, DOS) and district education staff. This method allowed the study to collect qualitative data on the implementation, enforcement, and supervision of school policy implementation, as well as challenges and contextual factors affecting teacher performance.

The interviews consisted of open-ended questions that probed administrators' and district staff's experiences with professional conduct, professional development, and curriculum policies; observed effects of these policies on teacher performance; challenges faced in policy implementation and supervision; and recommendations for improving teacher performance through policy interventions.

The interviews provided in-depth insights that could not be captured through questionnaires alone, allowing the study to explore perceptions, experiences, and contextual nuances of policy application in rural schools. Each interview was audio-recorded (with consent) and supplemented by detailed notes to ensure accurate data capture.

### Documentary Review

Documentary review involved examining official school and district records to gather secondary data on teacher performance and policy implementation. The study reviewed documents such as teacher attendance registers, lesson plans, supervision reports, professional development records, and policy manuals.

The documentary review complemented the primary data collected through questionnaires and interviews by providing objective evidence of teacher performance and the extent of policy adherence. It also helped validate the information provided by respondents and offered a historical perspective on how policies had been implemented over time.

### Data Collection Instruments

The study used three main data collection instruments: structured questionnaires, semi-structured interview guides, and documentary review checklists. These instruments were designed to gather information relevant to professional conduct policies, professional development policies, curriculum and instruction policies, and teacher performance. The use of multiple instruments enhanced the reliability and validity of the data through triangulation.

### Structured Questionnaires

Structured questionnaires were administered to the sampled teachers to collect quantitative data on their perceptions, experiences, and self-reported practices regarding school

policy implementation and performance. The questionnaire was divided into four main sections: demographic information, professional conduct policies, professional development policies, curriculum and instruction policies, and teacher performance. Responses primarily used a 5-point Likert scale (Strongly Agree to Strongly Disagree) to quantify perceptions and practices.

Structured questionnaires were preferred because they allowed for uniform data collection from a large number of teachers, facilitated statistical analysis, and provided standardized measures for comparing relationships between variables.

### Interview Guides

Semi-structured interview guides were used to collect qualitative data from school administrators (HTRs, DHTRs, DOS) and district education staff. The guides consisted of open-ended questions organised around the study objectives.

Semi-structured interviews allowed flexibility to probe for deeper insights and clarify responses, capturing rich, contextual information that complemented quantitative data.

### Documentary Review Checklist

A documentary review checklist was developed to systematically extract information from school and district records. The checklist focused on documents such as teacher attendance and punctuality records, lesson plans and syllabus coverage reports, professional development participation logs, supervision and monitoring reports, and school policy manuals and implementation guidelines.

The documentary review provided objective, verifiable evidence of policy implementation and teacher performance, allowing the study to validate self-reported data and identify trends over time.

### Validity and Reliability of Data Collection Instruments

To ensure the accuracy, credibility, and consistency of data, the study employed measures to establish the validity and reliability of the data collection instruments, namely the questionnaire, interview guide, and documentary review checklist. These steps enhanced the trustworthiness of the findings and ensured that the instruments appropriately captured the variables under study.

### Validity of Instruments

To enhance validity, the study employed content validity and construct validity strategies.

The questionnaire and interview guide were reviewed by a panel of experts, including education lecturers, curriculum specialists, and experienced school administrators. The experts assessed whether the items comprehensively covered the constructs of professional conduct policies, professional development policies, curriculum and

instruction policies, and teacher performance. Feedback from the experts was used to refine ambiguous, redundant, or irrelevant items, ensuring that the instruments fully captured the intended domains. A Content Validity Index of 0.85 was obtained and compared with 0.7, which was used as a benchmark to measure the accuracy of the questions after judgment by the experts (Amin, 2009).

### **Reliability of Instruments**

Reliability referred to the degree to which the instruments yielded consistent results when applied under similar conditions (Fraenkel & Wallen, 2019). To ensure reliability, the study employed internal consistency and test-retest methods.

The questionnaire was subjected to the Cronbach's Alpha reliability test using data from the pilot study. A Cronbach's Alpha coefficient of 0.70 or higher was considered acceptable, indicating that the items within each section of the questionnaire consistently measured the same construct. The questionnaire and interview guide were administered to the same pilot group twice, with a two-week interval. The responses were compared, and a Cronbach's Alpha consistently produced similar results in repeated applications.

