

Research Article

Examining the Relationship Between Teachers' Qualifications and Students' Academic Performance

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Abstract: This study delves into the intricate relationship between teacher professionalism, adherence to the code of conduct, commitment, and their overall performance in both classroom settings and extracurricular activities. The findings reveal a clear and significant correlation between high levels of professionalism and strict adherence to the code of conduct with exceptional performance in various teaching duties. This suggests that teachers who uphold these standards are more likely to excel in their roles. Interestingly, the study uncovers an unexpected result: there is no significant relationship between teacher commitment and their performance outcomes. This discrepancy challenges conventional expectations, indicating that commitment alone may not directly influence performance levels. Despite this, the research underscores the profound impact that teachers' attitudes—whether positive or negative—have on their overall effectiveness and performance. A noteworthy observation from the study is the positive attitude of a substantial number of participants towards the teacher code of conduct. This positive disposition towards the code is likely to contribute to enhancing performance and upholding professional standards. Overall, the study highlights the crucial role of professionalism and adherence to conduct in achieving high performance, while also recognizing the need for a broader understanding of how commitment and attitude interplay in educational settings.

Keywords: Code of Conduct, Professionalism, Students Academic Performance, Teacher Commitment, Teacher Qualifications.



1. Introduction

In the 19th century, the first training colleges for educators were established primarily for elementary school teachers. By 1850, over 30 colleges had been founded, mostly affiliated with the Church of England. Some exceptions were colleges founded by Congregationalists and the non-denominational British Society, as well as a Wesleyan and a Roman Catholic institution. These colleges faced religious tensions, reflecting broader controversies in education. However, conditions within these early institutions, especially for women, were often substandard. The colleges were small, accommodating a maximum of 100 students, and courses were relatively brief, lasting a year or less. Effective teacher deployment is crucial in Africa to advance educational systems and improve students' academic performance. In regions facing a shortage of qualified teachers, maximizing the productivity of existing teachers is important. The expected teaching workload varied across countries and education levels. Secondary teachers generally had fewer teaching hours compared to primary teachers, with some exceptions in certain countries. The quality of teachers has a significant impact on student achievement, and many states have enacted legislation to enhance teacher recruitment, education, and quality [1] [2] [3]. The Uganda National Commission for UNESCO examined the poor performance of secondary students in the Teso region and implemented the Universal Secondary Education (USE) Policy in 1997 to ensure equitable access to quality education. Qualifications for teaching include formal education, subject matter expertise, pedagogical proficiency, training duration, certification or licensing, and ongoing professional development. Possessing a teaching certificate alone is not sufficient if the individual lacks subject matter knowledge or pedagogical expertise [4] [5]. Academic performance reflects a student's level of achievement and is assessed through standardized tests and grades. Poor academic performance in Bushenyi District in Uganda is believed to be caused by teachers' qualifications. Investigating the impact of teacher qualifications on academic performance in selected secondary schools in Bushenyi District is necessary.

2. Literature Review

According to [6], the quality of education in a nation can be determined by the quality of its teachers. The most important factor in improving student achievement is employing experienced, qualified teachers in all schools. In a case study, policy investment in teacher quality was found to be related to improvement in student performance [7]. Teacher preparation and certification have been found to be correlated with student achievement [7]. Additionally, teacher characteristics such as certification status and degree in specialization are positively correlated with student learning outcomes [8]. It is proposed that teachers in Bushenyi district should also measure their preparation and certification in relation to student achievement. According to [6] and [9] a teaching qualification or teacher qualification, such as the Postgraduate Certificate in Education (PGDE), the Professional Diploma in Education (PDE), Bachelor of Education (B.Ed), or Certificate in Education, is required to become a registered teacher in a secondary school. Therefore, teachers in Bushenyi district need to upgrade their qualifications to higher, more affordable ones, as these qualifications are indicators of academic performance [6].

