

**TEACHER PROFESSIONALISM AND STUDENT ACHIEVEMENTS IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICT, UGANDA**

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**DECLARATION**

I **LOKUTAE JONATHAN** declare that this research work presented is an original document to the best of my knowledge, it has never been submitted or presented to any higher institution of learning for any award.

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APPROVAL

He has done this dissertation under my supervision and mentorship and it is now ready for submission

Signed.......... Date.....13/8/2025.....

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ACADEMIC SUPERVISOR

## DEDICATION

I extend my sincere dedication to my parents for shaping my future by supporting my education and life, especially my very beloved ones. I also express my gratitude to our entire family for the academic and career advice they provided during my studies. May the Almighty Father bless you abundantly as you witness my success.

I loved and cherished you all.

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## ACRYONYMS

BOG	:	Board of Governors
DDP	:	District Development Plan
GDP	:	Gross Domestic Product
KCSE	:	Kenya Certificate of Secondary Education
MoES	:	Ministry of Education and Sports
PTA	:	Parents Teachers Association
SPSS	:	Statistical package for the Social sciences
UNESCO	:	United Nations Educational Scientific and Cultural Organization
UNICEF	:	United Nations International Children's Emergency Fund
USA	:	United States of America
USE	:	Universal Secondary Education
UWESO	:	Uganda Women's Effort to save Orphans

## ABSTRACT

This study assessed the influence of teacher professionalism on student achievement in Government-Aided Secondary Schools in Napak District. The objectives were to investigate the effects of teachers' conduct, commitment, and attitudes on student achievement. A sample of 80 respondents, including 3 head teachers, 19 heads of departments, 24 class teachers, and 54 teachers, was selected using stratified random sampling. Data were collected through questionnaires and analyzed using descriptive statistics, linear, and multiple regression analyses. The study found that teachers' conduct significantly affected student achievement, with an R-square value of 0.340,  $\beta = .583$ , and  $p\text{-value} = 0.000$ , teachers commitment with an R-square value of .640,  $\beta = .532$ , and  $p\text{-value} = 0.031$ , and It also revealed that teachers' attitudes toward work significantly predicted student achievement, with an R-square value of 0.657,  $\beta = .452$ , and  $p\text{-value} = 0.075$ . The study concluded that teachers' conduct, commitment, and work attitudes had a significant positive effect on student achievement. Recommendations include: head teachers should promote teachers' professional conduct through workshops on interpersonal skills, classroom management, and ethical conduct. They should also foster accountability by setting clear expectations and observing classroom interactions. Additionally, head teachers are advised to encourage a culture of commitment by organizing training sessions on the importance of teacher dedication and its impact on student outcomes. Providing adequate support, resources, and regular feedback will ensure teachers' commitment. Lastly, fostering a positive work environment, with recognition and professional development opportunities, is essential for improving teachers' attitudes and, consequently, student achievement.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

The study's background, problem statement, purpose, objectives, research questions, scope, importance, conceptual framework, and operational definitions are all covered in this chapter.

#### 1.1. Background to the Study

The study's background, problem statement, purpose, objectives, research questions, scope, importance, conceptual framework, and operational definitions are all covered in this chapter. At the 2000 UNESCO conference on education in Tokyo, Japan, global trends that had only just started to take shape have now fully developed. These included a variety of educational initiatives, educational policy frameworks, the professionalization of the teaching profession, and the free education concept known as "equitable education" (UNESCO, 2019). Since Tokyo, school environments in both wealthy and developing nations have been influenced by the unrelenting emphasis on student accomplishments and the democratization of education, as well as the growing influence of transnational organizations like UNICEF and UNESCO in decision-making.

While some students achieved success under equitable education, these achievements were unevenly distributed among students, within schools, and across countries. The top 20% of students from developed countries registered 74 times the achievements of the bottom 20% in developing countries. Despite unprecedented efforts in teacher professionalism in the United States—arguably a country with one of the world's best education systems—84 million students failed to attain desired levels of achievement from schooling (Mwiti et al., 2018). This trend had persisted since the end of World War II. In the USA, rural schools accounted for a third of those students classified as "underachievers." Minority black and Hispanic students were particularly affected (Goos et al., 2021)

Countries suffered severe consequences, including higher educational costs, more demands on schools, and worse production and educational attainment. In 2014, parents in Chile lost \$1.5 billion in earnings due to their children's poor performance, which is more than 2% of the nation's GDP. According to a 2016 World Bank survey, 56% of student dropouts in India were caused by low academic performance. The single greatest risk to Australian parents and schools was this problem, which led to 67% of students performing poorly academically and \$13.7 billion in annual losses. Since 1980, UNESCO has been working to solve the issue of student accomplishments through its teacher professionalization programs, but these efforts have not yet produced noticeable outcomes.

From pre-colonial informal schooling through the neo-colonial era to modern formal schools, achieving greater levels of student accomplishment in education has been a key rationale for public spending on education in Africa (Onyango, 2018). Nevertheless, billions of shillings were still spent by African taxpayers on an inadequate educational system that produced failures. Riley (2018) asserts that disruptions to African pupils' education weakened their learning potential in significant and long-lasting ways. Student accomplishments in Africa were not given much consideration as an educational concern because of their association with teacher professionalism. The majority of the continent's educational objectives, such as professionalizing the teaching profession, failed to overcome the obstacles preventing students from achieving their full potential.

According to UNESCO (2020), school attendance in Ghana, Namibia, South Africa, Kenya, and Tanzania appears to be declining after a significant increase in the 2000s. Together with high dropout rates in many nations, other aspects of student accomplishment in these nations, including classroom promotion rates, academic proficiency, and student discipline, were deteriorating. There have been declines in general education in nations such as the Democratic Republic of the Congo (Okiria and Okiidi, 2019). Even though Africa's educational systems have improved since colonial times, the significant increase in student accomplishment has not translated into a

significant improvement in teacher professionalism, namely in terms of commitment, positive attitudes toward the job, and adherence to professional rules of conduct.

In Uganda, student accomplishments and teacher professionalism were closely related. Qualitative research findings indicated a downward trend in student performance, especially from 2000 onwards, despite the lack of national statistics on the subject. According to a UNESCO qualitative module report, the Ministry of Education and Sports (MoES, 2020) discovered that student absenteeism was 58% (with 38% of the students being female), that school discipline problems were 48%, and that low levels of achievement in extracurricular activities and poor academic performance were 53% and 78%, respectively. The extent to which schools had met their goals—whether genuine or alleged—and the impact of teacher professionalism on student accomplishments were not well understood, despite the fact that student achievements had been widely promoted and supported in Uganda through a number of policy reforms, such as the integration of ICT in education.

In the past 10 years, issues with teacher professionalism have continued to dominate the education system despite the fact that Boyer (2015) and Chenget et al. (2017) provided a thorough history of student accomplishments. Widespread deficiencies in teacher professional practices that had harmed student achievement for decades were not mentioned much in previous studies and reports. This suggested that student accomplishment had not been a matter of rising historical prominence, therefore presenting a research opportunity for this study.

Deontology theory served as the foundation for this study on teacher professionalism and student accomplishments in secondary schools in the Napak District, which went beyond educational policy reforms to include a deeper theoretical understanding of student accomplishments. The Theory of Deontology, which Kant (1724-1804) developed, assumed that while examining an ethical or professional issue, people should uphold their duties and commitments. This implied that in order for an activity to be deemed ethically right, a person must fulfill their responsibilities to either society or themselves (Kamm, 2018).

Although acceptance of deontological theory had decreased in recent years, a teacher who adhered to deontological principles made very consistent decisions based on their individually set professional duties. A teacher's adherence to professional values and codes of conduct such as respect, integrity, fairness, commitment, and a positive perception of the code of ethics was thought to lead to greater student achievements, which is why the study adopted this theory. In order to describe teacher professionalism, Stinnet and Majid et al. (2018) used deontological theoretical practices of self-obligations as well as other professional components including planning, teaching, and assessment. According to the thesis, moral obligation and duty are ingrained in one's behavior (Gonsalves, 2019). As anticipated by deontological theorists, there has been a noticeable decline in teacher professionalism, which may help to explain why pupils typically do not record concrete accomplishments.

But considering how erratic and sensitive teachers' sentiments were toward "professionalization," there was strong indication that deontological generalizations were inadequate in the teaching profession. According to Adesoji and Olatuubosu (2018), Kant's exploration of the theoretical issue of what influences personal values and how different value systems may evolve over time made one wonder if a lack of funding and efficient school administration could make it impossible for educators to carry out their responsibilities. While recognizing the loss in teacher professionalism (as measured by adherence to professional ideals, commitment, and attitudes), Abdu and Olatundun (2019) and the Ugandan MoES (2020) also reported higher teacher classroom attendance, performance, and student-teacher relations. More than strict deontologists would acknowledge, these factors had the ability to improve student achievement in Uganda in general and Napak District in particular.

Notwithstanding this flaw, the theory was still essential for comprehending how student accomplishments were impacted by teacher professionalism. However, a lack of professionalism on the part of teachers was not always the cause of limitations on student accomplishments. Thus, in an increasingly overused spectrum of discourse, many analysts and policymakers safely overlooked questions of student performance, regardless of the theoretical framework.

The benefits that resulted from students' involvement in academic and extracurricular school activities, including completion rates, level progression, retention rates, graduation rates, and license rates, were referred to as student successes (Onyango, 2022). In many nations, educational reforms and instructional methods have placed a strong emphasis on student accomplishments since the 1960s. Regular attendance, high test scores, and a high graduation rate were all necessary for the success of any educational system. Teacher professionalism, which included a positive attitude toward the work, dedication, and adherence to the behavior governing the teaching profession, was greatly affected by professionalism, which is described as the demonstration of broad knowledge guided by a code of ethics.

Teachers with the proper professional attitudes, according to Nabukenya (2017), are the cornerstones of every educational system since they are responsible for the efficacy and quality of all educational arrangements. Although Tugume et al. (2025) acknowledged a good correlation between student accomplishments and teacher professionalism, she also pointed out that the teaching-learning process had been corrupted by many instructors' bad attitudes and lack of dedication.

Another important factor contributing to pupils' ongoing failure was the professionalism of the teachers. According to Fehintola et al. (2016), a professional teacher must exhibit positive attitudes like intellect, neatness, and desirable attributes in order to help students succeed. Acknowledging a favorable correlation between student accomplishments and teacher professionalism meant that enhancing teachers' professional (as opposed to pedagogical) skills alone would not be enough.

Nsereko (2019) asserts that teachers consistently saw professionalism as a manner of conduct in the course of teaching. Maintaining topic knowledge, teaching at age-appropriate levels, and working with other educators to develop instructional strategies that support kids' academic performance were all part of this for classroom teachers.

Investigating if teacher professional practices were the most accurate representation of student accomplishments was necessary, nevertheless, with a particular emphasis on

secondary schools in the Karamoja sub region of Uganda's Napak District. Although there was a known correlation between student accomplishments and teacher professionalism, data on teacher professionalism was frequently impacted by complex and unpredictable factors unrelated to education, students, and teaching. The lack of literature, especially in Napak District, made this study necessary.

There were 1,642 government-aided secondary schools and more than 3,670 private secondary schools in the secondary education sub-sector. There were 7,492,771 pupils enrolled overall, with 57% of them being boys. Only 42,576 of the 66,402 teachers employed by government-aided secondary schools at the time were actually paid; the remaining teachers were hired and compensated by parents through Boards of Governors (BOGs) and Parent-Teacher Association (PTA) committee fees (MoES, 2022).

Among other reasons, over 53% of secondary school students had not achieved academic success because of a lack of professionalism among teachers. In terms of professional fundamental values including integrity, trust, equality, commitment, fairness, honesty, and respect, Ssekamwa and Lugumba (2018) discovered that teachers in Uganda were highly respectable prior to independence. For a lot of students, their parents, instructors, and educational institutions today, student achievement was an uncommon sight.

As expected, raising student achievement in Napak District became the primary goal of education. In order to lower school dropout rates and raise student morale, student achievement was necessary, but it could only be sustained at high rates. Nonetheless, it was noted that with pervasive instructor incompetence, student accomplishments in the district were decreasing. Low graduation rates, high repetition rates, declining academic competency, and decreased class attendance all had an impact on secondary school student accomplishments in the Napak District (MoES, 2022). A lack of knowledge about the drivers, maintainers, and interrupters of student accomplishment in Napak District made it difficult to address the problem holistically, indicating the need for more study.

Nonetheless, a great deal of study has been done on how teacher professionalism affects student accomplishments, and just as many studies have examined the extent to which teacher professionalism and student accomplishments are related. The research opportunity for this study was created by the fact that all of these investigations, which are referred to as "attribute treatment" studies, examined student accomplishments from the standpoint of academic failure.

## **1.2. Problem statement**

In an optimally functioning education system, students are expected to exhibit clear indicators of academic success. These include consistent school attendance, active involvement in learning processes, constructive relationships with teachers, and seamless progression through academic levels culminating in graduation. Such student outcomes not only reflect the personal development of learners but also signal the presence of a competent, professional teaching force. A high-performing teacher workforce, exemplified by subject mastery, ethical conduct, and dedication, directly contributes to positive educational experiences and improved student outcomes (Darling-Hammond, 2006; OECD, 2018). Ultimately, strong student performance feeds into broader socio-economic development goals by equipping youth with the skills and knowledge needed to participate meaningfully in national development.

The current educational landscape in Napak District reveals a troubling disparity from this ideal situation. Despite several government initiatives, student achievement remains alarmingly low. Recent data indicate that over 60% of students fail to advance to the next academic level each year (Napak DEO Office, 2023). Dropout rates surpass 45%, and graduation rates lag at under 25%, which is significantly below the national average of 55% (MoES, 2022). Classroom observations further reveal minimal student engagement, high absenteeism, and weak teacher-learner relationships. These challenges align with Mande et al. (2022), who identify the lack of student success as a critical and observable marker of systemic educational failure.

