

**Influence Of Staff Discipline On School Performance In Primary Schools In Lugusuulu Sub-County,
Sembabule District, Uganda**

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Abstract

The purpose of the study was to establish the influence of staff discipline on school performance in primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. The study was guided by three objectives which are to find out the extent to which teacher's personal conduct affects the performance of primary school in Lugusuulu Sub-County, Sembabule District, Uganda, to assess the relationship between teachers' professional responsibility and the performance of primary schools and to establish how the teachers' relationship with learners affect the performance of primary schools. The researcher used questionnaires and interview schedules as major instruments of data collection. The researcher used a cross sectional research design where both qualitative and quantitative research methods were used. Questionnaire and interview guides were used to gather information from the respondents. A total of one hundred and one forty (140) respondents were used as a sample from the ten selected schools in Lugusuulu Sub-County, Sembabule District, Uganda. Reliability of the questionnaire was established with the use of test-retest reliability with a value of 0.74 and validity was determined through face and content validity with a CVI value of 0.78. Data were analyzed using table, figures, frequencies and percentages. Pearson correlation coefficient was also utilized in this study to determine relationship between the variables. This study found that there was a relationship between teachers' professional responsibility and the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda primary Schools in Sembabule District. The key findings of this study are that, teachers' personal conduct professional responsibility and personal relationship with learners has a significant relationship with school performance of primary schools in Bugokho Sub County. This study made the following recommendations; teachers to handle well pupils and play their part as expected, including managing time, syllabus completion emphasis on procedures and management practices. Monitoring and evaluation of teachers' activities in primary schools need to be emphasized to ensure that all teachers obey the government regulations concerning education.

Keywords: Staff Discipline, Syllabus Completion, School Performance.

Introduction

The aim of the study was to examine the effect of staff discipline on the school performance in primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. Lugusuulu Sub-county, Sembabule District, Uganda is one of 18 sub-counties in Sembabule District in the eastern part of Uganda. The sub-county consists of 4 parishes which include Bubirabi, Bumbobi, Bukhumwa and Bumageni (Godfrey et al., 2023). There are 42 primary schools in Lugusuulu District, Sembabule District, Uganda, out of 170 primary schools in Sembabule District. (Annual report of district education, 2012). According to the Irish National Teacher's

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Organization, school discipline (2003) is the means by which supervisory staff correct behavioral deficiencies and ensure compliance with established school rules (Godfrey et al., 2023). The purpose of discipline is proper behavior. It is not designed to punish or embarrass employees. Discipline in schools is still a hotly debated topic - both in schools and in the wider community. The effectiveness of a school can often be judged by how discipline is maintained among students, teachers and other staff (Ntirandekura & Christopher, 2022).

In the context of the school system, a disciplined teacher is one whose behavior, actions and inactions conform to the predetermined rules and regulations of the school, in this case the teacher's code of conduct. However, discipline ideally means more than following rules and regulations and includes teachers' ability to discern what is wrong or right (Anthony et al., 2023). It is widely recognized that discipline is essential in creating a positive climate conducive to good academic performance (Masita 2008). It is a basic requirement for successful teaching and learning in schools and a subject of interest for teachers (Eshetu, 2014). According to (Ntirandekura et al., 2022) where there is good discipline, academic performance improves. Furthermore, it is necessary for the effective management of the school and the fulfillment of its goals. Lack of discipline is called indiscipline, which can be seen as any action considered wrong and generally not accepted as right in the environment or society (Seth & Ntirandekura, 2022).

Among teachers in Sembabule district, indiscipline manifests itself in several ways such as poor teaching attitude, insubordination, late immoral behavior, quarrelsomeness, use of profanity and absenteeism among others. (District School Report, 2013). Many times, teachers in Sembabule district were always invited to the remuneration committee and sections to lead, manage or instruct them (N. Moses, 2022).