There are different types of qualified teachers, including academically qualified and professionally qualified teachers. Academically qualified teachers have obtained academic training and qualifications, while professionally qualified teachers have received professional training in education [10]. These teachers hold degrees such as B.Ed., B.Sc. Ed, B.A. Ed, and M.Ed. However, some studies have found no significant relationship between teacher educational qualification and students' academic achievement [11] [12] [13] [14] [15]. Despite this, the qualification of teachers is still considered vital in relation to student performance in Bushenyi district [13].

Teacher quality is considered the most important factor in student understanding and achievement [16] [17]. Good teacher qualifications are necessary for students to grasp concepts effectively [18]. According to [19] [20], teachers face challenges in effectively teaching the syllabus without appropriate qualifications. The scholar in [21] argued that well-trained, qualified, and motivated teachers are essential for achieving educational goals.

According to [22], a professionally qualified teacher has received training in a teaching subject area as well as professional education. They are able to fulfill various functions expected of teachers in and out of the classroom. Job satisfaction comes from making a significant contribution to the country's social, cultural, and economic development [23].

Non-qualified and non-professional teachers in the teaching profession are detrimental to the profession [24]. Their lack of commitment and desire for better prospects elsewhere can create gaps in education.

It is necessary to compare student scores in achievement tests based on teacher qualifications to determine the effect of formal teaching methods on student performance. These findings demonstrate a potential effect of teacher qualification on student performance.

2.1. Causes of Poor Academic Performance

According to [25], ineffective teaching contributes to poor academic achievement. The quality of education relies on the learning environment and teacher effectiveness. To meet global challenges and enhance interaction between learners and teachers, new teaching methods and pedagogies are needed. Schools are integrating technology into their curriculum to provide quality education and stay competitive in the industry. In Uganda, absenteeism is a problem, with menstruating girls and boys from disadvantaged backgrounds missing school for various reasons. This results in poor academic performance and dropouts. Cognitive researchers have found that immersing students in challenging intellectual environments yields positive results. When students are treated as intelligent and taught demanding content, they learn more quickly and develop a growth mindset. These findings could help improve academic skills in Bushenyi district. The use of instructional materials is crucial for promoting academic performance and facilitating teaching and learning. However, schools in Bushenyi district lack sufficient instructional materials, which hinders academic performance. Setting high expectations for students and providing feedback are key factors in improving student learning. Professional development is essential for educators to enhance their subject knowledge and teaching skills. The climate and high expectations within schools and districts influence curriculum implementation and student performance. Class attendance and the quality and duration of sleep can impact academic performance. Differentiated groups within classes can mitigate the negative effects for students with lower academic attainment. Effective teaching in disadvantaged areas involves having high expectations and maintaining good communication through feedback and assessment.

2.2. Relationship Between Teachers' Qualification and Students' Performance

The researcher in [26] claimed that teachers must possess instructional and intervention skills to maximize student outcomes. State policies regarding teacher education, licensing, hiring, and professional development can impact teachers' abilities in teaching and learning [27]. This demonstrates the important relationship between teachers and students. In South Africa, the National Education Policy Act (Act 27 of 1996) stipulates the criteria for recognizing and evaluating qualifications for employment in education based on norms and standards for educators. Similarly, Uganda also recognizes qualifications for employment in education based on national education policy norms for educators, making it relevant to the study. The researcher in [28] [29] [30] suggested a significant correlation between a teacher's knowledge and attitude towards their performance, emphasizing the importance of teacher quality in teaching and learning. The scholar in [31] found that teacher quality significantly influences student achievement. The researcher in [32] investigated college characteristics and found that teacher attributes ranked highest among applicants' considerations. Academically qualified teachers have academic training and obtained qualifications, while professionally qualified teachers have professional training and possess specific knowledge, skills, techniques, and aptitudes [33]. Many studies have examined the relationship between teacher qualifications and student academic achievement. For example, research in [11] found no significant relationship between teacher qualifications and students' performance in science subjects in Kano State. Scholars [12] [13] [14] [15] found varying degrees of significance between teacher qualifications and students' cognitive achievement. The Author in [34] found large differences in teacher quality across school districts but little correlation with measured teacher characteristics. However, [14] support a relationship between teacher qualifications and student achievement. The author in [27] quantitative analysis showed that teacher preparation and certification correlate most strongly with students' academic performance. The poor qualifications of teachers present a major problem in African schools, as highlighted by [35]. He described how South Africa's education system disempowered teachers and students, promoting an authoritarian teaching style. The researcher in [36] explained that even with a well-planned learning environment, an uninformed teacher can hinder student learning. Similarly, in the case study, teachers neglect their students' progress, and students do not value their teachers' efforts. A well-trained teacher can identify learners' strengths and