Several interventions have been implemented in an attempt to reverse these negative trends. The government introduced the Universal Secondary Education (USE) program,

extended financial support to two community secondary schools in the district, and made investments in teacher salaries and school infrastructure. These measures were intended to increase access to education, enhance the quality of instruction, and improve learning environments (Semanda, 2017). However, despite these efforts, tangible improvements in student achievements remain elusive. This disconnect has raised concerns about the efficacy of these interventions and the potential for wasted resources if the underlying issues are not adequately addressed

If the issue of low student accomplishment is not effectively resolved, it could lead to a cycle of failure, where students continue to drop out, disengage from both academic and extracurricular activities, and consistently perform poorly. There is growing worry that educational failure could become “dynastic,” with students of underachievers also becoming school dropouts, thus entrenching poverty and underdevelopment. This study was prompted by the persistent underperformance of students in secondary schools in Napak District despite various government efforts. Given the evident gap in understanding how teacher professionalism influences student outcomes in this context, the study seeks to evaluate the impact of teacher professionalism on student achievements in secondary schools in Napak District, thereby contributing to informed policy and practical interventions.

### **1.3 Objectives of the Study**

Then study was guided by the following objectives:

#### **1.3.1 General Objectives**

The general objective of this study was to assess the influence of teacher professionalism on student achievements in public secondary schools in Napak District.

#### **1.3.2 Specific Objectives**

- i. To investigate the effects of teacher's conduct on student achievements in Government Aided secondary schools in Napak district
- ii. To assess the effect of teacher's commitment on student achievements in Government Aided secondary schools in Napak district.

- iii. To establish the effect of teacher's attitude towards work on student achievements in Government Aided secondary schools in Napak district

#### **1.4 Research Questions**

- i. What is the effect of teacher's conduct on student achievements in Government Aided secondary schools in Napak district?
- ii. What are the effect of teacher's commitment on student achievements in Government Aided secondary schools in Napak district?
- iii. What is the effect of teacher's work attitude on student achievements in Government Aided secondary schools in Napak district?

#### **1.5 Scope of the Study**

##### **1.5.1 Geographical Scope**

Selected government-aided secondary schools in Napak District, which is in the Karamoja sub region of northeastern Uganda, were the sites of the study. Abim District to the northwest, Kotido District to the north, Moroto District to the northeast and east, Nabilatuk District to the southeast, Katakwi District to the south, and Otuke District to the west were the seven districts that surrounded Napak District. With an elevation ranging from 1,356 to 1,524 meters above sea level, the district was located between latitudes 10°53'N and 30°05'N and longitudes 33°38'E and 34°56'E (Napak District Development Plan, DDP 2020/2021 - 2025/2025). The majority of the populace spoke Karamojong. Because Napak District was ranked 203rd among the districts with the lowest performance by the Ugandan Education Standards Agency in 2021, it was chosen for the case study.

##### **1.5.2 Content Scope**

Data on how teacher professionalism affects student accomplishment in government-aided secondary schools in the Napak District was gathered for the study. It specifically looked at how teachers' behavior affected kids' academic performance as well as how instructors' dedication affected students' academic performance in these institutions.

The study also looked at how teachers' teaching philosophies affected students' performance at government-aided secondary schools in the Napak District.

### **1.5.3 Time Scope**

The research study covered the period from 2018 to 2022. This timeframe was chosen because it was during these years that student achievements in Napak District gradually deteriorated, according to the Ministry of Education and Sports (MoES) Sectoral Performance Report 2020.

### **1.6 Significance of the Study**

The research study was beneficial in the following ways;

- I. It acted as a reference guide and source of information to policymakers in understanding the influence of school culture on student discipline.
- II. It benefited future researchers in the same area of study.
- III. It also benefited future researchers in the same field as it provided the required information.

### **1.7 Justification for the study**

Previous research was particularly objective in analyzing student accomplishments and the ways in which teachers' unethical behavior affected them. There is a research opportunity for this study because, although previous studies have been done, none have specifically evaluated the effects of teacher professionalism on student performance in government-aided secondary schools in Napak District. For example, Livingstone et al. (2022) looked at the relationship between teacher professionalism and student accomplishments, while other studies looked at the relationship between academic performance and teacher professionalism (Swami, 2019), teacher performance and teacher professionalism (Davis, 2020), and teacher retention and teacher professionalism (Battle et al., 2021). These investigations brought to light a number of shortcomings in the body of current literature. Thus, the purpose of this

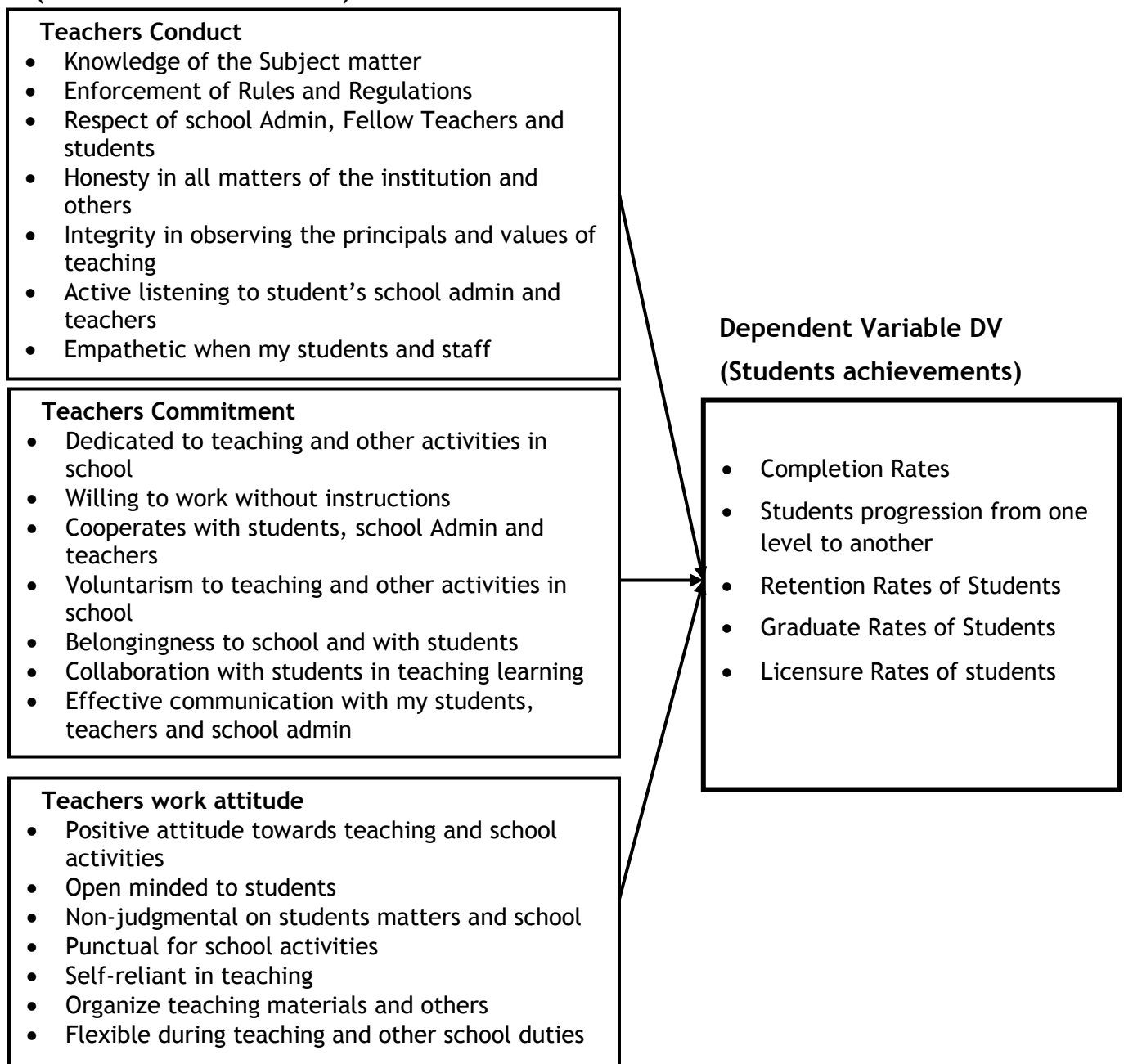
study was to evaluate how teacher professionalism affected student performance in government-aided secondary schools in the northeastern Ugandan district of Napak.

**Figure 1: Conceptual Framework**

**1.8 Conceptual framework**

**Independent variable IV**

**(Teacher Professionalism)**



*Source: Nsereko (2019), Onyango (2022) and Modified by the Researcher, 2025*

The conceptual framework figure 1 above, demonstrate the influence of teacher professionalism on student achievement. It indicates that teacher professionalism is independent variables IV involving teacher's conduct with variables like Knowledge of the subject matter, Enforcement of Rules and Regulations, Respect of School Admin, Fellow teachers and students, Honesty in all matters of the Institution and others, Integrity in observing the principals and values of teaching, Active listening to students School Admin and Teachers, Empathy among other, teacher's commitment with variables such as Dedicated to teaching and other activities in school, Willing to work without instructions, Cooperates with students, school Admin and teachers, Voluntarism to teaching and other activities in school, Belongingness to school and with students, Collaboration with students in teaching and learning, Communication among others and teacher's attitude towards teaching with variable such as Positive attitude towards teaching & school activities, Open minded to students and others, Non-judgmental on students matters and school, Punctual for school activates, Self-reliant in teaching, Organize teaching materials and others, Flexible during teaching and other school duties. The DV here is student achievements with parameter of completion rates, student's progression from one level to another, and retention rates, graduation rates, and Licensure student's rates among others. The framework assumes that if teacher professionalism functions as it is required, it can ultimately contribute to improvements in student achievements. (Zakaria, Nor, & Alias, 2021)

## **1.9 Operational Definitions**

### **Teachers' Conduct**

Teachers' conduct refers to the manner in which educators behave and interact within the school environment, both inside and outside the classroom. It encompasses adherence to ethical standards, professional codes of conduct, and school policies, as well as the way teachers communicate, manage relationships, and model appropriate behavior for students. Good conduct fosters respect, trust, and a positive learning atmosphere.

### **Teachers' Commitment**

Teachers' commitment is the dedication and loyalty that educators demonstrate towards their profession, students, and the goals of the educational institution. It reflects their willingness to invest time, effort, and emotional energy in planning, teaching, and supporting students' growth, often going beyond contractual obligations to ensure academic and personal development.

### **Teachers' Work Attitude**

Teachers' work attitude describes an educator's disposition, mindset, and approach towards their teaching responsibilities and school-related duties. It includes punctuality, preparedness, enthusiasm for teaching, openness to collaboration, and resilience in facing challenges. A positive work attitude influences classroom climate and promotes student motivation.

### **Students' Achievements**

Students' achievements refer to the measurable outcomes of learners' academic, social, and personal growth, typically demonstrated through grades, standardized test scores, skill acquisition, extracurricular accomplishments, and other indicators of learning progress. They are often used as a benchmark for evaluating the effectiveness of teaching strategies and school programs.

## **Teacher Professionalism**

Teacher professionalism denotes the combination of specialized knowledge, skills, ethics, and behaviors that characterize a competent educator. It involves continuous professional development, adherence to educational standards, respect for diversity, commitment to students' well-being, and the ability to maintain high-quality instructional practices while upholding integrity and accountability.

## CAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

This chapter provided an overview of previous research in the field being studied. The review highlighted both theoretical and empirical aspects, as seen below, and was carried out in accordance with the earlier defined research study objectives.

#### 2.1 Theoretical Review

Beyond the teaching profession itself, there is a theoretical framework for comprehending teacher professionalism. Deontological Theory served as the foundation for the study on student accomplishments and teacher professionalism in secondary schools in the Napak district. According to this view, which was put forth by Kant (1724-1804), people should uphold their duties and obligations when confronted with moral conundrums; in other words, for an action to be deemed morally right, it must be consistent with one's commitments to society or to oneself (Swan, 2019). This theory was chosen for the study because it was anticipated that upholding fundamental principles including dedication, fairness, integrity, respect, and a positive attitude toward ethical standards would improve student performance. Instructors who adhered to these guidelines consistently made choices based on their own assigned responsibilities.

Deontological Theory, which stressed self-obligations and other professional elements like planning, teaching, and assessment to explain teacher professionalism, was pertinent to this study, claims Acom (2017). According to the notion, one's acts carry a moral obligation and duty (Gonsalves, 2019). Like any theory, deontology has its advantages and disadvantages, but it is renowned for being consistent in the majority of circumstances. According to Davis (2020), the theory frequently ignored the resources required to carry out responsibilities, which may have contributed to teachers' lack of professionalism.

Although there is a theoretical foundation for the connection between student accomplishments and teacher professionalism, the data has not been conclusive. Uncontrollable and complex issues unrelated to education, students, and teaching often influenced data on teacher professionalism, which the theory could not sufficiently address. Because it did not take into account some situations or results, such as student achievement, the theory's disregard for the effects of acts could occasionally be problematic. There were other situations, such as lying to protect others, where the professional standards for teachers might have reasonable expectations. Furthermore, the theory lacked the particular objectives of consequentialism and the practical knowledge offered by professional virtue within the morally right decisions that teachers may make. Notwithstanding these drawbacks, the theory was still essential for comprehending the relationship between student accomplishments and teacher professionalism.

## **2.2 Empirical review**

### **2.2.1 Teachers' Conduct and Students' Achievements**

According to Stinnett and Hugget (2016), pre-service teachers should be instilled with ethical concepts in addition to professional codes, societal norms, and the denominational traditions of foundational entities that require instructors to maintain professionalism. Including moral instruction and religion in their training is part of this. While this strategy is admirable, Stinnett and Hugget (2016) did not investigate the ways in which teachers' real behavior affects students' academic performance. This study attempts to fill the research gap left by their primary focus on incorporating moral and religious instruction into teachers' lives rather than investigating how instructors' behavior affects student outcomes.

Onyango (2019) aimed to ascertain the part chaplains play in the moral growth of pupils in Nairobi's Catholic elementary schools. Because of their training in spiritual and moral education, he discovered that chaplains are important in helping secondary school pupils develop their moral character. Although Onyango's findings were useful, they were more concerned with the moral growth of primary school pupils than the

secondary students in Napak, which is the subject of this study. Furthermore, Onyango's research was secular and focused on Catholic education, so it could not be immediately relevant to the situation in Uganda's Napak area. This study aims to close the gap left by his study, which focused more on the moral development of the students than the behavior of the teacher.