### **Data Collection Procedure**

The study employed a systematic and carefully planned procedure to collect data from the selected teachers, school administrators, and district education staff in Amudat Sub-County, Nakapiripirit District. The procedure ensured that data was gathered ethically, accurately, and efficiently while minimising disruptions to the normal functioning of schools. Preparation and Permissions: Before data collection, the study sought formal approval and authorisation from the School of Graduate Studies and Research, the District Education Office, and the selected school administrations. Official letters were presented to the head teachers and district officials explaining the purpose of the study, the scope, and the intended use of data.

Additionally, the study prepared all instruments, including questionnaires, interview guides, and documentary review checklists, ensuring they were complete, pre-tested, and refined based on feedback from the pilot study. This preparation enhanced clarity and minimised errors during actual data collection.

Administration of Questionnaires: Structured questionnaires were administered to the sampled teachers in the selected schools. The study personally distributed the questionnaires or coordinated with school administrators to ensure timely delivery. Respondents were briefed on the purpose of the study, the confidentiality of their responses, and the voluntary nature of participation. Adequate time was provided for respondents to complete the questionnaires, typically within one week, to ensure thoughtful and accurate responses. Completed questionnaires were collected in person to verify completeness and reduce missing data.

Conducting Interviews: Semi-structured interviews were conducted with the purposively selected school administrators (HTRs, DHTRs, DOS) and district education staff. Appointments were scheduled in advance to accommodate respondents' availability. During the interviews, the study explained its objectives, ensured confidentiality, and obtained informed consent for participation and audio recording. The interviews followed the pre-designed guide but allowed flexibility for probing and clarification to capture detailed and nuanced information. Each interview was audio-recorded (with consent) and supplemented by detailed notes to ensure comprehensive documentation of responses.

Documentary Review: The study reviewed relevant school and district documents, including attendance registers, lesson plans, supervision reports, and professional development records. Documents were examined systematically using the checklist to extract information relevant to policy implementation and teacher performance. The review focused on objective evidence of policy adherence, instructional quality, and professional development participation, which helped corroborate data obtained from questionnaires and interviews.

### **Ethical Considerations**

Throughout the data collection process, the study upheld ethical standards, including obtaining informed consent from all participants, ensuring confidentiality and anonymity of respondents, respecting the voluntary nature of participation, and using the collected data solely for academic purposes.

### **Data Analysis**

The study employed both quantitative and qualitative data analysis techniques to examine the relationship between school policy implementation and teacher performance in selected public primary schools in Amudat Sub-County. The use of a mixed-methods approach allowed the study to triangulate findings, enhance validity, and provide a comprehensive understanding of the research problem.

### **Quantitative Data Analysis**

Quantitative data collected from the structured questionnaires were coded, entered, and analysed using the Statistical Package for Social Sciences (SPSS V27) software. The analysis involved the following steps:

Data Cleaning and Coding: All completed questionnaires were checked for completeness and consistency. Responses were coded numerically to facilitate statistical analysis.

Descriptive Statistics: Descriptive statistics such as frequencies, percentages, means, and standard deviations were computed to summarise the demographic characteristics of respondents and provide an overview of teacher perceptions, policy adherence, and performance indicators.

Inferential Statistics: Inferential statistics were used to examine the relationships between independent variables (professional conduct policies, professional development policies, curriculum and instruction policies) and the dependent variable (teacher performance). Pearson’s correlation coefficient was calculated to determine the strength and direction of the relationship between school policy implementation and teacher performance. Multiple regression analysis was conducted to assess the predictive power of each policy type on teacher performance and to identify which policy dimension had the greatest influence. Significance was tested at the 0.05 level, and confidence intervals were computed to ensure robustness of the results.

**Qualitative Data Analysis**

Qualitative data obtained from semi-structured interviews and documentary review were analyzed using thematic content analysis. The analysis involved the following steps: Transcription: All interview recordings were transcribed verbatim, and field notes were organized to complement the transcripts.

Coding: Transcripts and documentary data were systematically coded into categories corresponding to the study objectives, such as policy implementation, challenges, teacher motivation, and performance outcomes.

Theme Development: Codes were grouped into emerging themes and sub-themes, highlighting patterns, similarities, and differences across respondents.