weaknesses, facilitating effective teaching and learning. The author in [37] emphasized the importance of comprehensive and adequate teacher development for successful education reform. Therefore, it is crucial for teachers to receive proper training to engage and motivate their students for academic excellence. Empirical studies, such as those by [38] [39], have confirmed the positive relationship between teachers' academic qualifications and students' academic achievement. The researcher in [40] found that improved teacher qualifications, especially in disadvantaged schools, contributed to improved student achievement.

They explained that using a value-added model, it is estimated that observable teacher qualifications have a positive impact on student achievement. The scholar [27] [41] conducted a study to determine if there is a statistically significant relationship between teacher qualifications and the academic performance of middle school students on the mathematics portion of the Alabama Reading and Math Test (ARMT). The findings revealed that students with mathematics teachers who had 5 or more years of experience performed better on the math portion of the ARMT. Therefore, teacher qualifications are very important, especially for science teachers. The scholar in [42] suggested that if all mathematics teachers have a degree, specialize in mathematics or mathematics education, and have more than five years of teaching experience, students' achievement in mathematics would likely improve. The researcher in [27] also concluded that students tend to score higher on the ARMT when their teacher has a traditional secondary mathematics certification compared to teachers with alternative certification. Another important factor in teacher qualifications is experience. The researcher in [44] found that teacher experience is consistently associated with student achievement. According to [42], the study also showed a significant positive relationship between students' academic achievement in mathematics and teachers' background, such as their qualifications and years of experience, especially after six years of teaching. Although student achievement generally increases with teacher experience, there is a weak link, which may be due to poor outcomes for teachers during their first year or two in the classroom [34] [44]. Analysis indicated that teacher experience matters more for reading than for mathematics [45]. It is not always clear that teacher qualifications have a positive effect on academic achievement. The researcher in [31] found that teacher qualifications are almost completely unable to predict value-added in student performance. The researcher in [46] agreed with the [31] findings, as their study showed that teacher professional qualifications and teaching experience were not significantly related to academic achievement. The scholar in [34] also examined whether teacher licensure test scores and other qualifications affect high school student achievement. Their results showed significant differences in teacher quality across the school district, but measured teacher characteristics explained little of the difference in academic achievement. They found that teacher licensure test scores are unrelated to teacher success in the classroom, and student achievement is not affected by whether classroom teachers have advanced degrees or not.

3. Methodology

3.1. Research Design

Descriptive survey design was adopted in this design. The descriptive survey design was employed in data collection and analysis which helped in determining the relationship between the independent variable, teacher qualification, and the dependent variable. The collected data include both qualitative and quantitative techniques.

3.2. Area of Study

The five selected secondary schools in Bushenyi district used in this study are: Ishaka Vocational Secondary School, Nyabubare secondary school, Crane High School, Basajjabalaba secondary School and Kyamuhunga secondary school.

3.3. Population Size and Sample Size

The target population consists of 54 individuals, including teachers and head teachers who have been selected from various schools. These selected schools each have more than 5 teachers and 1 head teacher.

3.4. Sample Size

The sample size of 66 used in this research was determined using Purposive and systematic sampling method as shown in Table 1.