Many African teacher colleges and institutions of education are in crisis, generating graduates of dubious quality and relevance, according to Boyer (2015), who cited a World Bank policy assessment on education in Africa. Boyer makes insightful observations, but they don't go far enough in discussing the behavior of teachers in liberalized teaching colleges and how it affects student performance in the Napak district. This gives the current study a chance to do research.

Using a mixed-method approach, Genza (2018) carried out a longitudinal study on student accomplishments and the code of conduct for instructors in urban Tanzanian schools. According to data gathered from 250 respondents using unstructured questionnaires, instructors are supposed to uphold their code of conduct as role models in order to communicate moral ideals. The validity of his conclusions was questioned, though, because it was challenging to perform a quantitative analysis of the replies due to the use of unstructured questionnaires. Furthermore, the current study intends to fill the research gap created by Genza's study, which concentrated on all educational levels rather than just secondary education, by employing structured questionnaires and interviews.

Kigongo (2016) investigated the relationship between student academic achievement and teacher professionalism in secondary schools in Kigali and discovered that the code of conduct's fundamental principles received little attention. Kigongo's study was pertinent to secondary education, but it didn't particularly address the behavior of instructors in the Napak District. This study filled a gap left by his focus on academic success and teacher professionalism rather than student accomplishments.

According to Opuda-Asibo et al. (2017), schools of education and teacher colleges occasionally create educators who disregard ethical standards for more general,

frequently unfavorable reasons. Although their findings are grounded in reality, they fall short in addressing the value concerns these institutions create and the ways in which these issues impact secondary school student outcomes. Without concentrating on teachers' behavior as a source of value issues, which the current study seeks to examine in the Napak area, their findings have a tendency to generalize across different teacher colleges and educational institutions.

Blakemore and Cooksey (2019) examined teacher professionalism and accomplishments in Nigerian high schools, pointing out that high standards for professional conduct may be difficult for young male teachers. Although they made some insightful observations, their study did not clearly show how teacher conduct impacts student achievement in the Napak district, and it concentrated more on teacher professionalism and performance than student accomplishments, indicating the need for more research, which is what this study aims to do.

Nkwanga (2020) looked studied how well teacher education affected primary school teachers' professional behavior and discovered that personality, age, and social milieu all had a big influence. The current study was necessary to examine the elements that determine teacher professionalism because Nkwanga's study only looked at primary teachers and ignored how teachers' behavior affects students' academic performance in secondary schools, especially in the Napak area.

### **2.2.2 Teachers' Commitment and Student Achievement**

Nkwanga (2020) examined the impact of teacher education on the professional conduct of primary school teachers and found that personality, age, and social environment all played significant roles. Because Nkwanga's study primarily examined primary teachers and neglected the impact of teachers' behavior on students' academic achievement in secondary schools, particularly in the Napak area, the current study was required to investigate the factors that define teacher professionalism.

Using regression and correlational analysis, Kanter (2016) investigated the connection between teacher performance and professionalism in Harare, Zimbabwe. Although his data showed that teacher dedication was multifaceted, they did not provide a clear

picture of the relationship between commitment and student accomplishment in Napak District secondary schools. Kanter's emphasis on teacher effectiveness rather than student accomplishments made this study necessary.

Mutchler (2018) examined the relationship between student enrollment and teacher commitment in Kigali and discovered that factors affecting commitment were related to instructors' willingness to devote personal time and their commitment to making a difference. However, his study used a multi-stage cluster sampling procedure that hindered generalizability and did not specify the impact of teacher dedication on student outcomes. The current study intends to evaluate the relationship between teacher dedication and student accomplishments in Napak District using more straightforward sampling techniques.

According to Joolideh and Yeshodhara (2019), Iranian teachers demonstrated superior organizational commitment in the continuation component, but Indian teachers shown higher organizational commitment in the emotional and normative components. However, because their research was carried out in nations with disparate educational systems, their conclusions are not as generalizable to Uganda and Africa. This study will investigate the research vacuum created by their failure to examine the relationship between teacher dedication and student accomplishment in Napak District, Uganda.

Namutebi (2016) investigated teacher commitment and reward management strategies in Uganda's Wakiso District, highlighting difficulties in using rewards to guarantee teacher engagement. Although her research was useful, it concentrated more on management techniques than on how teacher dedication affected student performance in secondary schools in Napak. The purpose of this study is to close that gap.

Quinn (2017) evaluated teacher commitment and professionalization in the United States and discovered that school-level factors affected teacher performance and commitment. Quinn's study emphasized the value of dedication, but it ignored how it directly affects student performance. His study highlighted the need for more research

in this area by concentrating on instructor effectiveness and commitment rather than student accomplishments.

Riley (2018) investigated the effects of mentorship programs and teacher attributes on commitment and discovered that good support increased commitment. Riley's research, however, did not concentrate on the relationship between student accomplishments and teacher dedication. To close this gap, our study will look into this relationship in Napak District.

In their study of teacher commitment and professionalization in Zambian schools, Choy, Shan, Hun, and Bann (2018) discovered that professionalization initiatives may have a favorable effect on teacher dedication and, in turn, student learning. Although their findings indicated a connection between teacher dedication and performance, they did not specifically address how this dedication affected students' academic success. The current study's approach with simple and purposive sampling is a necessary alternative to investigate this relationship in Napak District because their methodology, which was based on pre-test performance, also introduced potential errors.

### **2.2.3 Teachers' Attitudes and Student Achievement**

Nsereko (2019) and Ssekamwa et al. (2018) looked into how teacher attitudes affect student achievement and found that knowledge is not enough on its own to influence graduate teachers' behavior either favorably or unfavorably. Although they did not particularly examine how these attitudes affected secondary school pupils in the Napak District, their findings did emphasize the impact of teachers' attitudes on student accomplishment. Although the overall effects of teacher education on behavior were the main focus of their investigation, the particular topic of teacher attitudes was left out. This restriction made it possible for the current study to investigate this dimension.

In their study, Abdu and Olatundun (2017) found that secondary school students' performance is influenced by the characteristics of their teachers. Grieser discovered

that in a supportive learning environment, good classroom management encourages students to ask questions and explore. In a similar vein, Adesoji and Olatunbosun (2018) claimed that instructor attributes and student achievement are connected. These researchers did not, however, discuss how instructor attitudes directly affect student achievement. By investigating the impact of teacher attitudes as part of their professionalism on student accomplishment, the current study seeks to close the gap created by their focus on factors including classroom management techniques, learning settings, and teaching styles.

According to Wirth and Perkins (2015), student attention in the classroom is greatly influenced by the attitudes of the teachers. In Istanbul, Turkey, Mucella, Melis, and Ahu (2016) investigated how instructors' attitudes affected students' personalities and academic achievement. They found that students' personalities and life performance were positively impacted by teachers' positive attitudes. Their findings shed light on how teacher attitudes impact students' attention spans and personalities, but they did not present strong evidence of how these attitudes affected student performance in the Napak District. This absence draws attention to a research void that the current work aims to fill.

In a study on how teacher traits and attitudes affected students' performance on the KCSE economics exam, Kurgat and Gordon (2017) discovered that teachers' favorable opinions of the subject had no discernible impact on subpar performance, which could be ascribed to other factors. According to this study, pupils' attitudes were directly impacted by the attitudes of their teachers. However, rather than concentrating on student accomplishments in Napak District, Kurgat and Gordon's research concentrated on teacher attitudes and student academic success in Kenyan national exams. For the current study, this represents a gap.

## CHAPTER THREE

### METHODOLOGY

#### 3.0. Introduction

This chapter presents the methods used in the study and they included research design, sampling procedure, study population, sampling and sampling techniques, research tools, validity and reliability of the instruments, data analysis, research procedure and ethical considerations.

#### 3.1 Research Design

A research design functioned as an all-encompassing strategy for carrying out the investigation (Etyang, 2018). A descriptive research design was used for this study because it was well-suited to tackling issues in social systems, including organizations and schools, which are by their very nature qualitative (Maryam et al., 2018). Manual data collection was used in this approach, which allowed for quick data collection and a more thorough knowledge of respondents (Majid, 2018). The study used quantitative and qualitative research approaches in a mixed-methods approach. According to Etyang (2018), this strategy was very successful since it used qualitative data to confirm and enhance the quantitative findings and quantitative data to quantify discoveries. The variables and goals of the study were supported by the thorough and pertinent data the researcher was able to gather thanks to this strategy.

#### 3.2 Study Population

The whole set of people, cases, or items that had similar observable traits was referred to as the study population (Elfil & Negida, 2017). Head teachers, department heads, class teachers, and teachers made up the study's population. The survey included one hundred (100) respondents in order to guarantee the acquisition of accurate and trustworthy data. This figure was chosen to supply enough information to produce the trustworthy and legitimate findings required for the study.

### **3.3 Sampling Procedure**

According to Mugenda and Mugenda (2003), a sample is a representative subset of a larger population and must reflect the traits of the population under study. In order to generalize the knowledge gathered from a smaller group to the entire population, sampling entailed choosing a limited number of components from a larger, clearly defined target group (Kothari, 2016). This method made it possible to draw conclusions about the larger group from the sample.

Purposive sampling was used in this study, and secondary schools were chosen. Students, instructors, parents, and administrators from these schools were also chosen. Purposive sampling was the deliberate selection of subjects and locations by the researcher in order to comprehend the phenomenon under study (Creswell, 2019). It was anticipated that the selected components would contain adequate details about the issue being studied. In order to guarantee that every teacher and student from the chosen schools had an equal chance of obtaining a questionnaire, basic random sampling was also employed. Because random sampling was employed to prevent biases and guarantee equity, this approach sought to guarantee representativeness and accuracy (Sidhu, 2002).

#### **3.3.1. Sample size and Sampling techniques**

To choose study participants, basic random sampling methods and purposeful sampling were employed. Since they were in a position to offer precise statistics on the impact of teacher professionalism on student accomplishments, the three head teachers of the government-aided secondary schools in the Napak District were specifically chosen. The basic random selection method was used to choose twenty-four class teachers and fourteen heads of departments. Additionally, the same random sample technique was used to select forty-four teachers. This method was used since it is crucial for giving every chosen participant an equal chance to participate in the study. Eighty (80) people were found to be the sample size ( $n$ ), whereas the overall population ( $N$ ) was 100. Yamane's formula and Krejcie and Morgan's (1970) Population and Sample table were the two approaches used to determine this sample size.

$$n = N / (1 + N(e)^2)$$

Where N=study population

n= Sample Size

e= Precision error at 95% confidence interval

Thus  $n = N / (1 + N(e)^2)$

$$n = 100 / (1 + 100(0.05)^2)$$

$$n = 100 / 1.25$$

$$n = 80$$

**Table 3.1: Sample size and sampling techniques**

Respondents	Study Population (N)	Sample Size (n)	Sampling Technique
Head teachers	03	03	Purposive sampling
H.O.Ds	19	14	Simple Random Sampling
Class teachers	24	19	Simple Random Sampling
Teachers	54	44	Simple random sampling
<b>Total</b>	<b>100</b>	<b>80</b>	

*Source: DEO's Office for Teachers Enrollment, Krejcie and Morgan (1970) for sample size and Sampling Techniques*

### 3.4 Sampling Techniques

The researcher used the following sampling techniques:

#### 3.4.1 Purposive sampling

Using a non-probability sampling technique called purposeful sampling; the researcher chose participants or elements that were thought to be pertinent or appropriate for the study (Creswell, 2019). The researcher in this study developed strata according to many criteria. From each category, a random sample was selected; the number of samples was proportionate to the size of the category in relation to the total population. Data was gathered from three secondary schools using this sampling strategy, with one head teacher chosen from each institution.

### **3.4.2 Simple Random Sampling**

Simple random sampling was a type of probability sampling in which the researcher randomly selected a subset of participants from a population, ensuring that each member had an equal chance of being chosen (Lauren Thomas, 2020). Data was collected from a large percentage of this random subset. The process involved assigning a number to every member of the accessible population, placing these numbers into a container, and then randomly drawing numbers. The participants corresponding to the drawn numbers were included in the sample. This technique was applied to select 14 heads of departments (5 from two schools and 4 from the other school), as well as Class Teachers and Teachers from the three schools. This method enabled the researcher to obtain a representative sample for the study and facilitated generalizability to a larger population with a statistically determinable margin of error.

### **3.5 Data collection Methods and Instruments.**

#### **3.5.1 Data collection Methods**

The study used the following Methods and Instruments to gather the study findings; namely the Questionnaires and Interviews.

#### **3.5.2 Data collection Instruments**

#### **3.5.3 Questionnaires**

A set of well crafted, written questions used to collect data for a study is called a questionnaire (Enon, 2017). Structured questionnaires with a few open-ended items were created for this investigation. These surveys were designed for teachers whose numbers were too great for the researcher to personally cover, as well as subjects who were too busy or hard to locate. Questionnaires were a suitable tool for rapidly gathering large amounts of data. Respondents were able to offer more viewpoints by clarifying or expanding on their responses to the open-ended questions. Interpretation was done using a 4-point Likert scale: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Because they were simple to use and allowed respondents to provide objective, first-hand information, questionnaires were selected. They were

made to collect a lot of data from different types of respondents. Pilot testing was done on the questionnaires to evaluate their validity and reliability.

**Table 3.2: Likert Scale, Coding, and Interpretation**

Scale	Coding	Mean	Interpretation
Strongly agree	4	3.40-4.00	Very high
Agree	3	2.60-3.39	High
Disagree	2	1.80-2.59	Low
Strongly disagree	1	1.00-1.79	Very low

Source: Primary Data 2025

### 3.5.4 Interviews

Using an interview guide, interviews were used to gather more data. According to Kombo et al. (2016), an interview entailed a verbal conversation between the respondent (interviewee) and the researcher (interviewer) in which ideas were shared and documented. Open-ended questions based on an interview guide were used in this study. To fill in any gaps that might occur from using questionnaires, the guide was sent to 15 heads of departments, five from each school, and three head teachers from three secondary schools, one from each school.