According to Adams (2003), organizational rules and regulations are among the strategies to inculcate good behavior in employees as well as teachers in school. This means self-control, order, good behavior and obedience to the authority of the organization (Alex & Kazaara, 2023). Also in the area of employment, staff are given a prospectus in the form of a code of conduct for teachers and reference is made to public standing orders (2010) which explain some of these expectations. Despite this expectation, in most cases in Lugusuulu Sub-county, Sembabule District, Uganda, teachers violate this code of conduct through widespread indiscipline acts such as absenteeism from work without permission, drinking alcoholic beverages and polluting pupils, inspection report (2015) on monthly attendance, those outside others affect school performance and thus need investigation (Victoria et al., 2023).

In Africa, there are very rare circumstances where an employee agrees to disciplinary action where the employer's reasons are considered unacceptable by the employee. In these situations, the employer is advised that the employee provides written confirmation of the action being taken. In the case of tenured teachers, the teacher writes an acceptance letter to the Chief Administrative Officer agreeing to the terms of the appointment (Anthony et al., 2023).

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This helps the Government Load in case the employed teacher later violates any of the terms of appointment. A local government can therefore take disciplinary action against a recalcitrant teacher without the teacher's consent if the examination performance is properly documented (Banda, 2004).

In Lugusuulu Sub-county, Sembabule District, Uganda, there are many schools where many people including teaching and non-teaching staff work together. It is quite likely that the teacher code is broken intentionally or unintentionally. Because individuals who communicate are frequent violations, as reported by the District Education Officer as Sector Leader to the District Senior Management Team (Micheal et al., 2023). This forced the local government to take strict measures against the employees in the form of suspensions, terminations and sanctions. A single breach under genuine and well-justified circumstances may be forgiven. However, it appears to be rampant in primary schools in Lugusuulu District, Sembabule District, Uganda, and appears to be affecting performance. (District School Report, 2013). In order to maintain harmonious relations and promote industrial peace in the education sector, the Government of Uganda through its Parliament enacted the Education Services Act in 2002 titled Professional Code of Teachers Legal Notice No. II of 2012 which applies to both the public and private sectors. It specifies various responsibilities for management and teachers to promote collaboration (Victoria et al., 2023). The Ugandan government has abandoned traditional approaches that focus solely on punishment. Instead, civil servants are held accountable where employees with adverse behavior or attendance problems are required to take personal responsibility for their behavioral choices. (Public Service Contracts 2010). It is expected that when teachers are held accountable on a personal level, their discipline will improve and thus the school's performance in terms of academics, participation in curricular activities, and student response (Zulaikah & Rebecca, 2023).

Despite this shift from a focus on punishment to holding teachers accountable through regular evaluations, some school principals are still stuck with traditional, outdated approaches to managing discipline, and it is in this light that this research sought to explore the relationship that exists between managing discipline and school performance with specific reference to Lugusuulu Sub-County, Sembabule District, primary schools in Uganda (Ntirandekura et al., 2022).

For this particular study, the following aspects of school performance, academic performance, participation in co-curricular activities and public discipline were taken into consideration. The interest is to find out how these aspects depend on the discipline of the staff (Zulaikah & Rebecca, 2023).

According to Mafabi (1993), management is the process of working with and through people to achieve organizational goals. Management deals with establishing rules and regulations as well as planning activities aimed at fulfilling the goals of a specific organization. Rules are proposed or voluntarily established scientific

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communication guidelines for behavior or action or accepted practices and customs. rules or norms of behavior can be defined as the shared expectations of a group of people. These include what behaviors can be defined as the shared expectations of a group of people; these include what the group considers to be the socially acceptable pattern of behavior expected of each individual in the group (Banda 2004).

Ideally, organizations establish rules and regulations to properly manage the various lifestyles of employees including dos and don'ts (Christopher, Moses, Muhindo, & Muhammad, 2022)

On the other hand, regulations are authoritative orders with a course of law that are meant to promote order and efficiency in the organization. Mullins and Peacock (1991) also agreed with (Christopher, Moses, Muhindo, & Komunda, 2022) and argued that effective organizations demonstrate healthy inclusive practices that include emphasizing rules and regulations, collaborative leadership, and best practices.