**RESULTS**

**Response Rate**

**Table 2: Response Rate**

Respondents	Questionnaires Issued / Interviews Scheduled	Questionnaires Collected / Interviews Conducted	Response Rate (%)
Teachers	74	74	100%
Administrators (HTRs, DOS, DHTRs)	22	20	90.9%
District Education Staff	7	6	85.7%
<b>Total</b>	<b>103</b>	<b>100</b>	<b>97.1%</b>

**Source:** Primary data (2026).

The study achieved an overall response rate of 97.1%, which was considered excellent for analysis. All teachers returned their questionnaires, resulting in a 100% response rate, indicating a high level of participation and interest in the study. Among administrators, a response rate of 90.9% was

recorded, while district education staff had a response rate of 85.7%. The high response rates across all categories enhanced the reliability and validity of the findings, as the data adequately represented the target population.

**Table 3: Demographic Characteristics of Respondents (N = 100)**

Variable	Category	Frequency	Percentage (%)
Gender	Male	58	58%
	Female	42	42%
Age	20–29 years	18	18%
	30–39 years	34	34%
	40–49 years	28	28%
	50 years and above	20	20%
Academic Qualification	Certificate	22	22%
	Diploma	38	38%
	Bachelor’s Degree	30	30%
	Master’s Degree	8	8%
	Other	2	2%
Teaching Experience	Less than 5 years	20	20%
	5–10 years	32	32%
	11–15 years	18	18%
	16–20 years	15	15%
	Above 20 years	15	15%
Current Position	Classroom Teacher	74	74%
	Head Teacher	6	6%
	Deputy Head Teacher	6	6%

	Other	14	14%
School Type	Rural	76	76%
	Urban	24	24%

**Source:** Primary Data (2026)

Table 3 showed that the majority of respondents were male (58%), while females constituted 42%. In terms of age, most respondents were between 30 and 39 years (34%), followed by those aged 40 and 49 years (28%), indicating a relatively experienced and active workforce.

Regarding academic qualifications, the largest proportion of respondents held diplomas (38%), followed by bachelor's degrees (30%), suggesting that most teachers had attained mid-level professional training. In terms of teaching

experience, the majority had between 5 and 10 years of experience (32%), indicating a fairly experienced teaching population.

Most respondents were classroom teachers (76%), which was expected since they formed the largest group in the study. Finally, the majority of respondents (96%) were from rural schools, reflecting the study's focus on public primary schools in rural settings such as Amudat Sub-County.

### Implementation of Professional Conduct Policies in Public Primary Schools (N = 74)

Table 4: Teachers' Responses on Implementation of Professional Conduct Policies

Statement	Mean	Std. Dev	Interpretation
The school has clearly documented professional conduct policies for teachers.	2.61	1.12	Low
Professional conduct policies are effectively communicated to all teachers.	2.48	1.09	Low
School administrators consistently enforce professional conduct policies.	2.32	1.15	Low
There are clear procedures for handling misconduct among teachers.	2.55	1.08	Low
Teachers receive regular guidance and support on professional conduct standards.	2.40	1.10	Low
Monitoring and supervision of teacher conduct is carried out regularly.	2.28	1.13	Low
Disciplinary measures for misconduct are applied fairly and consistently.	2.36	1.07	Low
The school provides orientation or training on professional conduct policies.	2.20	1.05	Low
There are mechanisms for reporting unethical behavior in the school.	2.44	1.11	Low
Teachers are encouraged to adhere to ethical standards in their work.	2.70	1.06	Moderate
School leadership leads by example in upholding professional conduct.	2.52	1.14	Low
Professional conduct policies are regularly reviewed and updated.	2.18	1.02	Low
There is accountability for teachers who violate professional conduct policies.	2.33	1.09	Low
Implementation of professional conduct policies is consistent across all teachers.	2.25	1.08	Low
Effective implementation of professional conduct policies improves teacher performance.	2.85	1.12	Moderate
Overall Mean	2.41	—	Low Implementation

**Source:** Primary Data (2026)

Table 4 indicates that the implementation of professional conduct policies in public primary schools in Amudat Sub-County was generally low, with an overall mean score of 2.41. Most of the indicators scored below the midpoint of 3.0, suggesting that key aspects of policy implementation, such as communication, enforcement, monitoring, and training, were inadequately practiced.