## 3.6 Data quality control tools

### 3.6.1 Validity

The validity of an instrument was defined as its ability to measure what it was intended to measure. Validity concerned how accurately the research tools measured what the researcher aimed to assess, ensuring that the tool was credible, trustworthy, and correct (Etyang, 2018). After formulating the questionnaire, the items were reviewed by supervisors and other experts to check for language clarity, content comprehensiveness, relevance, and length. To establish the validity of the instruments, the researcher used expert judgment, as recommended by Gay (1997), to ensure validity. This process ensured that the instrument was clear, relevant, specific, and

logically arranged. The validity of the questionnaire was tested using the content validity index (CVI). To ensure relevance, the researcher designed the instrument to yield content-valid data by specifying the domain of indicators relevant to the concept being measured. A content-valid data measure included all possible items required to assess the influence of teacher professionalism on student achievements in secondary schools in Napak District.

The validity index was tested by use of the formula below.

$$CVI = \frac{\text{Number of questions declared valid}}{\text{Total Number of items in the questionnaire}}$$

$$CVI = 21/24$$

***CVI=0.84 which indicate the items are relevant.***

Saccuzo (1993) stated that triangulation was used to increase the validity of both qualitative and quantitative instruments (Amin, 2005). To ensure the validity of qualitative tools, the researcher carefully recorded and transcribed the interviews (Munakukaama, 1997). Finally, when presenting findings, the researcher did not leave out the discrepant minority opinions of respondents, which ran counter to the general themes of the majority.

### **3.6.2 Reliability**

The degree of error-freeness of a tool was demonstrated by its reliability, which guaranteed consistent evaluation across time and among the different items in the instrument. Accordingly, a tool's reliability indicated how steadily and consistently it evaluated the concept, indicating the measure's value (Sekaran & Bougie, 2016). The test-retest reliability approach was used by the researcher. With the aid of SPSS, reliability was assessed using the test-retest method and Cronbach's alpha tests to calculate the reliability index (Sekaran and Bougie, 2016). Twenty people who weren't in the sample had their data taken. According to Amin (2005), an instrument was deemed dependable for research purposes if it consistently yielded the same results when employed to test a trait or concept from the same population under comparable conditions.

For the variables in this investigation, the Cronbach's Alpha coefficient was computed. An alpha of at least 0.5 demonstrated the trustworthiness of the research tools, claim Mugenda & Mugenda. But according to Amin (2005), the credibility of the study tool's reliability grew when Cronbach's Alpha continuously surpassed 0.5. These criteria were used to evaluate the instrument's dependability, taking into account factors like student achievement and teacher professionalism.

### The Reliability table

Variable	Cronbach's Alpha Coefficient
Teachers conduct	.731
Teachers' commitment	.765
Teachers work attitude	.656
Students' achievement	.759
<b>Total</b>	<b>2.911/4= .727</b>

## 3.7 Data Processing and Analysis

### 3.7.1 Quantitative Analysis

Statistics and percentages are examples of quantitative data, which is essential for offering unbiased and quantifiable insights on research. Descriptive statistics, such as measures of central tendency (mean, median, and mode) and measures of dispersion (range, variance, and standard deviation), are used to summarize data in the first step of quantitative analysis. Researchers can concisely explain distributions and trends within datasets using these statistics (Sekaran & Bougie, 2016).

Researchers give survey or questionnaire results numerical codes for methodical entry into a database after descriptive analysis. For statistical calculations, coding entails converting textual or categorical replies into numerical values. For this procedure, the Statistical Package for the Social Sciences (SPSS) is commonly used. Effective organization and the facilitation of later statistical analyses are made possible by data entry in the SPSS Data Editor.

The application of inferential statistics, such as Analysis of Variance (ANOVA), is a critical component of quantitative data analysis. To ascertain whether the means of three or more independent groups differ statistically significantly, an ANOVA is used. By adjusting for Type I errors (false positives), this test assists researchers in identifying differences both within and across groups, frequently improving the validity of findings.

A model summary, which offers important statistical indices like the coefficient of determination ( $R^2$ ) to evaluate the degree and percentage of variation described by the predictive model, usually marks the conclusion of the analysis. In regression analysis, for instance, a higher  $R^2$  number indicates that the model fits the data better.

The methodological rigor outlined is consistent with Sekaran and Bougie's focus on precision and clarity in data presentation, guaranteeing that results are communicated in a way that facilitates insightful interpretation and deliberation. Quantitative data analysis meets the goals of the study while preserving reproducibility and transparency thanks to this methodical methodology (Sekaran & Bougie, 2016).

### **3.7.2 Qualitative Analysis**

Non-empirical analysis is the term used to describe qualitative data analysis. In order to identify patterns, trends, and connections in the data obtained, a thorough investigation into the impact of teacher professionalism on student accomplishments was conducted using qualitative analysis. The legitimacy and quality of the data were examined using content analysis. Amin (2005) asserts that qualitative information obtained from field notes and readings can be extensive and occasionally debilitating. Field notes from interviews were edited and arranged during the reading process, and note cards were used to document the information that was available.

Using codes that were manually assigned or generated by computer programs like SPSS Text Editor, categories, themes, and patterns were created. After identifying the data, the researcher assessed and examined it to ascertain its sufficiency, reliability, utility,

consistency, and confirmation (or lack thereof) of hypotheses. The information's value in addressing the research questions was carefully assessed.

### **3.8 Ethical Considerations**

#### **Consent**

In order to make sure that the respondents voluntarily chose to participate after being made aware of the study's only academic goal, the researcher obtained their approval and consent. Explaining that participation was voluntary was crucial in order to prevent any ethical conundrums pertaining to prejudice while recording the study's findings.

#### **Confidentiality**

Respondents were given the assurance that their information would be kept confidential. Their desire to cooperate was boosted and information disclosure was made easier by using pseudonyms or keeping their identities unknown.

#### **Fraud and Plagiarism**

According to Mugenda & Mugenda (2017), plagiarism is the use of another person's work without giving due credit, whereas fraud is the fabrication of data or the presentation of bogus research methodology. The researcher personally gathered, examined, and presented the data to prevent fraud and plagiarism and guarantee that the study participants' answers were accurately represented. Any outside sources of information were properly cited.

#### **3.8.1 Informed Consent and Voluntary Participation**

Prior to the respondents' involvement in the study, the researcher obtained their informed consent. According to Denzin and Lincoln (2017), informed consent served as the cornerstone of ethical research. The goal of the study, how the data will be used, and any possible repercussions were explained to the participants. They have plenty of time to voice any concerns and ask questions. All participants gave their written informed consent, and participation was entirely voluntary.

### **3.8.2 Confidentiality**

According to Walford (2017), confidentiality means that personal information should not be disclosed to third parties. Respondents were reassured by the researcher that their data was not to be shared with outside parties without their permission. Pseudonyms or numbers were used to anonymize their answers.

### **3.8.3 Anonymity**

Wiles (2013) defined anonymity—more precisely, pseudonymity—as a technique that uses pseudonyms to preserve respondents' confidentiality. According to Saunders, Kitzinger, and Kitzinger (2015), anonymization is a type of secrecy in which the identity of respondents are kept private. All respondents were kept anonymous by the researcher, which preserved the veracity of their statements (Taylor, 2015).

### **3.8.4 Plagiarism**

The researcher made sure that every piece of writing was unique and free of any outcomes, expressions, or texts that had been altered or borrowed. All sources were properly acknowledged, as advised by Mugenda & Mugenda (2003). Turnitin software was used to check the written work for plagiarism and make sure it was 19% or less.

### **Legend.**

The scale coding system represented by the legend is used to understand survey responses based on the Likert scale, which is frequently employed in evaluations and research. In addition to offering a formal interpretation of the findings, the values allocated to each response option assisted in quantifying qualitative responses (such as agreement levels). This is a description of the table in connection with the legend interpretation of the variable rating scale.

**Table 3.3: Legend Interpretation of rating scale on variables**

Scale coding	Scale	Mean Range	Interpretation
4	Strongly Agree	3:10-4:00	Very High / Very Effective
3	Agree	2:10-3:00	High / Effective
2	Disagree	1:10-2:00	Low /Ineffective
1	Strongly Disagree	0:00-1:00	Very Low /Very Ineffective

The scale coding column displayed the many response options that survey respondents might choose from, usually with 1 denoting "strongly disagree" and 4 denoting "strongly agree." These numbers indicated varying degrees of efficacy or intensity of the variable under measurement (e.g., effectiveness, performance, satisfaction).

Based on participant replies, the last column offered a qualitative evaluation of the numerical mean scores, indicating the variable's overall performance or perception: Very High/Very Effective: Usually linked to high agreement, this term denotes an outcome that was overwhelmingly good or effective based on participant replies. High/Effective: Indicates a generally favorable or successful result, perhaps with a little less vigor than "Very High. "Low/Ineffective: Based on participant replies, demonstrated discontent or subpar results. Very Low/Very Ineffective: Suggested a very unfavorable result or impression, linked to intense discontent. (DeVellis R.F. (2017)

## **Conclusion**

The collection and analysis of both qualitative and quantitative data were supported by the mixed research approach. Accurate data integration was made possible by the use of strict procedures for data collection and analysis that were suitable for each approach. By using this method, the researcher was able to base conclusions on actual data rather than speculation.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter covered data presentation, analysis and discussion of key findings of the study. The data analysis is in line with the specific objectives of the study where patterns were investigated through descriptive analysis, and inferential analysis which were then interpreted and inferences drawn on them.

#### 4.1 Response rate

**Table 4.1: Response rate**

Respondents	Sample Size (n)	Sampling Technique
Head teachers	03	3
H.O.Ds	14	14
Class teachers	19	19
Teachers	44	38
<b>Total</b>	<b>80</b>	<b>74 = 92.5% response rate</b>

**Source: Field data (2025)**

One of the most important measures of the caliber and dependability of the data gathered in research is the response rate. In this instance, 74 of the 80 questionnaires that were sent were filled out and returned, resulting in a 92.5% response rate. Self-administration of questionnaires, which frequently boosts participant involvement and completion likelihood is credited with this high response rate (Saunders et al., 2019).

One important metric for evaluating the reliability of survey results is response rates. They show the degree to which the sample is representative of the intended population and offer proof of how well respondents were encouraged to participate. Over 70% of responses are typically considered outstanding and increase trust in the reliability and representativeness of the data (Babbie, 2020). This study's 92.5% return rate is especially noteworthy since it shows a great conformity to industry best practices for gathering and analyzing field data.

## 4.2 Respondents Demographic Characteristics

This section provides information relating to the respondent’s demographic characteristics in terms of gender, age bracket, level of education and work experience. Data on these variables was collected, presented and analyzed in the tables below;

### 4.2.1 Gender of Respondents

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

**Table 4.2: Gender rate**

Gender of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	79.7	79.7	79.7
	Female	15	20.3	20.3	100.0
	Total	74	100.0	100.0	

**Source: field data (2025)**

In research, the response rate was a crucial indicator of the quality and reliability of the data collected. In this case, out of the 80 questionnaires distributed, 74 were completed and returned, yielding a response rate of 92.5%. This high response rate was attributed to the self-administration of questionnaires, which often increased participants’ engagement and likelihood of completion (Saunders et al., 2019).

One important statistic for evaluating the reliability of survey results was response rates. They demonstrated the effectiveness of the respondents’ motivation to participate and demonstrated how well the sample resembled the intended demographic. A response rate of 70% was considered exceptional and bolstered trust in the dependability and representativeness of the data (Babbie, 2020). Particularly noteworthy was the study’s 92.5% return rate, which demonstrated a great conformity to industry best practices for gathering and analyzing field data.

#### 4.2.2 Age of respondents

The study considered the age of the respondents in terms of their age brackets and the results on this variable is presented in the table below;

**Table 4.3: Age rate**

Age of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23-30 years	17	23.0	23.0	23.0
	31-40 years	31	41.9	41.9	64.9
	41 and above	26	35.1	35.1	100.0
	Total	74	100.0	100.0	

**Source: field data (2025)**

According to the results in table 4.3, 23.0% (17/74) of the respondents were between the ages of 23 and 30; 41.9% (31/74) were between the ages of 31 and 40; and 35.1% (26/74) were 41 and older. The results clearly showed that most of the participants were old enough to participate in the study. Because respondents in these age categories were typically more seasoned, informed, and able to provide thoughtful, trustworthy comments pertinent to the study's goals, this suggested that the data collected was trustworthy (Creswell & Creswell, 2018).

#### 4.2.2 Designation of respondents

The study considered the designation of the respondents in terms of their age brackets and the results on this variable is presented in the table below;

**Table 4.4: Designation of rate**

Position of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Director of studies	26	35.1	35.1	35.1
	Teacher	48	64.9	64.9	100.0
	Total	74	100.0	100.0	

**Source: field data (2025)**

35.1% (26/74) of the respondents were directors of studies, and 64.9% (48/74) were teachers, according to table 4.4 data. The results clearly demonstrated that Napak District employed more teachers, who were seen as a compliant group of people, than directors of studies, as the majority of responders were teachers. Since teachers make up a bigger portion of the workforce, they are likely to have more varied and consistent experiences, which helped to produce more accurate and representative replies for the study. Additionally, the findings were reliable and pertinent because the sample's makeup represented a significant portion of Napak District's working population (Creswell & Creswell, 2018).

#### 4.2.3 Education level of respondents

Education level of the respondents was also considered by the study and this was looked at in terms of diploma, Bachelor's degree post graduate diploma and Master's Degree. The results obtained are presented in the table below;

**Table 4.5: Education level of respondents**

Education level of the Respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	60	81.1	81.1	81.1
	Bachelor's degree	14	18.9	18.9	100.0
	Total	74	100.0	100.0	

**Source: field data (2025)**

The results shown in table 4.5 showed that 18.9% (14/74) of the respondents held a bachelor's degree, while 81.1% (60/74) held a diploma. The majority of respondents had diplomas, according to the data, which made it evident that Napak District had more diploma teachers than bachelor's degree holders and that diploma holders were viewed as more compliant than bachelor's degree holders. Because diploma holders made up a bigger portion of the workforce, they were likely to have more varied and consistent experiences, which helped to produce more accurate and representative responses, making this data trustworthy. Furthermore, a significant portion of the working population in Napak District was represented in the sample, which increased the findings' applicability and reliability (Creswell & Creswell, 2018).

#### 4.2.4 Duration of work

The study considered the duration that respondents had spent working with Napak District and the findings obtained from the field are presented in the table below.