However, these researchers did not say anything about the impact of staff discipline on school performance, hence the need for this study (Isaac et al., 2023).

Concerns are growing that perhaps a massive number of teachers without commensurate expansion of facilities, teaching and learning materials; Moral teaching and better management of discipline may have compromised the performance of primary schools in Mbale discipline. In fact, pupils' performance in P.L.E is generally poor in the study area. Only 0.7% of the total number of students passed in Division 1 and only 21.1% in Division 2 (Christopher, Moses, Muhindo, & Nturanabo, 2022). Most schools in Mbale do not participate in music, games, clubs and debates, saying they focus on academics and these activities were expensive. There seems to be an increase in student discipline in the form of financial lateness to classes, fights, truancy and absenteeism. A 2015 investigation by the District Education Authority revealed that teacher discipline was decreasing during this period (District Education Report, 2014) (Shamim et al., 2023).

Statement Of The Problem

The level of staff discipline remains central to teaching and school performance. Teachers are expected to properly observe and adhere to the professional code of teaching (Christopher, Moses, Muhindo, & Komunda, 2022). Despite the above-mentioned expectations, there is insufficient compliance with school rules and regulations, instructions/procedures, insufficient compliance with the teacher's professional code, deteriorating standards of professional behavior including serious inappropriate behavior (at work and outside of it), poor preparation of teaching materials, especially teaching hours, notes represented 40%, lack of continuous assessment of pupils and generally poor professional performance (Seth & Ntirandekura, 2022). and teaching practices are characterized by limited effort with a heavy reliance on traditional teacher-centered practices (Sembabule District School Inspectorate Report, October 2023). Such a situation prompted the researcher to examine the effect of staff discipline on school

performance in primary schools in Lugusuulu Sub-County, Sembabule District, Uganda (Victoria et al., 2023).

Objectives Of The Study

- i. To find out the extent to which teacher's personal conduct affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda
- ii. To assess the relationship between teachers' professional responsibility and the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda.
- iii. To establish how the teacher's relationship with learners affect the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda

Hypotheses

- i. There is no relationship between teachers' personal conduct and performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda
- ii. Teachers' professional responsibility does not affect performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda.
- iii. Teachers' personal relationship with learners does not affect performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda

Methodology

A study design is a plan of how the researcher conducted the study (Kothari, 2004). The researcher used a cross sectional research design whereby both quantitative, qualitative research approaches were used. Qualitative methods were used to collect, present and interpret and analyze verbal data (descriptive). Whereas, quantitative methods were used to interpret and analyze numerical data and this was done inform of tables, figures, frequencies, and percentages. Also, cross sectional survey design was chosen because the study involved collecting data from a relatively large number of respondents in its natural setting, cheaply and in a short time (Elliot, 2006). The study population comprised of all primary schools in Lugusuulu Sub-County, Sembabule District, Uganda in Sembabule District. It consisted of District Education Officials, head teachers and teachers. The total population consisted of District Education Officials, head teachers and teachers.

Table 1: Population size and sample size of the respondents

Category	Population Size	Sample Size
District education officials	05	05
Head teachers	10	10
Teachers	205	125
Total	220	140

Source: Based on sample selection by Krejcie and Morgan (1970)

Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

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RESULTS**Table 2: Teacher's Dress Code as it affects the Performance**

Opinion	Frequency	Percentage (%)
Strongly Agree	09	06
Agree	93	66
Neutral	06	04
Disagree	13	10
Strongly Disagree	19	14
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 2 indicate that 72% of the respondents were in agreement, 24% were in disagreement while 04% were not sure. The study noted from the respondents that most of them agreed with the statement that the dressing code of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that teachers dress decently on clothes that are below the knee level and they do not put on something short especially for the women teachers, this had made the pupils to concentrate more on what they are teaching which has led to easy understanding and high performance in school. However, when some teacher put on short clothes, the pupils concentrate and get interested in seeing what is inside there which had definitely led to poor performance hence the dressing code matters in the performance of pupils in Lugusuulu Sub-County, Sembabule District, Uganda.