Table 1. The Population Sample Size and Data Collection Methods

Secondary School	Population Categories	Population	Sample Size	Methods of Data Collection
Ishaka Vocational	Headteacher	1	1	Purposive Sampling
	Teachers	18	10	Systematic Sampling
	Total	19	11	
Nyabubare	Headteacher	1	1	Purposive Sampling
	Teachers	18	10	Systematic Sampling
	Total	19	11	
Crane High School	Headteacher	1	1	Purposive Sampling
	Teachers	18	10	Systematic Sampling
	Total	19	11	
Ishaka Victory Girls	Headteacher	1	1	Systematic Sampling
	Teachers	18	10	Purposive Sampling
	Total	19	11	
Kyamuhunga	Headteacher	1	1	Purposive Sampling
	Teachers	18	10	Systematic Sampling
	Total	19	11	
Bassajjabalaba	Head teachers	1	1	Purposive Sampling
	Teachers	18	10	Systematic Sampling
	Total	19	11	
Total		114	66	

3.5. Research Instruments

A structured questionnaire was used as instrument for data collection. The researcher formulated questionnaires were administered to the teacher and the head teacher. All respondents were asked the same question depending on their understanding and grades, but with a few little exceptions in some technical area, the respondents were given options from which to pick the possible alternatives.

3.6. Validity of the Instruments

The instrument underwent face validation by experts from the Department of Education Foundation at Kampala International University in Uganda. Corrections were made and implemented as instructed before the final version of the instrument was approved for use.

4. Finding and Discussion

4.1. Finding

The collected data was analyzed using qualitative and quantitative methods. For qualitative data, the analysis started with content analysis, coding, and categorization using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS). The data's description will be based on tabulated frequencies and percentages. The findings will then be presented by category, along with explanations and conclusions.

Table 2 shows the background information of teacher respondents.

Findings from Table 2 show that out of the total respondents, 113 (62.8%) were male and 67 (37.2%) were female. This indicates that the majority of participants in the study were male teachers, and there were more male teachers than female teachers in all the sampled secondary schools in Ishaka Bushenyi Municipality, Bushenyi District. It is also worth noting that 87 (48.6%) teacher respondents fell within the age bracket of 23-30 years, followed by 52 (29.1%) respondents who were 41 years and above. Those aged 31-40 years accounted for 40 (22.3%) of the respondents. These results suggest that a larger number of teachers in Ishaka Bushenyi Municipality, Bushenyi District are young and energetic, having recently joined the teaching profession. This implies that they are capable of effectively carrying out their duties and adhering to the code of ethics for teachers.

The results in Table 2 further indicate that a smaller number of 25 (13.9%) respondents were directors of studies, 36 (20.0%) were class teachers, and 119 (66.1%) were ordinary teachers. This suggests that the majority of respondents in the study were ordinary teachers, which can be attributed to the fact that teachers constituted a significant proportion of the total participants. Among the 180 respondents, 77 (42.8%) were single, 87 (48.3%) were married, and 16 (8.9%) were religious. These

results indicate a slight difference between the married and single respondents, highlighting the efforts of Ishaka Bushenyi Municipality, Bushenyi District secondary schools in maintaining a balanced recruitment of teachers. It is worth mentioning that although some of these schools are led by religious individuals, there are very few religious teachers among the staff of the sampled schools.

Table 2. Background Information of Teacher Respondents

Characteristic	Aspect	Frequency	Percentage
Sex	Male	113	62.8
	Female	67	37.2
	Total	180	100
Age	23-30 Years	87	48.6
	31-40 Years	40	22.3
	41years & above	53	29.1
	Total	180	100
Designation	Director of	25	13.9
	Class teacher	36	20
	Ordinary teacher	119	66.1
	Total	180	100
Marital Status	Single	77	42.8
	Married	87	48.3
	Religious	16	8.9
	Total	180	100
Teaching Experience	1-10 Years	106	58.9
	11-20 Years	68	37.8
	21 Years and	6	3.3
	Total	180	100
Academic Qualification	Diploma	29	16.1
	Degree	128	71.1
	Post Graduate	23	12.8
	Total	180	100
Employment Status	Permanent	106	58.8
	Part-timing	74	41.2
	Total	180	100