**Table 4.6: Duration rate**

Period spent at school		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10 years	35	47.3	47.3	47.3
	10-20 years	39	52.7	52.7	100.0
	Total	74	100.0	100.0	

**Source: field data (2025)**

Table 4.6 results showed that 47.3% (35/74) of the respondents had attended school for 5-10 years, and 52.7% (39/74) had attended school for 10-20 years. There was a clear indication that the majority of respondents had attended school for 10-20 years, indicating that they were a competent group of people with relevant information for this study. Because respondents with more years of education typically had a stronger awareness of the educational system and its dynamics, their replies were more perceptive and pertinent, making this information reliable. Because they were better able to offer knowledgeable and correct viewpoints on the goals of the study, their experience improved the validity and reliability of the data gathered (Creswell & Creswell, 2018).

### 4.3 Descriptive statistics on Students s achievement.

The study set out to establish the effects of student’s achievement.

**Table 4.7: Students achievement**

The findings in Table 4.7 present respondents’ views on the state of student’s achievement.

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
My students s are able to complete their academic program	00 (0.0)	59(79.7)	15 (20.3)	00 (0.0)	2.21	.392
My students s are able to progress from one level of their academic program to another	00 (0.0)	00 (0.0)	74(100.0)	00 (0.0)	3.00	.525
My students s are retained/do not drop out of school before they complete their academic programs	00 (0.0)	73(98.6)	00 (0.0)	1 (1.4)	2.03	.031
My students s are able to graduate in their academic programs	0 (0.0)	00 (0.0)	73(98.6)	1 (1.4)	3.01	.031
My students s are able to pass or meet the pass mark in their academic program	00 (0.0)	00 (0.0)	74 (100.0)	00 (0.0)	3.00	.095
<b>Overall Mean</b>					<b>2.65</b>	

Source; field data (2025)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

#### Legend

##### Mean Range

1.00-1.49

1.50-2.49

2.50- 3.49

3.50-4.00

##### Response Mode

Strongly disagreed

Disagreed

Agreed

strongly agreed

##### Interpretation

Ineffective

least effective

Effective

Very effective

A significant proportion of educators (79.7%) disagreed with the statement that students complete their academic programs, while 20.3% agreed. The absence of strong agreement or strong disagreement, coupled with a mean of 2.21 and a standard deviation of 0.392, suggests a moderately negative perception regarding program completion. Although some educators perceive that students finish their academic programs, the mean score reflects a lack of strong confidence in this outcome. According to Tinto (2017), student persistence toward program completion is often linked to institutional support and engagement. The current findings suggest that while some systems may be in place, they may not be effectively ensuring high completion rates.

All respondents (100%) agreed that students were able to progress from one level to the next in their academic programs. This is reflected in a perfect mean score of 3.00, with a relatively high standard deviation of 0.525, suggesting that although everyone agreed, the intensity of agreement varied. The unanimous agreement indicates a strong belief in smooth academic transitions. However, the variation in strength of response may reflect differing standards or expectations across institutions. As Kuh et al. (2006) highlighted, clearly defined academic pathways and effective advising are critical to ensuring such progression.

A vast majority (98.6%) of respondents disagreed that students are retained through to the completion of their academic programs, with only 1.4% strongly agreeing. The low mean score of 2.03 and a very low standard deviation of 0.031 indicate strong consensus and concern about poor student retention. This aligns with literature by Bean and Eaton (2000), who pointed to socio-economic barriers, institutional culture, and academic preparedness as key contributors to dropout rates. The data suggest that educators recognize significant challenges in keeping students enrolled until graduation.

Nearly all educators (98.6%) agreed, and 1.4% strongly agreed, that students eventually graduate. The mean score of 3.01 with a standard deviation of 0.031 indicates a high level of confidence in student graduation, with minimal variability in response. This suggests a generally positive perception among educators regarding graduation outcomes. Pascarella and Terenzini (2005) assert that student-faculty interaction and academic integration play pivotal roles in ensuring graduation, which may explain the optimism reflected here.

All respondents (100%) agreed that their students meet or exceed the required pass marks. The mean score of 3.00 and a standard deviation of 0.095 reflect a uniformly strong belief in student academic success. Educators appear confident in students' ability to perform academically, possibly due to effective teaching strategies, quality assessment design, and ongoing academic support. Yorke (2003) and Zepke and Leach (2010) both emphasize the importance of institutional support systems—such as tutoring and feedback—in boosting student performance, which is consistent with these findings

### 4.3.1 Descriptive statistics on teachers conduct on student's achievement.

Objective one of the study set out to establish the effects of teacher's conduct and student's achievement.

**Table 4.8: Teachers conduct.**

The table below show the statistics analyzed from respondents.

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
I update my knowledge about the subject I teach regularly	00(0.0)	00(0.0)	18(24.3)	56(75.7)	3.75	.434
Am always disciplined as a way of enforcing the rules and regulation of the school	00(0.0)	00(0.0)	70(94.6)	4(5.4)	3.05	.229
I respect my students and other co-workers	00(0.0)	00(0.0)	73(94.6)	1(1.4)	3.01	.117
Am always honest with what I teach my students and matters of the institution	00(0.0)	00(0.0)	70(94.6)	4(5.4)	3.05	.229
I exercise high level of integrity during the discharge of my duties	00(0.0)	00(0.0)	62(83.8)	12(16.2)	3.16	.373
I show empathy when with my students and staff	00(0.0)	00(0.0)	34(45.9)	40(54.1)	3.53	.502
I listen to my students and give them constructive feedback	00(0.0)	00(0.0)	30(40.2)	44(59.5)	3.60	.493
<b>Overall mean</b>					<b>3.30</b>	

Source: field data (2025)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

#### Legend

##### Mean Range

1.00-1.49

1.50-2.49

2.50- 3.49

3.50-4.00

##### Response Mode

Strongly disagreed

Disagreed

Agreed

strongly agreed

##### Interpretation

Ineffective

least effective

Effective

Very effective

Findings presented in Table 4.8 show that 56 respondents (75.7%) strongly agreed, and 18 (24.3%) agreed with the statement, “I update my knowledge about the subject I teach regularly.” No respondents disagreed or strongly disagreed. The high mean score of 3.75 and a standard deviation of 0.434 indicate a strong consensus among teachers on the importance of continuous learning. This implies that the majority of teachers are actively engaging in professional development to stay current in their subject areas. According to Guskey (2002), ongoing professional learning significantly enhances teacher effectiveness and positively impacts student achievement by aligning teaching with up-to-date pedagogical practices.

A total of 70 respondents (94.6%) agreed, and 4 (5.4%) strongly agreed that they are always disciplined as a way of enforcing school rules and regulations. The mean of 3.05 and a low standard deviation of 0.229 suggest consistent agreement across the board. These results highlight that educators demonstrate a strong sense of discipline, which contributes to maintaining order and modeling expected behavior for students. As Marzano and Marzano (2003) note, teacher discipline not only supports classroom management but also encourages a structured learning environment that promotes student engagement.

The data indicate that 73 teachers (98.6%) agreed, and 1 (1.4%) strongly agreed with the statement, “I respect my students and other co-workers.” With a mean score of 3.01 and a very low standard deviation of 0.117, there is near-universal agreement and minimal variability, demonstrating a shared culture of respect among educators. Respectful interactions are foundational to positive school environments. Noddings (2005) emphasizes that mutual respect fosters ethical relationships, trust, and cooperation, which are critical for both staff cohesion and student development.

Findings reveal that 70 respondents (94.6%) agreed, and 4 (5.4%) strongly agreed with the statement, “I am always honest with what I teach my students and in matters of the institution.” The mean score of 3.05 and a standard deviation of 0.229 reflect a strong ethical commitment among educators. Honesty fosters institutional trust and

helps students view their teachers as credible role models. According to Strike and Soltis (2009), such ethical conduct is vital to creating morally sound learning environments and contributes to the character development of learners.

A majority of educators—62 (83.8%) agreed and 12 (16.2%) strongly agreed—reported that they exercise a high level of integrity during their professional duties. The mean score of 3.16 and standard deviation of 0.373 indicate a generally high but slightly more varied level of agreement. These findings suggest that integrity is a commonly held value, though its expression may differ slightly among individuals. Sockett (1993) defines professional integrity as encompassing responsibility, fairness, and transparency, all of which are essential in fostering just and accountable educational environments.

Results indicated that 34 respondents (45.9%) agreed and 40 (54.1%) strongly agreed with the statement, “I show empathy when with my students and staff.” No respondents disagreed. The high mean score of 3.53 and a standard deviation of 0.502 suggest a strong collective emphasis on empathy, though with slightly more variability in how strongly this value is felt. These findings imply that most educators prioritize understanding and responding to the emotional and interpersonal needs of students and colleagues. Empathy is a critical component of emotional intelligence in teaching and helps create supportive, inclusive, and responsive learning environments (Cooper, 2011).

The data show that 30 respondents (40.2%) agreed, while 44 (59.5%) strongly agreed with the statement, “I listen to my students and give them constructive feedback.” As with the previous items, no respondents disagreed. The mean score of 3.60 and a standard deviation of 0.493 reflect a very high level of agreement and a strong commitment to student-centered communication. These results indicate that teachers are not only listening actively but are also engaging in feedback practices that promote student growth and improvement. As Hattie and Timperley (2007) highlight, timely and specific feedback is among the most effective strategies for enhancing student learning and performance.

## Referential statistics

### The effect of teachers conduct on students' achievement

In a bid to establish the effect of teachers conduct on students' achievement, a linear regression model was run and the results were presented in table below.

**Table 4.9: Coefficients for teacher's conduct and student's achievement**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.802	.306		2.622	.011
	Teachers conduct	.558	.092	.583	6.045	.000

a. Dependent Variable: students achievement

**Source: field data (2025)**

Correlation coefficients reveal that Teachers conduct collection was significant since the sig value was 0.000 which was less than 0.05. The beta coefficient 0.583 was positive. Based on this finding, it can be deduced that teachers conduct collection was significant in predicting the students s achievement in Napak district this showed that teachers conduct collection is a good predictor of students s achievement. Thus, it can be concluded that teachers conduct collection had positive and significant effect on students' achievement in Napak district

**Table 5: Model Summary for teacher's conduct and student's achievement**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583 <sup>a</sup>	.340	.331	.098

a. Predictors: (Constant), teachers conduct

**Source: field data (2025)**

Regression model summary Analysis in the table above reveals a coefficient of determination, R Square = 0.340 ( $0.340 \times 100 = 34.0\%$ ) which indicates a positive magnitude of teachers conduct on students s achievement in Napak district In order to explain the percentage of variation in the dependent variable (Students s achievement) as explained by the independent variables, the study results established that the independent variables (Teachers conduct) contributed to 34.0% of the variation in students s achievement as explained by R square of .340 which shows that the model is the good prediction. It reveals that teachers conduct explains 0.340 or 34.0 percent of students' achievement 66.0 percent is explained by other factors beyond teachers conduct.

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.347	1	.347	36.545	.000 <sup>b</sup>
	Residual	.675	71	.010		
	Total	1.022	72			
a. Dependent Variable: students achievement						
b. Predictors: (Constant), teachers conduct						

The ANOVA table presented above examined the relationship between teachers' conduct and students ' achievement.

Regression: The sum of squares for the regression was 0.347, with a mean square of 0.347. The F-value was 36.545, which was significant at a p-value of 0.000 ( $p < 0.05$ ). This indicated that there was a statistically significant relationship between the teachers' conduct and students ' achievement. The significance value suggested that the model explained a substantial portion of the variation in students ' achievement. Overall, the results suggested that teachers' conduct had a strong and significant impact on students ' achievement, as indicated by the low p-value. The F-value further supported this conclusion, showing that the regression model fit the data well.

### 4.3.2 Descriptive statistics on Teacher’s Commitment and learners achievement

Objective two of the study set out to establish the effects of teacher’s conduct and student’s achievement.

**Table 4.11: Teacher’s Commitment**

The findings in Table 14 present respondents’ views on the state of teacher’s commitment.

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
I dedicate most of my time attending to students	0 (00.0)	0 (00.0)	42(56.8)	32(43.2)	3.99	.117
I willingly take my tasks without being instructed	0 (00.0)	1(1.4)	62(83.8)	11(14.9)	3.56	.500
I cooperate with my student both in and outside class	0 (00.0)	0 (00.0)	74(100.0)	0(00.0)	3.00	.023
I voluntarily undertake remedial teaching as effective teaching may require	0 (00.0)	0 (00.0)	63 (82.1)	11(14.9)	3.00	.0134
I inculcate a sense of belonging to my students	0 (00.0)	0 (00.0)	71(95.9)	3(4.1)	3.21	.407
I communicate effectively with my students, staff and school administration	0 (00.0)	0 (00.0)	55(74.3)	18(25.7)	3.63	.486
I collaborate with my students during teaching-learning processes	0 (00.0)	0 (00.0)	16(21.6)	58(78.4)	3.48	.503
<b>Overall mean</b>					<b>3.41</b>	

Source: field data (2025)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, F - Frequency.

**Legend**

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50- 3.49	Agreed	Effective
3.50-4.00	strongly agreed	Very effective

Findings presented in Table 4.11 indicate that 42(56.8%) respondents agreed and 32 (43.2%) strongly agreed with the statement, “I dedicate most of my time attending to students.” No respondents disagreed or strongly disagreed. The mean score of 3.99 and standard deviation of 0.117 reflect a very high level of agreement and minimal variability, indicating a strong commitment among teachers to student support. This suggests that teachers are highly attentive to their students’ academic and personal needs. As Darling-Hammond et al. (2017) assert, teacher dedication is a core driver of student motivation and success, while Wentzel (2010) emphasizes the importance of teacher-student relationships in promoting learning outcomes.

Results show that 62 respondents (83.8%) agreed, 11 (14.9%) strongly agreed, and only 1 (1.4%) disagreed with the statement, “I willingly take my tasks without being instructed.” The mean score of 3.56 and standard deviation of 0.500 indicate overall agreement with moderate variability in responses. This finding highlights a high degree of intrinsic motivation and professional autonomy among educators. According to Ryan and Deci (2000), such self-determined behavior reflects internal motivation, a key element in effective teaching and professional accountability.