These findings are related to Bennell (2004), who said that teacher's personal conduct such as dressing appropriately, decently and smartly,

attending to personal appearance, observing the laws of Uganda particularly in matters of sex, marriage and parenthood, serving as a good role model for the children, showing respect for rules set by the governing body of the school and assisting in their implementation greatly affects teacher quality.

Table 3: Soberness of Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	15	11
Agree	94	67
Neutral	05	03
Disagree	12	09
Strongly Disagree	14	10
Total	140	100

Source: Results of the Analysis (2023)**Received: 08.02.2024****Accepted: 15.02.2024****Published on: 29.02.2024**

Results from Table 3 indicate that 78% of the respondents were in agreement, 19% were in disagreement while 03% were not sure. The study noted from the respondents that most of them agreed with the statement that the Soberness of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that soberness in teachers has made pupils to be also sober in whatever is taught to them, this has resulted into efficiency of work, they added that pupils find it hard to doss (feel sleepy) in class, not only that but also pupils get interested in what is being taught. These findings are related to (Ronet et al., 2023) who said that, effective teachers have significant impact on pupils' ability to learn, pupils in primary schools who consistently have an effective teacher benefit exponentially from schooling. This emphasized the fact that effectiveness, more than any other indicator of teacher quality, is the area in which policy makers and educators must focus their attention in order to improve pupils' educational achievement.

Table 4: Words Spoken by Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	09	07
Agree	99	71
Neutral	08	06
Disagree	12	08
Strongly Disagree	12	08
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 4 indicate that 78% of the respondents were in agreement, 16% were in disagreement while 06% were not sure. The study noted from the respondents that most of them agreed with the statement that the word spoken by teachers affect the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that the words spoken have helped a lot when teaching the pupils in class, some teachers in Bungokho Sub-County had the urgent way of speaking to the pupils, this made the pupils to feel out of place hence less attention to the topics taught which has affected the performance of the schools in Lugusuulu Sub-County, Sembabule District, Uganda (Paul & Kazaara, 2023).

Table 5: Behavior of Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	28	20
Agree	70	50
Neutral	05	04
Disagree	28	20
Strongly Disagree	09	06

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Total	140	100
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Source: Results of the Analysis (2023)

Results from Table 5 indicate that 70% of the respondents were in agreement, 26% were in disagreement while 04% were not sure. The study noted from the respondents that most of them agreed with the statement that the behaviors of teachers affect the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed (Christopher, Moses, Muhindo, & Komunda, 2022). They said that the behaviors of teachers also affect the students. Teachers in schools have to be the role models to the rest of others, their behaviors should inspire the pupils also to behave well and also be focused on their books hence affecting the performance of the schools. These findings are related to department of Education, Northern Ireland (2008), which states that adherence to school code of behavior, helps the school community to promote the school ethos, relationships, policies, procedures and practices that encourage good behavior and prevent unacceptable behavior. The code of behavior helps teachers, other members of staff, students and parents to work together for a happy, effective and safe school.

Table 6: Responsibility of Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	29	20
Agree	78	55
Neutral	16	12
Disagree	09	07
Strongly Disagree	08	06
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 6 indicate that 75% of the respondents were in agreement, 13% were in disagreement while 12% were not sure. The study noted from the respondents that most of them agreed with the statement that the responsibility of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed.