Specifically, the lowest mean scores were observed in areas such as provision of training on professional conduct policies (Mean = 2.20), regular review of policies (Mean = 2.18), and consistency in implementation (Mean = 2.25). This implied that schools lacked structured mechanisms for reinforcing and updating professional conduct standards.

Although a few aspects, such as encouragement of ethical behavior (Mean = 2.70) and the perceived impact of policies

on performance (Mean = 2.85), showed moderate agreement, these were not sufficient to indicate effective implementation.

Overall, the findings suggested that weaknesses in enforcement, supervision, and institutional support limited the effective implementation of professional conduct policies, which could negatively affect teacher performance.

### Qualitative Findings on Implementation of Professional Conduct Policies

Qualitative data were obtained from semi-structured interviews conducted with school administrators (Head Teachers, Deputy Head Teachers, and Directors of Studies) and district education staff. The findings were analyzed

thematically and presented according to emerging themes related to the implementation of professional conduct policies.

#### 1. Inadequate Communication of Policies

Most respondents indicated that professional conduct policies were not effectively communicated to teachers.

While policies existed in some schools, they were not consistently shared or explained.

One Head Teacher noted:

*"The policies are there, but many teachers are not fully aware of them because we rarely organize meetings specifically to explain them."*

Similarly, a district official stated:

*"Communication is still a challenge, especially in remote schools where follow-up is limited."*

#### 2. Weak Enforcement Mechanisms

Respondents highlighted that enforcement of professional conduct policies was inconsistent and often weak. Some administrators admitted that disciplinary actions were not always taken due to fear of conflict or lack of support.

A Deputy Head Teacher explained:

*"Sometimes it is difficult to enforce discipline because some teachers do not take warnings seriously, and there are no strong follow-up measures."*

A district education officer added:

*"Enforcement depends on the head teacher. Where leadership is weak, policies are not implemented effectively."*

#### 3. Limited Monitoring and Supervision

The findings revealed that monitoring of teacher conduct was irregular due to limited supervision at both school and district levels.

One Director of Studies stated:

*"We try to supervise, but it is not done regularly because of the workload and limited time."*

A district official remarked:

*"We have few inspectors compared to the number of schools, so monitoring is not as frequent as it should be."*

#### 4. Lack of Training and Orientation

Many respondents reported that teachers were rarely trained or oriented on professional conduct policies, especially newly recruited staff.

A Head Teacher noted:

*"There is no formal training on professional conduct. Teachers learn through experience or when issues arise."*

Another respondent added:

*"Workshops mainly focus on curriculum, not professional conduct."*

#### 5. Inconsistent Accountability and Disciplinary Practices

The study found that disciplinary measures were not applied consistently across schools, leading to gaps in accountability.

One administrator stated:

*"Some cases are handled informally, while others are reported. There is no uniform approach."*

A district staff member observed:

*"In some schools, misconduct is tolerated, especially where there is a teacher shortage."*

#### 6. Resource and Contextual Challenges

Respondents emphasized that rural school conditions in Amudat Sub-County limited effective policy implementation.

A district official explained:

*"Challenges like understaffing, poor facilitation, and hard-to-reach areas affect supervision and enforcement."*

#### 7. Perceived Link Between Policy Implementation and Teacher Performance

Despite the challenges, respondents acknowledged that effective implementation of professional conduct policies could improve teacher performance.

One Head Teacher noted:

*"Where rules are followed and enforced, teachers become more responsible, and performance improves."*

Overall, the qualitative findings confirmed that the implementation of professional conduct policies was limited. Key challenges included poor communication, weak enforcement, inadequate supervision, lack of training, and inconsistent disciplinary practices. These gaps hindered the effectiveness of professional conduct policies and contributed to variations in teacher performance across schools.

### Documentary Review Findings on Implementation of Professional Conduct Policies

Documentary review was conducted using school and district records, including attendance registers, lesson plans, supervision reports, disciplinary records, professional development logs, and policy documents. The findings provided objective evidence to support and validate data obtained from questionnaires and interviews.

#### 1. Availability of Professional Conduct Policy Documents

The review revealed that while some schools possessed copies of professional conduct policy documents, they were not consistently available or accessible to all teachers. In several schools, policy manuals were outdated or not visibly displayed.

This supported earlier findings that teachers had limited awareness of professional conduct policies.