Furthermore, the study findings reveal that 106 (58.9%) respondents had spent between 1-10 years teaching in their respective schools, 68 (37.8%) respondents had spent 11-20 years, and 6 (3.3%) had a teaching experience of 21 years and above. This indicates that most teachers in Ishaka Bushenyi Municipality, Bushenyi District schools have not been in the teaching profession for a long time, possibly due to the fact that many of them have recently started their teaching careers. Additionally, the results show that 29 (16.1%) respondents held a diploma, 128 (71.1%) had a degree, and the remaining 23 respondents were postgraduates. Therefore, the majority of teacher respondents in Ishaka Bushenyi Municipality, Bushenyi District hold a degree qualification.

4.2. Discussion

Table 3 shows the summary of the responses on the relationship between the code of conduct and teachers job performance

The results in Table 3 indicate that 160 (88.8%) of the respondents were in agreement regarding their knowledge of the code of conduct. This suggests that all respondents respect and value the core values outlined in the code of conduct, such as respect, trust, integrity, and service. The respondents are also comfortable with the code of conduct and view it as a vital aspect and guide for teachers' conduct. It is important for teachers to have a thorough understanding of the code.

Table 3. Summary of the Responses on the Relationship Between the Code of Conduct and Teachers Job Performance

Items	Freq. %	SD	D	A	SA
I do know the teachers' code of conduct	F 11 % 6.1	9 5.0	59 32.8	101 56.1	
The BOG, MoE&S, and the head teachers enforce the code of conduct.	F 49 % 27.2	14 7.8	109 60.6	8 4.4	
The national code of conduct does not conflict with the teachers' code of conduct.	F 7 % 3.9	5 2.8	73 40.6	95 52.8	
Our school has a unique teacher's code of conduct.	F 10 % 5.6	31 17.2	71 39.4	68 37.8	
I teach my students conscientiously with diligence, and honesty.	F 8 % 4.4	75 41.7	45 25.0	52 28.9	
I conduct all internal and external examinations in accordance with the prescribed regulations.	F 8 % 4.4	11 6.1	89 49.4	72 40.0	
I live up to the highest standards of the profession and avoid any conduct that may bring service to disrepute.	F 3 % 1.7	13 7.2	92 51.1	72 39.4	
I maintain my full responsibility towards the students under my care.	F 3 % 1.7	12 6.7	87 48.3	78 43.3	

The findings in Table 3 further reveal that 117 (65%) of the respondents agreed that the Board of Governors, Ministry of Education and Sports, and the head teachers enforce the code of conduct. In contrast, 63 (35%) of the respondents did not agree with this statement. This suggests that the majority of the respondents are satisfied with the current enforcers of the code of conduct for teachers. Some respondents also expressed the view that teachers themselves are part of the enforcement team, as the code of conduct serves as their guide and encompasses all aspects of the teaching profession.

The findings in Table 3 also show that all respondents agreed that the national code of conduct does not conflict with the teachers' code of conduct. Additionally, all respondents disagreed with the statement that schools have unique codes of conduct, indicating that all schools follow the same code of conduct for teachers.

In terms of adherence to the core values of the code of conduct, the majority of respondents (151 or 83.9%) agreed that they adhere to the stipulated core values of the teachers' code. Only 29 (16.1%) respondents seemed to disagree with this issue. These results suggest that in most of the schools studied, teachers are highly committed to adhering to the core values outlined in their code of conduct. This may be attributed to the emphasis placed by school administrations on recruiting teachers who align with these values, as well as the provision of terms and conditions of service to teachers and reminders during staff meetings.

The findings in Table 4 reveal that 86 respondents, or 47%, do not dedicate most of their free time to attending students' consultations. In comparison, 94 respondents, or 53%, acknowledge that teachers in most of the secondary schools sampled in Ishaka Bushenyi Municipality, Bushenyi District have minimal commitment to their students in terms of allocating extra time for consultations. The study results also indicate that 27 respondents, or 15.0%, do not set adequate amounts of written and practice exercises promptly for effective teaching and learning, while 153 respondents, or 85.0%, consider it important. This further demonstrates that a significant number of teachers are not committed to evaluating students using written and practice exercises to ensure effective teaching and learning.