They said that for the school to perform well, teachers have to be responsible for whatever takes place in school, for example when the adolescent pupils are engaging themselves in sexual relationship, teachers have to take the responsibility of sitting down with them and advise them to shift from what they are doing and do what brought them to school hence affecting the school (Seth & Ntirandekura, 2022). These findings are related to education Government White Paper on Education, (1992) which says that the Primary Teacher Competence Profile has been developed as a professional tool to guide teachers and all other stakeholders in primary education on identifying the desired competences of the primary school teacher in Uganda. The profile will help stakeholders to direct their efforts appropriately in their quest for teacher improvement and pupils' performance. Therefore, all players in the primary

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education sub-sector are called upon to embrace this profile and use it effectively as a tool to improve the quality in performance of pupils in primary schools. In deed with the help from the Ministry of Education and Sports in setting guidelines, teachers' responsibilities in line to the professional ethics is bound to improve. This is seen to be a mile stone to improving the performance of pupils in schools.

Table 7: Temperament of Teachers as it affects the Performance

Opinion	Frequency	Percentage
Strongly Agree	13	09
Agree	61	43
Neutral	29	21
Disagree	18	13
Strongly Disagree	19	14
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 7 indicate that 52% of the respondents were in agreement, 27% were in disagreement while 21% were not sure. The study noted from the respondents that most of them agreed with the statement that the temperament of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed (T. Moses, 2023).

They said that temperament also is important in the performance of the school. when teachers' temperament is good temperament, they will teach the pupils in the good mode because they will have that feeling of teaching hence leading to easy understanding and well performance of pupils.

Table 8: Team Work of Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	89	63
Agree	42	30
Neutral	00	00
Disagree	04	03
Strongly Disagree	05	04
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 8 indicate that 93% of the respondents were in agreement while 07% were in disagreement. The study noted from the respondents that most of them agreed with the statement that the team work of teachers affects the performance of primary school in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that teachers have to work together as a team right from the top administration (director of studies, headmasters) to the lowest level of administration (teachers and lastly pupils).

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However, this will lead to the smooth flow of the work in Lugusuulu Sub-County, Sembabule District, Uganda hence increasing the performance (Isaac et al., 2023)

Table 9: Eating and Drinking Habits of Teachers affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	19	13
Agree	66	47
Neutral	32	23
Disagree	12	09
Strongly Disagree	11	08
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 9 indicate that 60% of the respondents were in agreement, 17% were in disagreement while 23% were not sure. The study noted from the respondents that most of them agreed with the statement that the eating and drinking habits of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that in order for pupils to perform well in class; they have to get a good eating and drinking habits. For example, pupils had to get breakfast every morning before going for classes, have well balanced diet every day for lunch before attending the evening lessons, this will make the pupils to be so active in class than pupils who attend lessons without breakfast or anything for lunch, however this make them to feel hungry always not only that but also thinking of something to eat instead of concentrating on what is taught hence effecting performance in Lugusuulu Sub-County, Sembabule District, Uganda.

Table 10: Attitude of Teachers as it affects Performance

Opinion	Frequency	Percentage (%)
Strongly Agree	79	57
Agree	28	20
Neutral	00	00
Disagree	19	13
Strongly Disagree	14	10
Total	140	100

Source: Results of the Analysis (2023)

Results from Table 10 indicate that 77% of the respondents were in agreement while 23% were in disagreement. The study noted from the respondents that most of them agreed with the statement that the attitude of teachers affects the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda. In finding out why the majority of the respondents agreed. They said that good attitude toward pupil's makes pupils to feel good with the present teachers and also understand what is being taught. On the other hand, when the teachers show bad attitudes

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toward pupils, the pupils instead fear the teacher which will lead to less concentration in class hence positively and negatively affecting the performance of the schools in Lugusuulu Sub-County, Sembabule District, Uganda respectively.