#### 2. Teacher Attendance and Punctuality Records

Analysis of attendance registers indicated irregularities in teacher attendance and punctuality in some schools. Cases of late coming and absenteeism were recorded, with limited follow-up action documented.

This finding confirmed weak enforcement and monitoring of professional conduct policies.

#### 3. Supervision and Monitoring Reports

Review of supervision reports showed that classroom observations and staff supervision were conducted irregularly. In some schools, supervision records were incomplete or outdated.

District inspection reports also indicated infrequent school visits due to logistical constraints.

This corroborated interview findings on limited monitoring and supervision.

#### 4. Disciplinary Records

Disciplinary records were either incomplete or inconsistently maintained across schools. In some cases, minor misconduct was recorded without clear evidence of action taken, while in other cases, no documentation existed despite reported issues.

This indicated inconsistencies in the application of disciplinary procedures and weak accountability systems.

#### 5. Professional Development Records

The review of professional development logs showed that few activities specifically addressed professional conduct. Most recorded trainings focused on curriculum implementation rather than ethics or professional standards. This finding supported the reported lack of training and orientation on professional conduct policies.

#### 6. Staff Meeting Minutes

Minutes from staff meetings rarely reflected discussions on professional conduct policies. Where such discussions were recorded, they were brief and not followed by clear action plans.

This suggested limited emphasis on continuous communication and reinforcement of professional conduct standards.

#### 7. Policy Implementation Evidence

Overall, there was limited documented evidence demonstrating systematic implementation of professional conduct policies. Few schools had structured mechanisms for policy review, monitoring, or evaluation.

The documentary review findings confirmed that the implementation of professional conduct policies in public primary schools in Amudat Sub-County was limited and inconsistent. Key gaps were identified in policy availability, enforcement, monitoring, documentation, and training. These findings triangulated with both quantitative and qualitative results, strengthening the conclusion that weak policy implementation negatively affected teacher performance.

### **Teacher Performance in Public Primary Schools (N = 74)** **Descriptive Statistics on Teacher Performance**

Table 5 presents the descriptive statistics (means and standard deviations) for teacher performance in public primary schools in Amudat Sub-County. The results are based on a 5-point Likert scale where 1 = Strongly Disagree and 5 = Strongly Agree.

**Table 5: Teachers' Responses on Teacher Performance**

Statement	Mean	Std. Dev	Interpretation
I prepare and plan my lessons before teaching.	2.85	1.08	Moderate
I organize learning activities effectively in the classroom.	2.78	1.06	Moderate
I manage classroom behavior to maintain a conducive learning environment.	2.70	1.10	Moderate
I cover the required syllabus within the stipulated academic period.	2.42	1.12	Low
I assess learners regularly and provide constructive feedback.	2.68	1.09	Moderate
I use instructional resources and teaching aids effectively during lessons.	2.40	1.13	Low
I integrate curriculum policies into my daily teaching practices.	2.55	1.07	Moderate
I participate actively in school activities and meetings.	3.10	1.05	Moderate
I adhere to professional conduct policies in my daily teaching.	2.60	1.08	Moderate
I apply skills gained from professional development programs in class.	2.45	1.11	Low
I collaborate with colleagues to improve instructional practices.	2.90	1.06	Moderate
I motivate learners to actively participate in learning activities.	2.75	1.09	Moderate
I maintain accurate and up-to-date records of learner progress.	2.50	1.10	Moderate
I implement school supervision feedback to enhance my teaching performance.	2.48	1.09	Low
I attend work on all working days.	3.25	1.02	Moderate
Overall Mean	2.70	—	Moderate Performance

Source: Primary Data (2026)

Table 5 indicates that teacher performance in public primary schools in Amudat Sub-County is generally moderate, with an overall mean score of 2.70. This suggests that while

teachers demonstrate acceptable levels of performance in some areas, there are notable weaknesses in key instructional and curriculum-related responsibilities.

Moderate performance was observed in areas such as lesson planning (M = 2.85), classroom organisation (M = 2.78), learner motivation (M = 2.75), collaboration with colleagues (M = 2.90), and participation in school activities (M = 3.10). These results indicate that teachers are relatively active in routine school duties and basic instructional preparation.