The study findings also reveal that nearly all 164 teachers, or 91.1%, follow the program discussed with and approved by the head of department, and they cooperate with him and other teachers in carrying out the program. However, the study also notes that over three-quarters, or 82.2%, of the respondents undertake voluntary remedial teaching, as effective teaching requires. This implies that most of the teachers in the sampled schools have a high sense of commitment in attending to students and follow what effective teaching requires.

Table 4. Summary of the Responses on the Relationship Between the Teachers' Commitment and Teachers Job Performance

Items	Freq. %	False	True
I dedicate most of my time to attending to students' consultation during my free time.	F %	68 47	99 53
I set an adequate amount of written and practice exercises promptly for effective teaching and learning.	F %	27 15	153 85
I follow the programme discussed with and approved by the head of department and cooperate with him and other teachers in carrying out the	F %	16 8.9	164 91.9
I voluntarily undertake remedial teaching as effective teaching may require.	F %	32 17.8	148 82.2
I attend where practically possible, religious functions of my persuasion and respect other recognised religious within the school where I am teaching.	F %	24 13.3	156 86.7
My school offers a conducive environment for teachers' commitment	F %	17 9.4	163 90.6

Findings in Table 4 further show that three-quarters, or 156 respondents, equivalent to 86.7%, attend religious functions of their persuasion and respect other recognized religions within the school where they are teaching, where practically possible. On the other hand, less than a quarter, or 24 respondents, equivalent to 13.3%, do not. This implies that most of the teachers are committed to school religious functions and actively participate. Table 4.7 also indicates that 163 respondents, or 90.6%, accept that the schools where they teach offer them a conducive environment for their commitment, while 17 respondents, or 9.4%, do not. This suggests that the majority of the teachers are comfortable with the environment in which they are carrying out their duties.

Table 5. Teachers' Perception of the Teachers' Code of Conduct on Teacher Job Performance

Items	Freq. %	SD	D	A	SA
I have a positive attitude towards the teachers' code of conduct	F %			90 50	51 28
I have a negative attitude towards the teachers' code of conduct	F %	6 3	33 18		

Table 5 shows that 141 (78%) of the respondents agreed that they have a positive attitude towards the teachers' code of conduct, while 39 (22%) indicated a negative attitude. Therefore, the study results suggest that a significant number of respondents view the code of conduct for teachers in a positive light. These findings were further supported by qualitative data. In the study, teachers were asked to provide their opinions on the most frequently applied and important core values of the code of conduct for teachers. The teachers were presented with various alternatives to choose from, including honesty, service, respect, tolerance, fairness, and truthfulness. Figure 1 presents their responses regarding the core values that are perceived to be important and practiced more frequently by teachers compared to others.

The findings presented in Figure 1 provide a clear picture of teachers' attitudes towards the core values that are considered important in carrying out their duties. According to the teachers, the core value for which they have a highly positive attitude is service, with 152 teachers (84.4%) indicating

this. Most of the respondents who gave these responses were single, had more than one year of teaching experience, and were employed on a permanent basis.