Inferential Analysis

Table 11: Correlation between teacher's personal conduct and performance of primary

Variables		Teacher's conduct	Performance of schools
Teachers' conducts	Correlation coefficient	1.000	0.212
	Sig. (2-tailed)		
	N		.000
		140	140
Performance of schools	Correlation coefficient	0.212	1.000
	Sig. (2-tailed)		
		.000	.
N		140	140

Source: Result of the Analysis (2023)

Results presented in Table 11 show the correlation coefficients of 0.212 which shows positive but weak relationship with a p-value of 0.000. These results are statistically significant since their asymptotic level of significance is less than the predetermined level of confidence (0.05). This means that teachers' conducts at school had an influence on the school's performance though the relationship is weak (Nelson et al., 2023)

Regression Analysis

Combined regression of the three aspects (teacher's personal conduct, teacher's professional responsibility and teacher's relationship with learners) on the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda.

A combined regression of stepwise method was run to determine the major predictor of the performance of primary schools out of all the three aspects of staff's discipline (teacher's personal conduct, teacher's professional responsibility, teacher's relationship with learners). The results are presented in Table 12.

Table 12: Combined regression of all the three aspects of staff's discipline primary schools

Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	Change Statistics				
						R Square Change	F Change	df1	df2	Sig.
1	0.415	0.172	.371		2.6419	.392	17.237	2	138	.000

a. Dependent: Performance of Primary Schools

b. Predictors: (Constant), personal conduct, professional responsibility, relationship with learners

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The results in Table 12 reveal that the model relating personal conduct, teacher's professional responsibility, teacher's relationship with learners; and the performance of primary schools. The adjusted $R^2=37.1\%$ and $p<0.01$ indicate a positive and significant prediction of teacher's personal conduct, teacher's professional responsibility, teacher's relationship with learners on the performance of primary schools (Godfrey et al., 2023). Furthermore, the model showed that teachers' discipline would affect the performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda; and there might be other factors that can explain the remaining variations (62.9%).

Conclusions

The study was guided by three research questions which included; the extent to which teacher's personal conduct affects the performance of primary schools Bungokho Sub- County. Results from the field indicated that teachers dress decently on clothes that are above the knee level and they do not put on something short especially for the women teachers, this had made the pupils to concentrate more on what they are teaching which has led to easy understanding and high performing in school. However, when some teacher put on short clothes, the pupils concentrate and get interested in seeing what inside their which had definitely lead to poor performance hence the dressing code matters in the performance of pupils in Lugusuulu Sub-County, Sembabule District, Uganda.

After presentation and discussion of findings, findings indicated Soberness in teachers has made pupils to be also sober in whatever is taught to them, this has resulted into efficiency of work. They added that pupils find it hard to doss (feel sleepy) in class, not only that but also pupils get interested in what is being taught to them. According to the findings, effective teachers have significant impact on pupils' ability to learn, pupils in primary schools who consistently have an effective teacher benefits exponentially from schooling emphasized the fact that effectiveness, more than any other indicator of teacher quality, is the area in which policy makers and educators must focus their attention in order to improve pupils' educational achievement.

Findings further revealed that among some administrator of primary schools in Bungokho Sub-County are words spoken that also matters a lot when teaching the pupils in class, some teachers in Bungokho Sub-County had the urgent way of speaking to the pupils, this made the pupils to feel out of place hence less attention to the topic taught which has affected the performance of the schools in Lugusuulu Sub-County, Sembabule District, Uganda.

The second research question dealt with the relationship between teachers' professional responsibility and the performance of primary schools in Bungoko Sub County. The study noted from the findings that teachers have been able to teach as professional teachers for example specific syllabus was taught to the specific level of class, pupils are taught lessons that are within their standards and this has enabled interaction between teachers about what is taught to them, not only that but there is easy understanding in class.

Findings from the field indicated teacher's delivery work to pupils professional. However, pupils are not loaded with too much work within a short time which may affect their brains and end up not reversing what is taught. This has helped in achieving the targets in the performance.

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Research shows that “minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning.”

It is the role of a teacher to be innovative and creative to design and implement instruction. So teachers at every level and of any particular discipline have to prepare plans that aid in the organization and delivery of their daily lesson.