However, lower scores were recorded in critical academic performance areas such as syllabus coverage (M = 2.42), use of instructional materials (M = 2.40), application of professional development skills (M = 2.45), and implementation of supervision feedback (M = 2.48). These findings suggest weaknesses in instructional effectiveness and limited transfer of training into classroom practice. Overall, the results imply that teacher performance is inconsistent, with stronger performance in routine duties but weaker outcomes in curriculum delivery, instructional resource use, and professional development application. This pattern may be influenced by the previously identified challenges in curriculum implementation, professional development, and resource availability.

### Qualitative Findings on Teacher Performance in Public Primary Schools

Qualitative data were obtained from interviews with head teachers, deputy head teachers, directors of studies, and district education officials. The findings were analysed thematically and presented under key emerging issues related to teacher performance in public primary schools in Amudat Sub-County.

#### 1. Lesson Preparation and Classroom Instruction

Most respondents reported that teachers generally prepare lesson plans, although the quality and consistency of preparation vary across schools.

A Head Teacher noted:

*“Most teachers prepare lesson plans, but some do it just for inspection purposes and not for actual classroom use.”*

Similarly, a Director of Studies stated:

*“Lesson preparation is there, but alignment with the syllabus is sometimes weak.”*

This suggests that while lesson planning exists, its effectiveness in guiding instruction is inconsistent.

#### 2. Classroom Management and Learner Engagement

Respondents indicated that classroom management skills among teachers were moderate, with variations depending on experience and class size.

A Deputy Head Teacher observed:

*“Experienced teachers manage classrooms better, but some younger teachers struggle with large classes and learner discipline.”*

A district education officer added:

*“Learner engagement is improving, but overcrowded classrooms still affect effective teaching.”*

This implies that classroom control and learner participation are influenced by contextual challenges.

#### 3. Syllabus Coverage Challenges

A recurring issue was incomplete syllabus coverage within the required academic period.

A Head Teacher explained:

*“Some teachers fail to complete the syllabus on time, especially in upper classes where content is more demanding.”*

Another respondent noted:

*“Time lost due to absenteeism and interruptions affects syllabus completion.”*

This indicates that syllabus coverage remains a major performance gap.

#### 4. Use of Instructional Materials

Respondents reported limited and inconsistent use of instructional resources during teaching.

A Director of Studies stated:

*“Teachers try to improvise, but there are very few teaching aids available in most classes.”*

A district officer added:

*“The lack of materials limits how interactive lessons can be.”*

This confirms that inadequate resources negatively affect instructional quality.

#### 5. Application of Professional Development Skills

Most respondents indicated that the application of skills gained from training was limited due to infrequent professional development opportunities.

A Head Teacher remarked:

*“After training, some teachers apply what they learned, but many go back to old methods.”*

A district education official added:

*“The impact of training is low because follow-up is weak.”*

This suggests a gap between training and classroom practice.

#### 6. Attendance and Commitment to Duty

Attendance was generally described as moderate, with some cases of absenteeism and late coming reported.

A Deputy Head Teacher noted:

*“Most teachers attend school regularly, but there are occasional absences that affect lesson delivery.”*

A district officer observed:

*“Teacher attendance has improved, but monitoring is still needed.”*

This indicates that while attendance is acceptable, consistency is not guaranteed.

#### 7. Collaboration and Professional Conduct

Respondents highlighted that collaboration among teachers exists but is not strongly institutionalized.

A Head Teacher stated:

*“Teachers do share ideas, but it is mostly informal and not structured.”*

This suggests limited formal professional collaboration mechanisms in schools.

#### 8. Supervision and Feedback Implementation

Findings showed that although supervision is conducted, its implementation is weak due to limited follow-up.

A Director of Studies explained:

*“We give feedback after lesson observations, but not all teachers implement it consistently.”*

A district official added:

“There is supervision, but follow-up mechanisms are weak.” This indicates a gap between supervision and actual improvement in teaching practices.

Overall, the qualitative findings revealed that teacher performance in public primary schools in Amudat Sub-County is moderate but inconsistent. Strengths were observed in lesson preparation, classroom engagement, and

general participation in school activities. However, weaknesses were evident in syllabus coverage, use of instructional materials, application of professional development skills, and implementation of supervisory feedback.

These findings suggest that teacher performance is constrained by limited resources, weak follow-up systems, and inadequate professional development support, which collectively affect instructional effectiveness and learner outcomes.