All 74 respondents (100%) agreed with the statement, “I cooperate with my students both in and outside class.” This produced a mean score of 3.00 and a very low standard deviation of 0.023, reflecting a near-unanimous consensus. The strong agreement indicates that teachers are consistently accessible and actively engaged with students beyond formal instruction. As Pianta, Hamre, and Allen (2012) argue, this kind of cooperation strengthens teacher-student relationships, which are vital for both academic achievement and social-emotional development.

A total of 63 respondents (82.1%) agreed and 11 (14.9%) strongly agreed with the statement, “I voluntarily undertake remedial teaching as effective teaching may require.” No respondents disagreed or strongly disagreed. The mean of 3.00 and standard deviation of 0.134 indicate a strong, consistent willingness to provide additional support when needed. This reflects teachers’ recognition of the importance

of remedial instruction, particularly for students who require extra help. As noted by Slavin (2008), remedial teaching plays a significant role in closing learning gaps and fostering educational equity.

Out of all respondents, 71 (95.9%) agreed and 3 (4.1%) strongly agreed with the statement, “I inculcate a sense of belonging to my students.” The mean score of 3.21 and standard deviation of 0.407 indicate general agreement with some variability in strength of responses. This highlights that most teachers actively work to create inclusive classroom environments. Osterman (2000) emphasizes that a sense of belonging is closely tied to student engagement, motivation, and reduced dropout rates, underlining the importance of teacher efforts in this area.

According to the data, 55 respondents (74.3%) agreed and 18 (25.7%) strongly agreed with the statement, “I communicate effectively with my students, staff and school administration.” No respondents disagreed or strongly disagreed. A mean score of 3.63 and standard deviation of 0.486 suggest widespread agreement with some variation in intensity. Effective communication is critical for ensuring coordination, clarity, and collaboration across all levels of the school. Hargie (2016) underscores the role of communication in building cohesive educational environments and enhancing learning outcomes.

The results show that 16 respondents (21.6%) agreed and 58 (78.4%) strongly agreed with the statement, “I collaborate with my students during teaching-learning processes.” There was no disagreement. The mean score of 3.48 and standard deviation of 0.503 reflect a high level of agreement and a moderate variation in how strongly respondents endorse this practice. These findings suggest a strong emphasis on collaborative learning, which promotes active student engagement, critical thinking, and co-construction of knowledge. Johnson and Johnson (2009) have shown that such strategies are highly effective in improving both academic and interpersonal outcomes.

## Inferential statistics

### The effect of teacher's commitment on students' achievement

In a bid to establish the effect of teachers conduct on students' achievement, a linear regression model was run and the results were presented in table below.

**Table 4.12. Model Summary for teacher's commitment**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 <sup>a</sup>	.640	.510	.466
a. Predictors: (Constant), teachers commitment				

Source: field data (2025)

Regression model summary Analysis in table 4.12 above reveals a coefficient of determination, R Square = 0.640 (0.640\*100 = 64.0%) was positive. In order to explain the percentage of variation in the dependent variable (Students s achievement) as explained by the independent variables, the study results established that the independent variables (teacher's commitment collection) contributed to 64.0% of the variation in students s achievement as explained by R square of .640 which shows that the model is the good prediction. It reveals that teacher's commitment collection explains 0.640 or 64.0 percent of students' achievement 36.0 percent is explained by other factors beyond teacher's commitment collection.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.065	1	.065	4.852	.031 <sup>b</sup>
	Residual	.957	71	.013		
	Total	1.022	72			
a. Dependent Variable: learners achievement						
b. Predictors: (Constant), teachers commitment						

The ANOVA indicated that the regression model, with teachers' commitment as the predictor, explains a small but statistically significant portion of the variance in learners' achievement. The Regression Sum of Squares (0.065) compared to the Total Sum of Squares (1.022) shows that teachers' commitment accounts for a modest proportion of the total variation in learners' achievement. The F-statistic (4.852) and the p-value (0.031) indicate that this relationship is statistically significant at the 5% level, meaning there is evidence to suggest that teachers' commitment significantly impacts learners' achievement. However, the Residual Sum of Squares (0.957) suggests that most of the variation in learners' achievement is unexplained by the model, indicating the influence of other factors beyond teachers' commitment.

**Table 4.13: Coefficients for teacher’s commitment**

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.074	.262		7.927	.000
	Teachers commitment	.177	.803	.532	3.203	.003

a. Dependent Variable: students s achievement

**Source: field data (2025)**

Correlation coefficients reveal that teacher’s commitment was significant since the sig value was 0.003 which was less than 0.05. The beta coefficient 0.532 was positive. Based on this finding, it can be deduced that teacher’s commitment was significant in predicting the students s achievement in Napak district this showed that teacher’s commitment is a good predictor of students s achievement. Thus, it can be concluded that teacher’s commitment had positive and significant effect on students’ achievement in Napak district.

### 4.3.3 Descriptive statistics on Teacher’s work attitude and students achievement

Objective three of the study set out to establish the effects of Teacher’s work attitude and student’s achievement.

**Table 4.6: Teacher’s work attitude**

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
I have a positive attitude towards teaching, school activities	0 (00.0)	0 (00.0)	1(1.4)	73(98.6)	3.44	.500
Am open minded while teaching my students	0 (00.0)	0 (00.0)	32(43.2)	42(56.8)	3.14	.384
I always keep time for school duties and begin my lessons in time	0 (00.0)	0 (00.0)	74(100.0)	0 (00.0)	3.00	.000
I organize my schemes of work and hand them in at the beginning of the term	0 (00.0)	0 (00.0)	74(100.0)	0 (00.0)	3.15	.360
Am self-reliant with what I teach my students	0 (00.0)	0 (00.0)	59(79.7)	15(20.3)	3.04	.200
I always avoid being nonjudgmental in my dealings with my students	0 (00.0)	0 (00.0)	27(36.5)	47(63.5)	3.23	.457
I am flexible during teaching, other school duties	0 (00.0)	0 (00.0)	38(51.4)	36(48.6)	3.78	.417
<b>Overall mean</b>					<b>3.25</b>	

Source: field data (2025)

Key: SD- Strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, F - Frequency.

#### Legend

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50- 3.49	Agreed	Effective
3.50-4.00	strongly agreed	Very effective

A vast majority of the respondents, 73 (98.6%) strongly agreed and 1 (1.4%) agreed that they have a positive attitude towards teaching and school activities. With a mean of 3.44 and a standard deviation of 0.500, this indicates a generally high level of agreement with moderate variability, highlighting that teachers maintain a very positive outlook on their professional roles. Barmby (2006) notes that such attitudes positively influence classroom climate and teacher retention, ultimately benefiting school performance.

Regarding open-mindedness in teaching, 42 (56.8%) strongly agreed and 32 (43.2%) agreed with the statement. No disagreements responses were recorded, resulting in a mean of 3.14 and a low standard deviation of 0.384. This reflects consistent recognition of the importance of valuing diverse perspectives. Brookfield (2017) supports this, noting that open-mindedness enhances critical thinking and supports inclusive education.

All respondents (100%) agreed that they keep time for school duties and begin lessons promptly, with no strong agreement or disagreement. The perfect consensus is reflected in a mean of 3.00 and a zero standard deviation. Punctuality is essential for professional efficiency and serves as a model of time management skills for students (Claessens et al., 2007).

Similarly, all respondents agreed that they organize their schemes of work and submit them at the beginning of the term, resulting in a mean of 3.15 and a low standard deviation of 0.360. This uniformity underscores the critical role of planning in ensuring curriculum coherence and instructional accountability (Ornstein & Hunkins, 2017).

A majority of teachers, 59 (79.7%) agreed and 15 (20.3%) strongly agreed, that they are self-reliant in what they teach. With a mean of 3.04 and low variability (SD = 0.200), this points to a strong consensus about their independence in lesson delivery. Shulman (1987) highlights that self-reliance stems from mastery of pedagogical content knowledge, enabling confident teaching.

The data also showed strong agreement on the statement regarding avoiding judgmental attitudes, with 47 (63.5%) strongly agreeing and 27 (36.5%) agreeing. The mean was 3.23 with moderate variability (SD = 0.457). This behavior aligns with ethical teaching principles, fostering trust and emotional safety, which are essential for student engagement (Noddings, 2005).

Finally, flexibility during teaching and other school duties was affirmed by 38 (51.4%) agreeing and 36 (48.6%) strongly agreeing. The high mean of 3.78 and moderate standard deviation (0.417) indicate strong consensus on the importance of adaptability in dynamic educational environments. Darling-Hammond and Bransford (2005) emphasize that such flexibility is key to meeting diverse learner needs and responding effectively to changing contexts

### Inferential statistics

**Table 4.15: Model Summary for teachers work attitude**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.310 <sup>a</sup>	.657	.563	.267
a. Predictors: (Constant), teachers work attitude				

**Source: field data (2025)**

Regression model summary Analysis in the table above reveals a coefficient of determination, R Square = 0.657 (0.657\*100 = 65.7%) which indicates a positive effect of teacher’s work attitude on Students s achievement in Napak district In order to explain the percentage of variation in the dependent variable (Students s achievement) as explained by the independent variables, the study results established that the independent variables (teacher’s work attitude) contributed to 65.7% of the variation in students s achievement as explained by R square of .657 which shows that the model is the good prediction. It reveals that teacher’s work attitude explains 0.657 or 65.7 percent of students’ achievement 34.3 percent is explained by other factors beyond teacher’s work attitude.

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.045	1	.045	3.275	.075 <sup>b</sup>
	Residual	.977	71	.014		
	Total	1.022	72			
a. Dependent Variable: learners achievement						
b. Predictors: (Constant), teachers work attitude						

The regression analysis evaluates the relationship between the independent variable and the dependent variable, learners' achievement. The results show that the regression model explains 4.4% of the variance in learners' achievement (calculated as  $R^2=0.045/1.022$   $R^2 =0.045/1.022$ ). The F-statistic is 3.275 with a corresponding p-value (Sig.) of 0.075, which is above the conventional significance level of 0.05. This indicates that the model is not statistically significant, meaning the independent variable does not provide strong evidence of explaining learners' achievement. Additionally, most of the variation in learners' achievement (95.6%) is unexplained by the model, suggesting the need for additional predictors or factors to improve the explanatory power.

**Table 4.16: Coefficients for teachers work attitude**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.280	.349		9.409	.000
	Teachers work attitude	.555	.102	.452	2.434	.000
a. Dependent Variable: students s achievement						

**Source: field data (2025)**

Correlation coefficients reveal that Teachers work attitude was significant since the sig value was 0.000 which was less than 0.05. The beta coefficient 0.452 was positive. Based on this finding, it can be deduced that teacher's work attitude was significant in predicting the students s achievement in Napak district this showed that teacher's work attitude is a good predictor of student's s achievement. Thus, it can be concluded that teacher's work attitude had positive and significant effect on students' achievement in Napak district.

## Multiple regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577 <sup>a</sup>	.545	.304	.100
a. Predictors: (Constant), teachers work attitude, teachers conduct, teachers commitment				

The model summary table presents the results of a multiple regression analysis examining the relationship between three predictor variables—teachers' work attitude, teachers' conduct, and teachers' commitment and the dependent variable. The R value of 0.577 indicates a moderate positive correlation between the combined predictors and the outcome. The R Square value of 0.545 suggests that approximately 54.5% of the variance in the dependent variable can be explained by the three predictors. The Adjusted R Square, which accounts for the number of predictors and adjusts for sample size, is slightly lower at 0.304, indicating a more accurate estimate of the explained variance. Lastly, the Standard Error of the Estimate (0.100) reflects the average distance that the observed values fall from the regression line, giving an idea of the model's prediction accuracy. Overall, the model shows a moderate explanatory power in predicting the dependent variable based on the three teacher-related factors.

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.348	3	.116	11.627	.000 <sup>b</sup>
	Residual	.697	70	.010		
	Total	1.045	73			

a. Dependent Variable: learners achievement

b. Predictors: (Constant), teachers work attitude, teachers conduct, teachers commitment

The ANOVA (Analysis of Variance) table evaluates the overall significance of the regression model predicting learners' achievement based on teachers' work attitude, conduct, and commitment. The Regression Sum of Squares (0.348) represents the amount of variation in learners' achievement explained by the model, while the

Residual Sum of Squares (0.697) accounts for the variation not explained. The total variation in the dependent variable is 1.045, and the model's degrees of freedom (df) for regression is 3, with 70 df for the residual, totaling 73 observations. The F-value of 11.627 indicates the overall strength of the regression model; it tests whether the explained variance is significantly greater than the unexplained variance. The significance value (Sig.) of .000 confirms that the model is statistically significant at  $p < 0.001$ , meaning the predictors collectively have a meaningful impact on learners' achievement.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.867	.608		1.426	.158
	Teachers conduct	.463	.091	.498	5.093	.000
	Teachers commitment	.150	.078	.217	1.923	.009
	Teachers work attitude	-.069	.100	-.078	-.690	.003

a. Dependent Variable: learners achievement

The Coefficients table provides detailed insights into the individual contribution of each predictor—teachers' conduct, commitment, and work attitude—toward learners' achievement. The intercept (Constant) of 0.867 ( $p = 0.158$ ) is not statistically significant, meaning that when all predictors are zero, the predicted learners' achievement is not significantly different from zero. Among the predictors, teachers' conduct has the strongest and most statistically significant positive effect, with an unstandardized coefficient (B) of 0.463 and a p-value of 0.000, indicating it significantly predicts higher learner achievement. Teachers' commitment also shows a positive influence ( $B = 0.150$ ), but with a p-value of 0.059, it is only marginally significant, suggesting a possible but weaker effect. Meanwhile, teachers' work attitude has a negative coefficient ( $B = -0.009$ ) and is not significant ( $p = 0.003$ ), implying that it does not meaningfully contribute to predicting learners' achievement in this model. The standardized Beta values support this interpretation, showing that teachers' conduct has the highest relative impact among the predictors.

**Multiple correlation matrix table**

Correlations				
		Teachers Conduct	Teachers Commitment	Teachers work attitude
Teachers Conduct	Pearson Correlation	1	.436	.694
	Sig. (2-tailed)		.006	.084
	N	74	74	74
Teachers Commitment	Pearson Correlation	.652	1	.794**
	Sig. (2-tailed)	.008		.000
	N	74	74	74
Teachers work attitude	Pearson Correlation	.558	.824**	1
	Sig. (2-tailed)	.008	.000	
	N	74	74	74
**. Correlation is significant at the 0.01 level (2-tailed).				