Teachers have to be with professional knowledge and skills so that the right lessons to be taught to the pupils, this had helped to apply knowledge on how to deal with the pupils when delivering work hence it will professionally increase the performance in Lugusuulu Sub-County, Sembabule District, Uganda. Findings indicated that Students remain passive participants expected to listen and observe only. The teacher is therefore the sole source of knowledge to the pupils. This poses risks in the event when the teacher is inadequately informed on the subject or is not adequately trained in terms of planning and delivery of lessons. It has also been observed that making of a lesson plan is a dreaded task that is detested by most teachers. Most teachers claim that the work becomes tedious, and makes syllabus coverage impossible. Teachers must determine how well each lesson is going and how well their students are learning.

The third research question dealt with how the teachers’ relationship with learners affects the performance of primary schools in Bungokho Sub- County. Research findings indicated teachers had been assisted with the learning materials like pieces of chalk, test books etc, which has enabled them to teach their pupils and increasing performance hence leading to teacher’s relationship with learners and their performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda.

Findings also further indicated that quality requires that teachers use materials other than assigned textbooks and workbooks. If teachers begin collecting and organizing these items before school begins, planning richer and varied lessons becomes routine, makes the teacher more productive, and reduces work-related stress;

It can be concluded that schools with good disciplined staff ensure that all what is needed is put in place to enhance the effectiveness in the academic performance.

It can also be concluded that among some administrators of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda there are some who lead to the poor performance of pupils.

As regards to finding out of Introduction to the Primary School Curriculum (2009), schools in Lugusuulu Sub-County, Sembabule District, Uganda, it can be concluded assessment as an integral part of teaching and learning emphasizes the importance of assessing the process of learning as well as the product. The curriculum includes general guidelines on assessment for each subject and suggests a range of assessment tools that can be used for specific purposes. Teaching is also the most fundamental core activity performed by teachers in primary schools; it is majorly concerned with educating, informing, and imparting of academic skills to pupils.

Recommendations

Awards should be instituted for performance areas. Teachers’ performance, pupil’s attendance and achievements, community and parent participation in school activities should be rewarded to serve as a motivation for both teacher and pupils to improve school performance in academics and curriculum activities.

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The study recommends that since the current code of teachers' conduct affected the teachers' performance to a very great extent, there should be increased support for learning of this code of discipline and new teachers should go through proper induction and this will ensure performance throughout the teachers stay in the education system. Head teachers should therefore be responsible for the investigation of counter – productive behavior, preferably by conducting personal interviews with offenders in order to determine the cause of their miss conduct and to address personal problems, if necessary.

Human Resources department at the local government should utilize the recommended guidelines for more effective application of discipline in schools. These guidelines encourage the process of positive discipline. Positive discipline corrects defiant teacher behavior through support, respect and people – oriented leadership.

Positive discipline management philosophy that assumes that improved teacher behavior is most likely to be long lived when discipline is administered without receiving abuse or nastiness which would lead to improved school's performance.

Basing on the findings the study recommends that. Staff discipline should be enhanced in primary schools in Bugokho Sub County in order to improve on school performance.

There is need for the teachers to handle well the pupils and also to play their part well. Teachers should manage time in order to finish up the syllabus and be able to teach the pupils in Lugusuulu Sub-County, Sembabule District, Uganda. This once put in consideration can enhance delivery in services in Lugusuulu Sub-County, Sembabule District, Uganda Schools. In Lugusuulu Sub-County, Sembabule District, Uganda there is need to emphasize regulation and rules on proper time and performance management practices and procedures. This would improve on the performance.

Teacher's sexual harassment related to performance can lead to poor performance of primary schools in Lugusuulu Sub-County, Sembabule District, Uganda.

Monitoring and evaluation of teachers' activities of primary schools need to be done to ensure that all teachers obey the government rules of education. This would encourage further service delivery and support from government to improve the performance (Faith et al., 2023).

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