### Inferential Analysis

Table 6: Pearson Correlation Matrix between School Policy Implementation and Teacher Performance

Variables	Teacher Performance
Professional Conduct Policy Implementation	r = 0.612** (p = 0.000)

N = 74

Significance level: 0.01 (2-tailed)

Source: **Primary Data (2026)**

There is a strong positive relationship between the implementation of professional conduct policies and teacher performance ( $r = 0.612$ ,  $p < 0.01$ ). This implies that schools with stronger enforcement of professional conduct standards tend to have better-performing teachers in terms of discipline, attendance, and instructional behaviour.

**Table 4.10: Regression Coefficients**

Predictor Variable	Unstandardized Beta (B)	Std. Error	Standardized Beta	t	Sig.
(Constant)	0.842	0.311	—	2.708	0.009
Professional Conduct Policy Implementation	0.284	0.092	0.271	3.087	0.003

**Source:** Primary Data (2026)

Professional Conduct Policy Implementation ( $\beta = 0.284$ ,  $p = 0.003$ ) also significantly influences teacher performance, suggesting that discipline and adherence to professional ethics improve instructional delivery.

### Discussion

#### Professional Conduct Policy Implementation and Teacher Performance

The correlational analysis revealed a strong positive and statistically significant relationship between implementation of professional conduct policies and teacher performance ( $r = 0.612$ ,  $p < 0.01$ ). This implies that improvements in the enforcement, communication, and monitoring of professional conduct policies are associated with better teacher performance in terms of attendance, discipline, classroom behaviour, and instructional responsibility.

These findings suggest that where professional conduct standards are effectively implemented, teachers are more likely to demonstrate professionalism and accountability in their duties. However, the moderate strength of the relationship also indicates that other contextual and institutional factors may influence performance.

This finding is consistent with Ofojebe and Ezugoh (2010), who found that clear codes of conduct improve teacher commitment and ethical behaviour. Similarly, Nsubuga (2008) emphasised that structured administrative control and supervision enhance teacher effectiveness in Ugandan schools. Hoy and Miskel (2013) further argue that institutional rules provide a framework for accountability, which is essential for improving organisational performance.

### Conclusion

Implementation of professional conduct policies in public primary schools in Amudat Sub-County is generally low and inconsistently enforced. Weak communication, limited supervision, and inadequate accountability mechanisms reduce the effectiveness of these policies.

### Recommendations

The Ministry of Education and Sports and district education authorities should strengthen the communication and dissemination of professional conduct policies to ensure all teachers clearly understand expected standards of behaviour and performance.

School administrators should consistently enforce codes of conduct through fair and transparent disciplinary procedures to enhance teacher accountability and professionalism.

Regular school-based orientation and refresher meetings should be conducted to sensitise teachers on ethical standards and professional expectations.

Strengthening supervision and monitoring systems, including regular classroom observation and performance reviews, should be prioritised to ensure adherence to professional conduct guidelines.

### Acknowledgement

I sincerely express my heartfelt gratitude to the Almighty God for the gift of life, wisdom, strength, and guidance throughout the course of this study.

I am deeply indebted to my supervisor for the invaluable guidance, constructive criticism, and continuous support that made this dissertation a success. Your professional advice and mentorship were instrumental in shaping this work.

Special appreciation goes to the management and staff of Team University, School of Graduate Studies and Research, for providing the academic environment and resources necessary for my studies.

I extend my gratitude to the education officers, head teachers, and teachers of selected public primary schools in Amudat Sub-County, Amudat District, for their cooperation and support during data collection.

Finally, I thank my friends, colleagues, and classmates for their encouragement, moral support, and shared academic experiences throughout this journey.

### List of abbreviations and acronyms

DHTRS – Deputy Head Teacher, Resource School

DOS – Director of Studies

HTR – Head Teacher, Resource School

SPSS V27 – Statistical Package for the Social Sciences, Version 27

UPE – Universal Primary Education

### Source of funding

The study was not funded.

### Conflict of interest

The author did not declare any conflict of interest.

### Data availability

Data is available upon request.

### Author contribution

Malika Chemasuet Mutiambu collected data and drafted the manuscript of the study.

Muhammad Sendagi supervised the study.

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Malika Chemasuet Mutiambu is a student of masters of Education Planning and Management at Team University.

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