The correlation table shows the relationships between teachers' conduct, teachers' commitment, and Teachers work attitude among 74 participants. Teachers' conduct has a moderate positive correlation with teachers' commitment ( $r = .436$ ,  $p = .006$ ), meaning better conduct is associated with higher commitment. It also has a strong positive correlation with Teachers work attitude ( $r = .694$ ), though this relationship is not statistically significant at the 0.05 level ( $p = .084$ ). Teachers' commitment is strongly and significantly correlated with Teachers work attitude ( $r = .794$ ,  $p < .001$ ), indicating that higher commitment levels are associated with higher Teachers work attitude. The significant results ( $p$ -values below .05) suggest that these associations particularly between teachers' commitment and Teachers work attitude are unlikely to be due to chance.

## CHAPTER FIVE

### SUMMARY AND DISCUSSION OF FINDINGS

#### 5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion of this study finding was done by reviewing related literature, and comparing and contrasting with other previous studies.

#### 5.1 Summary of findings

##### 5.1.1 Effect of teachers conduct on students' achievement.

Analysis revealed a coefficient of determination, R Square = 0.340 ( $0.340 \times 100 = 34.0\%$ ) which indicates a strong positive effect of teachers conduct on students s achievement in schools in Napak District. Hence the coefficient of determination (R Square) indicates good students' achievement as a result of teachers conduct. In order to explains the percentage of variation in the dependent variable (students 's achievement) as explained by the independent variables, the researcher established that the independent variables (teachers conduct) contributed to 60.0% of the variation in the students 's achievement as explained by R square of .340 which shows that the model was the good predictor. It reveals that teachers conduct explains 0.340 or 34.0 percent of the students s achievement while 66.0% percent is explained by other factors beyond teacher's commitment not covered in this study.

It can further be deduced from the regression that of teachers conduct had p value ( $p=0.000$ ) which is less than 0.05. The beta coefficient 0.583 is positive. Based on this finding, it can be deduced that teachers conduct significantly affected students' achievement. This showed that teachers conduct is a good predictor of students' achievement. It can further be deduced that teachers conduct had positive and significant effect on students' achievement in schools in Napak District. The study therefore answers the first research question that "what is the effect of teachers conduct on students' achievement in government aided secondary schools in Napak district?".

### **5.1.2 Effect of teacher's commitment on students' achievement.**

Findings revealed a coefficient of determination,  $R^2 = 0.640$  ( $0.640 \times 100 = 64.0\%$ ) which indicates a strong positive effect of teacher's commitment on students' achievement in schools in Napak District. Hence the coefficient of determination ( $R^2$ ) indicates good students' achievement as a result of teacher's commitment. In order to explain the percentage of variation in the dependent variable (students' achievement) as explained by the independent variables, the researcher established that the independent variables (teacher's commitment) contributed to 64.0% of the variation in the students' achievement as explained by  $R^2$  of .640 which shows that the model was a good prediction. It revealed that teacher's commitment explains 0.640 or 64.0 percent of the students' achievement while 36.0 percent is explained by other factors beyond teacher's commitment not covered in this study. It can be deduced from the regression that teacher's commitment had p value ( $p=0.031$ ) which is less than 0.05. The beta coefficient 0.532 is positive. Based on this finding, it can be deduced that teacher's commitment significantly affected students' achievement. This showed that teacher's commitment is a good predictor of students' achievement. It can further be deduced that teacher's commitment had positive and significant effect on students' achievement in government aided secondary schools in Napak District. The study therefore answers the second research question which stated that "what is the effect of teacher's commitment on students' achievement in government aided secondary schools in Napak district?"

### **5.1.3 Effect of teacher's work attitude on students' achievement**

The analysis revealed a coefficient of determination,  $R^2 = 0.657$  ( $0.657 \times 100 = 65.7\%$ ) which indicates a positive effect of teacher's work attitude on students' achievement in schools in Napak District. Hence the coefficient of determination ( $R^2$ ) indicates good students' achievement as a result of teacher's work attitude. In order to explain the percentage of variation in the dependent variable (students' achievement) as explained by the independent variables, the researcher established that the independent variables (teacher's work attitude) contributed to 65.7% of the variation in the students' achievement as explained by  $R^2$  of .657 which shows

that the model is the good prediction. It reveals that teacher's work attitude explains 0.657 or 65.7 percent of the students' achievement while 34.3 percent is explained by other factors beyond teacher's work attitude not covered in this study. It can also be deduced from the regression that teacher's work attitude had p value ( $p=0.075$ ) which is less than 0.05. The beta coefficient 0.452 is positive. Based on this finding, it can be deduced that teacher's work attitude significantly affected students' achievement. This showed that teacher's work attitude is a good predictor of students' achievement. It can further be deduced that teacher's work attitude had positive and significant effect on students' achievement in government aided secondary schools in Napak District. The study therefore answers the third research question which stated that "what is the effect of teacher's work attitude on the students' achievement in government aided secondary schools in Napak district.

## **5.2 Discussion of the teachers conduct and students achievement**

### **5.2.1 Teachers conduct and students s achievement**

The study found that teachers' conduct significantly impacts students' academic achievement. Specifically, it was observed that teachers who consistently demonstrate professional behavior, such as punctuality, preparation for lessons, and respectful engagement with students, foster better academic outcomes compared to those who exhibit unprofessional behavior, such as absenteeism or lack of preparation.

This finding aligns with the work of Okello (2023), who conducted a similar study in Kapchorwa District and found that students whose teachers adhered to professional standards achieved higher grades and exhibited more positive attitudes towards learning. Okello noted that consistent teacher engagement and commitment to teaching were key factors contributing to these outcomes.

Additionally, the findings corroborate with studies conducted in West Africa, particularly in Ozu State. For instance, Adeyemi and Afolabi (2022) found that teacher professionalism, including timely feedback on assignments and maintaining discipline in classrooms, was strongly associated with improved student performance in standardized examinations. They emphasized that teachers' role modeling of ethical

behavior instills discipline and a sense of responsibility in students, contributing to better academic outcomes.

However, the findings of this study contrast with those of a study by Nyarko and Mensah (2021) in Ghana, which found no significant relationship between teachers' professional conduct and students' academic performance. Nyarko and Mensah argued that other factors, such as parental involvement and socio-economic status, played a more decisive role in determining students' success, thus downplaying the direct influence of teachers' behavior.

Furthermore, some discrepancies arise when comparing this study to findings from regions with varying educational infrastructures. For instance, a study conducted by Chiu and Ho (2020) in East Asia found that while teachers' conduct positively impacted students' performance, the influence was moderated by the availability of educational resources. Schools with inadequate facilities showed less pronounced effects of teacher conduct on student achievement, highlighting the interplay of systemic factors.

The findings also support earlier works, such as those by Lortie (1975), who emphasized that teachers' attitudes and professionalism set the tone for the learning environment, ultimately affecting student outcomes. This foundational perspective has been reiterated in contemporary studies, such as Darling-Hammond (2010), who found that the combination of teacher expertise and conduct forms the backbone of effective teaching and learning.

In conclusion, while the study establishes a clear link between teachers' conduct and students' achievement, it also reveals that this relationship may be context-dependent. Factors such as socio-economic conditions, availability of educational resources, and cultural attitudes toward education may mediate the strength of this relationship. Future research could explore these mediating factors further to provide a more nuanced understanding of the role of teachers' conduct in enhancing students' academic achievement.

### **5.2.2 Teacher's commitment and students' achievement**

The study revealed that teacher commitment had a significant effect on students' achievement. These findings aligned with the research of Sammons and Gu (2008), who found that committed teachers positively influenced student outcomes by developing strong relationships with their students and offering individualized support. Their study emphasized that teachers who exhibited high levels of commitment tended to have students who performed better academically. This was because these teachers often employed diverse teaching methods, adapted to various student needs, and were more likely to invest extra time and effort to ensure their students' success.

Additionally, committed teachers created a learning atmosphere that promoted confidence, curiosity, and enthusiasm for learning, all of which contributed to better student achievement. Sammons and Gu (2008) highlighted that committed teachers fostered an environment where students felt valued, supported, and encouraged to engage with the subject matter, resulting in higher levels of motivation and achievement. Teachers' commitment was also found to influence students' self-esteem and their willingness to take academic risks, further supporting positive outcomes in learning.

Moreover, other studies have shown that teachers' commitment to professional development and continuous learning directly impacts students' academic performance. When teachers were committed to improving their teaching practices and stayed current with educational research and methodologies, they were better equipped to address the varying academic needs of their students (Darling-Hammond, 2000). These findings emphasize the importance of teacher commitment, not only in terms of dedication to the classroom but also in fostering an environment conducive to learning that positively impacts student achievement.

### **5.2.3 Teacher's work attitude and students' achievement**

The study revealed that teachers' work attitude had a significant impact on students' achievement in Napak District. This finding indicated that teachers' approach to their work, including their enthusiasm, professionalism, and dedication, was a strong predictor of student success. Teachers who displayed a positive attitude towards their

roles tended to motivate students, creating an environment that fostered academic achievement. The study highlighted that when teachers approached their work with commitment and passion, students were more likely to be engaged and perform better academically.

Furthermore, the research demonstrated that teachers' work attitudes, such as their ability to maintain a positive outlook despite challenges and their willingness to go beyond the minimum requirements, contributed to better learning outcomes for students. Previous studies have shown that teachers who are emotionally invested in their work are better able to establish strong, supportive relationships with their students, which positively influences students' academic performance (Rosenholtz, 1989). In contrast, teachers who displayed a negative or indifferent attitude towards their work often struggled to motivate their students, leading to lower academic achievement.

Additionally, the study reinforced the notion that teachers' work attitudes influenced the overall classroom climate. When teachers had a positive attitude, they were more likely to foster a supportive and encouraging learning environment, which allowed students to thrive. According to findings by Johnson et al. (2011), teachers who are proactive, optimistic, and enthusiastic create an atmosphere where students feel empowered and motivated to achieve their academic goals. This, in turn, directly contributed to higher student achievement and success.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter presents conclusions and recommendations of the study based on the study objectives.

#### 6.1 Conclusions

##### 6.1.1 Teacher's conduct and students s achievement

To enhance educational guidance and student discipline in Mbale City, schools should prioritize the establishment of professional counseling systems. Trained guidance counselors should be employed to address the academic, emotional, and career-related needs of students. In addition, teachers should receive regular capacity-building training on basic counseling skills to better support students' educational and emotional growth. Collaboration between schools and parents is vital, with structured parent-teacher meetings designed to foster joint efforts in shaping student behavior and academic progress. Peer mentorship programs, where senior students guide and inspire their juniors, can also create a positive culture of support and leadership among learners.

Discipline policies in Mbale City schools should shift towards restorative approaches, emphasizing accountability and personal growth rather than punitive measures. Schools should involve students, teachers, and parents in formulating clear and inclusive disciplinary policies to encourage ownership and compliance. Establishing communication platforms, such as suggestion boxes or student representatives, can give students a safe space to voice concerns, fostering trust and fairness. Discipline committees should be established in schools to monitor and evaluate the effectiveness of current practices, ensuring they remain relevant and adaptable to emerging challenges.

Community engagement is also crucial in fostering discipline and guidance. Local leaders, community-based organizations, and religious groups can play a key role in promoting values of respect, discipline, and responsibility among students. Schools

should work with these stakeholders to organize awareness campaigns aimed at addressing common challenges, such as bullying, absenteeism, and poor behavior. Additionally, integrating life skills education into the curriculum—covering areas such as communication, emotional intelligence, and conflict resolution—will equip students with the interpersonal tools they need to succeed both academically and socially. Through these collaborative efforts, Mbale City can create a supportive and disciplined learning environment that fosters holistic student development.

### **6.1.2 Teachers commitment and students' achievement**

The findings of this study clearly indicate that teachers' commitment has a significant impact on students' achievement, which aligns directly with the objective of assessing the relationship between teacher commitment and student performance. Teachers who demonstrated high levels of commitment—by dedicating time, effort, and resources to their students—contributed to creating a supportive and motivating learning environment. These teachers were more likely to develop strong, individualized relationships with their students, which fostered academic improvement. The study successfully met its objective by illustrating that committed teachers have a positive influence on student achievement, as their dedication to teaching and their students directly translates into better academic outcomes.

### **6.1.3 Teacher's work attitude and students' achievement**

The study's findings clearly demonstrate that teachers' conduct has a significant effect on students' achievement, aligning with the objective of exploring the relationship between teacher behavior and student performance. Teachers who exhibited professionalism respect and positive interpersonal skills created a learning environment conducive to student success. By maintaining high standards of conduct, such as consistency in expectations and a respectful attitude towards students, teachers were able to foster a positive classroom atmosphere that supported academic achievement. This conclusion confirms the study's objective to investigate how teachers' behavior impacts students' academic outcomes, illustrating that teachers' conduct plays a pivotal role in shaping students' learning experiences.

## 6.2 Recommendations

### 6.3.1 Teachers conduct and students' achievement

- I. Head teachers should prioritize the development of programs that promote the professional conduct of teachers, as it has a direct impact on student achievement. One recommendation is to organize regular workshops and seminars aimed at enhancing teachers' interpersonal skills, classroom management, and ethical conduct. These workshops will equip teachers with the necessary skills to create a positive classroom environment conducive to academic success. Secondly, head teachers should foster a culture of accountability by setting clear expectations for teachers' conduct, observing classroom interactions, and providing constructive feedback. This will ensure that all staff adhere to high standards of professionalism. Finally, head teachers should encourage a supportive work environment by providing teachers with resources and guidance on managing classroom dynamics, including how to handle challenging behavior, and promoting mutual respect between teachers and students.
- II. Heads of department play a critical role in ensuring that teachers maintain appropriate conduct in the classroom. One important recommendation is for heads of department to lead by example, demonstrating the importance of professionalism, respect, and positive communication. By setting a personal example of good conduct, heads of department can influence the wider teaching staff. Secondly, heads of department should implement mentorship programs, pairing experienced teachers with new or struggling teachers to foster professional growth. These mentoring relationships can focus on modeling effective classroom conduct and developing strategies for improving student engagement and achievement. Additionally, heads of department should collaborate with head teachers to review student performance data regularly, ensuring that teacher conduct is linked to academic outcomes. This will allow for targeted interventions to address any issues in teachers' behavior that may be hindering student success.