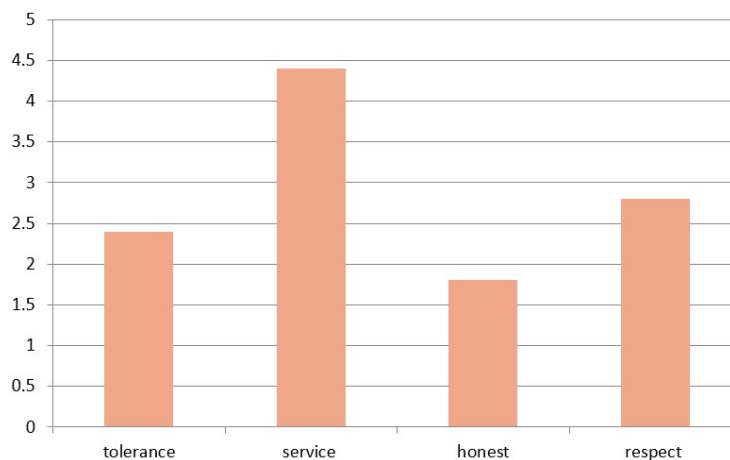


Figure 1. Teachers' Attitude Towards the Core Values

The respondents also identified respect as the next important core value practiced by teachers, with 132 teachers (73.3%) stating this. This finding highlights the significance of teachers' attitudes towards the code of conduct in enhancing their performance. In other words, the more positive a teacher's attitude is towards the code of conduct, the better their performance is likely to be. However, it is worth noting that the same teachers indicated that truthfulness is the least practiced core value, with only 20 teachers (11.1%) mentioning it, followed by honesty.

4.2. Discussion

- **The relationship between the teachers' code of conduct and teachers' Job performance in Ishaka Bushenyi Municipality Busheny District**

Results in Table 3 indicate that 160 (88.8%) respondents agreed with their knowledge of the code of conduct. This shows that all respondents respect and value what the code of conduct stands for, including core values such as respect, trust, integrity, and service. The respondents also expressed their comfort with the code of conduct. They stated that it is a crucial aspect and a guide for teachers, and therefore, they should have a thorough understanding of it.

Additionally, the findings in Table 3 revealed that 117 (65%) respondents agreed with the enforcement of the code of conduct by the Board of Governors, Ministry of Education and Sports, and the head teachers. On the other hand, 63 (35%) respondents disagreed with this enforcement. This suggests that the majority of the respondents were satisfied with the current enforcers of the code of conduct for teachers. This finding aligns with [47] research, which demonstrated a significant relationship between the code of conduct and teacher performance. Teachers who adhere to the core values tend to have higher performance, while those who do not exhibit these values tend to have lower performance.

- **The Relationship between teachers' commitment in terms of planning, assessment and teaching and teachers' Job performance in Ishaka Bushenyi Municipality Busheny District**

The study findings revealed that 91.1% of the teachers (164 out of 180) follow the approved programme discussed with and approved by the head of department. They also cooperate with him and other teachers in carrying out the programme. Additionally, the study noted that 82.2% of the respondents voluntarily engage in remedial teaching, which is an essential aspect of effective teaching. This suggests that most of the teachers in the sampled schools are highly committed to attending to students and fulfilling the requirements of effective teaching. These findings align with

those of [10] who found that committed workers who display a high sense of dedication tend to perform well, while those who lack commitment often perform poorly and cannot be relied upon.

• The perception of teachers towards the teachers' code of conduct in Ishaka Bushenyi Municipality Bushenyi District

Table 5 indicates that 141 (78%) of respondents agree that they have a positive attitude towards the teachers' code of conduct, compared to the 39 (22%) who have a negative attitude. Therefore, the study results imply that a large number of the respondents included in the study have a positive attitude towards the code of conduct for teachers. This finding aligns with the observation made by [48] who noted that all teachers, regardless of gender, have a similar attitude towards the code of conduct. However, male teachers tend to be more cautious due to the impact of rules and regulations stipulated in it.

5. Conclusions

The study found that teachers who demonstrate a high level of professionalism and are mindful of their obligations and responsibilities outlined in the teachers' code of conduct tend to excel both in the classroom and in extracurricular activities. Additionally, adherence to the code of conduct is strongly associated with teachers' performance, as determined by the study. However, the study concluded that there is no significant correlation between teacher commitment and teacher performance, as the results surpassed the benchmark significance level. Interestingly, the study also highlights the impact of teachers' attitudes, whether positive or negative, on their performance. It is worth noting that a significant proportion of the respondents displayed a positive attitude towards the code of conduct for teachers.

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