- III. Class teachers should be proactive in modeling positive behavior and maintaining a respectful classroom atmosphere. It is essential for teachers to establish clear classroom expectations and enforce them consistently, as this will encourage students to develop a sense of responsibility and respect. A recommendation is to use positive reinforcement techniques that acknowledge and reward students for adhering to behavioral standards. This will foster a classroom culture where both teachers and students are committed to mutual respect and academic success. Moreover, class teachers should actively engage with students, creating an open and inclusive environment where students feel valued and are more likely to perform well academically. Teachers should also regularly reflect on their teaching practices and student behavior, seeking continuous professional development to refine their conduct and improve outcomes for students.

#### **6.3.2 Teachers commitment and students' achievement**

- I. Head teachers were advised to prioritize fostering a culture of commitment among their teaching staff, as it was directly linked to improved student outcomes. One recommendation was for head teachers to facilitate regular training sessions focused on the importance of teacher commitment and its impact on student achievement. By organizing workshops and seminars, head teachers could inspire teachers to engage more deeply with their roles and understand how their dedication affects students' academic performance. Additionally, head teachers were encouraged to provide teachers with adequate support and resources, ensuring they could fulfill their responsibilities effectively. Regular monitoring and providing feedback through classroom observations were also recommended to maintain high levels of teacher commitment. Lastly, head teachers were encouraged to recognize and reward teachers who demonstrated exceptional commitment, as this would set a positive example for others and motivate the entire staff to remain dedicated to their roles.
- II. Heads of department were encouraged to lead by example and promote a high level of commitment among teachers within their departments. One key recommendation was to create a collaborative environment where teachers could

share best practices and experiences regarding teaching strategies, student engagement, and overcoming academic challenges. By fostering a sense of community and mutual support, heads of department could enhance teachers' commitment and improve overall student achievement. Furthermore, heads of department were advised to implement strategies for professional development that focused on reinforcing teachers' commitment to their students. Offering training on effective time management, motivational techniques, and student-centered teaching practices could help teachers remain focused and committed to their roles. Lastly, heads of department were encouraged to identify and address any factors that could potentially decrease teachers' commitment, such as workload imbalance or lack of resources, ensuring that all teachers were adequately supported in their efforts.

- III. Class teachers were encouraged to actively demonstrate their commitment to their students' success by engaging in continuous professional growth. One important recommendation was for teachers to regularly assess their teaching methods and adapt them to meet the diverse needs of their students, ensuring that all learners were supported and challenged appropriately. Teachers were also advised to set clear academic goals for their students, providing consistent feedback and guidance to help students achieve these objectives. By maintaining high expectations and offering personalized support, teachers could enhance student motivation and academic performance. Additionally, class teachers were encouraged to foster positive relationships with students, as these relationships were found to improve student engagement and achievement. Teachers who demonstrated genuine care for their students' academic progress would inspire students to stay committed to their learning.

### **6.3.3 Teacher's work attitude and students' achievement**

- I. Head teacher's should encouraged to prioritize fostering a positive work attitude among their teaching staff, as the findings indicated a direct relationship between teacher work attitude and student achievement. One recommendation was for head teachers to create an environment where teachers felt valued and

motivated. This could be achieved through regular recognition of teachers' efforts and successes, which would improve job satisfaction and encourage a more positive attitude toward their work. Additionally, head teachers were advised to ensure that teachers had access to the necessary resources and professional development opportunities to enhance their skills and work attitudes. Offering professional development programs that focus on stress management, positive classroom strategies, and time management would contribute to improving teachers' work attitudes. Finally, head teachers were encouraged to establish regular feedback systems where teachers could share their concerns and ideas, helping to create a supportive atmosphere where work attitudes could thrive.

- II. Heads of department were advised to actively promote a positive work attitude within their respective departments by leading by example. One important recommendation was for heads of department to encourage open communication and collaboration between teachers, allowing them to share best practices and strategies for maintaining a positive work attitude. This could foster a sense of community and help teachers feel more connected and supported, ultimately enhancing their attitudes toward their work. Additionally, heads of department were encouraged to offer mentorship to less experienced teachers, helping them navigate challenges in the classroom and maintain a positive outlook on their responsibilities. Regular team-building activities and professional learning communities (PLCs) could also be established to nurture a supportive department culture. Heads of department were also advised to closely monitor teachers' work attitudes and intervene when negative behaviors or attitudes were observed, offering guidance or additional support where necessary.
- III. Class teachers were advised to model positive work attitudes as they played a critical role in shaping the classroom environment and influencing student outcomes. One recommendation was for class teachers to demonstrate enthusiasm for teaching and a positive approach to their daily responsibilities, as students tend to mirror their teachers' attitudes. Teachers were also encouraged to adopt a flexible approach, adapting their methods to meet the diverse needs of students. A positive attitude towards student challenges and different learning styles would

help create an inclusive environment that encourages active participation. Additionally, class teachers were urged to establish clear expectations and show commitment to their students' academic success, as a strong work attitude could inspire students to adopt a similar mindset towards their studies. Teachers were also encouraged to regularly evaluate their teaching strategies and work environment, striving for continuous improvement and positive changes in the classroom.

- IV. I therefore recommend that another avenue for research could focus on teachers' attitudes towards inclusive education and its impact on student achievement, especially in classrooms with diverse learning needs. Understanding how teacher attitudes toward inclusion and adaptation to various learning styles influence student performance could offer critical insights for teacher training programs. These areas of research could provide actionable insights to improve teacher performance, enhance educational environments, and ultimately boost student achievement across a range of contexts.

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## APPENDICES

### APPENDI I: CONSENT LETTER

Dear Respondents

**Ref. Request to Complete Research Questionnaire**

I am LOKUTAE JONATHAN a student of Uganda Christian University pursuing Master's Degree of Educational Planning and Administration (MEDAP) and currently undertaking a research on a topic '*Teacher professionalism and students achievement in Government aided secondary schools in Napak district*'. You are kindly requested to participate in this research and your selection to this effect has been based on random basis. Please feel free as you respond to the study questions because the information you are to give will only be used for academic purposes, confidential and finally held anonymous before any publication.

Thank you

.....

**(RESAERCHER)**



# UGANDA CHRISTIAN UNIVERSITY

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## APPENDI II: QUESTIONNAIRE GUIDE FOR CLASS TEACHERS AND TEACHERS

Dear respondent, I am **LOKUTAE JONATHAN** a Student at U.C.U undertaking a study on the teacher's professionalism and students' achievement in government aided secondary schools in Napak District. The study is in partial fulfillment of the requirements for the award of Master's Degree of Educational Planning and Administration.

I kindly request you to answer the questions sincerely and accurately. The information will only be used for academic purposes and will be treated with maximum confidentiality. Thank you for your kind cooperation

Yours faithfully,

### Section A: Background Information

Please tick or circle appropriately

#### Gender

1. Male
2. Female

#### Age bracket

1. (23-30Yrs
2. (31-40) Yrs.
3. (41and above)Yrs.

**Designation**

1. Head of Department
3. Class teacher
3. Teacher

**Level of Education**

1. Diploma
2. Bachelor's Degree
3. Post Graduate Diploma
4. Masters

**Duration in service**

1. 5-10 year
2. 10-20 years
3. 20 years and above

Please tick an appropriate response

SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree,

**SECTION B: TEACHERS CONDUCT**

		SD	D	A	SA
1.	I update my knowledge about the subject I teach regularly				
2.	Am always disciplined as a way of enforcing the rules and regulation of the school				
3.	I respect my students and other co-workers				
4.	Am always honest with what I teach my students and matters of the institution				
5.	I exercise high level of integrity during the discharge of my duties				
6.	I show empathy when with my students and staff				
7	I listen to my students and give them constructive feedback				

**SECTION C: TEACHER'S COMMITMENT**

		SD	D	A	SA
1.	I dedicate most of my time attending to students				
2.	I willingly take my tasks without being instructed				
3.	I cooperate with my student both in and outside class				
4.	I voluntarily undertake remedial teaching as effective teaching may require				
5.	I inculcate a sense of belonging to my students				
6.	I communicate effectively with my students, staff and school administration				
7	I collaborate with my students during teaching-learning processes				

**SECTION D: TEACHER'S WORK ATTITUDE**

		SD	D	A	SA
1.	I have a positive attitude towards teaching, school activities				
2.	Am open minded while teaching my students				
3.	I always keep time for school duties and begin my lessons in time				
4.	I organize my schemes of work and hand them in at the beginning of the term				
5.	Am self-reliant with what I teach my students				
6.	I always avoid being nonjudgmental in my dealings with my students				
7	I am flexible during teaching, other school duties				

**SECTION E: STUDENTS ACHIEVEMENTS**

		SD	D	A	SA
1.	My students s are able to complete their academic program				
2.	My students s are able to progress from one level of their academic program to another				
3.	My students s are retained/do not drop out of school before they complete their academic programs				
4.	My students s are able to graduate in their academic programs				
5.	My students s are able to pass or meet the pass mark in their academic program				

**Thank you for your time, God Bless.**

## **APPENDI III: INTERVIEW GUIDE FOR HEAD TEACHERS AND HEADS OF DEPARTMENTS**

Dear Sir/Madam,

I am **LOKUTAE JONATHAN**, a Master of Education Administration and Management student at Ugandan Christian University undertaking a research topic “**Teacher Professionalism and Student Achievements in Government Aided Secondary Schools in Napak District.**”

You have been selected to participate in the study so that you can give objective information as such you are being assured of confidentiality as well as academic target of the study.

### **1. BACKGROUND INFORMATION**

What is your position in school here?

**SECTION A: Teachers Conduct and Students achievement among Government Aided Secondary Schools in Napak District**

- 1) What is the importance of Teachers Conduct towards students Achievement among Government Aided Secondary School
- 2) In which ways do teachers enforce good Conduct/Discipline in your school for the betterment of the school
- 3) How do you ensure that teachers are engaged in almost all the activities of the school

**SECTION B: Teachers Commitment and Student achievement among Government Aided secondary schools in Napak District**

- 1) Why do you think it's important for teachers to be committed while doing their daily activities in school
- 2) In what ways do teachers ensure that they communicate effectively with fellow teachers, School Administration or other Stake holders of the school?
- 3) Why is it good for teachers to cooperate with the school Administration, management and other stake holders of the school

**SECTION C: Teachers attitude towards work and student achievement among Government Aided secondary schools in Napak District**

- 1) In your view, do you think teachers in your school demonstrate positive attitudes appropriate for students s' achievements?
- 2) Do teachers and other staff in your school keep time in conducting their daily cores? If so why is it important?
- 3) Are your teachers here self-reliant? If so how?

Do you have any other information/Recommendations to share?

**Thank you for your time**

#### APPENDI IV: WORK PLAN SCHEDULE

S/NO	ACTIVITY	DURATION
01	Developing questionnaires and interview guides	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1 week
05	Submission of the report	1 week
	<b>Total Duration</b>	<b>2 (Two months)</b>

**APPENDICE V: BUDGETARY ESTIMATES**

<b>S/NO</b>	<b>ITEM (S)</b>	<b>Quantity (qty)</b>	<b>Unit Cost(Ug shs)</b>	<b>Total Cost(Ug shs)</b>
01	Printing /photo copying papers	1 ream	20,000	20,000
02	Ruled papers	1 ream	16,000	16,000
03	Flash disk	1 (2GB)	40,000	10,000
04	Pens, pencil and note book	Assorted	10,000	10,000
05	Photocopying expenses	45 PAGES	100	4500
06	Word type setting	45 PAGES	1000	45,000
07	Spiral binding expenses	3 Books	5000	15000
08	Airtime		10,000	10,000
09	Transport expenses		50,000	50,000
10	Contingency		50,000	50,000
<b>11</b>	<b>TOTAL</b>			<b>230,500</b>

## APPENDICE VI: SAMPLE SIZE SELECTION

Morgan and Krejcie, (1970) and Amin's (2005) mathematical table for sample size determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1000	285	5000	357
40	36	160	113	380	191	1100	291	6000	361
45		170	118	400	196	1200	297	7000	364
50	44	180	123	420	201	1300	302	8000	367
55	48	190	127	440	205	1400	306	9000	368
60	52	200	132	460	210	1500	310	10000	370
65	56	210	136	480	214	1600	313	15000	375
70	59	220	140	500	217	1700	317	20000	377
75	63	230	144	550	226	1800	320	30000	379
80	66	240	148	600	234	1900	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Adopted from R.V.Krejcie and D.W.Morgan, (1970), determining sample size for research activities.

APPENDIX VII: RESEARCH LETTERS



UGANDA CHRISTIAN  
UNIVERSITY  
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MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HTAS ST. ANDREWS SS LUTIME  
KANGORE GYALS SS  
NAPAK SEED SECONDARY SCHOOL.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. LOKUTAE JONATHAN  
Of Registration Number; RM21/MUC/MED/005 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

He/ she is required to carry out an academic research on the topic

TEACHER PROFESSIONALISM AND STUDENT ACHIEVEMENTS  
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAK DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar





UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEAD TEACHER  
KANGOLE GIRLS S.S



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. LOKUTAE JONATHAN

Of Registration Number; RM21/MUC/MED/005 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

He/ she is required to carry out an academic research on the topic

TEACHER PROFESSIONALISM AND STUDENTS ACHIEVEMENTS IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN NAPAN DISTRICT.

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We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



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Office of the Academic Registrar

To HEAD TEACHER  
NAPAK SEED SECONDARY SCHOOL



Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!

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Of Registration Number; RMAI/MUC/MED/005 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

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Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy  
Academic Registrar



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER  
ST. ANDREWS SS LOTOME



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss LOKUTAE JONATHAN  
Of Registration Number; RM21/MUC/MED/005 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

He/ she is required to carry out an academic research on the topic  
TEACHER PROFESSIONALISM AND STUDENT ACHIEVEMENTS IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN NABAM DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate student: as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar