

**TEACHER COMMITMENT AND THE IMPLEMENTATION OF UNIVERSAL
SECONDARY EDUCATION PROGRAM IN RURAL AND URBAN SCHOOLS OF
KABAROLE DISTRICT, UGANDA**

BY

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DECLARATION

I, Mbabazi Specioza, hereby declare that this dissertation is my original work and has never been presented in any other university for academic or professional award.

Signed: 

Date: 05/12/2016

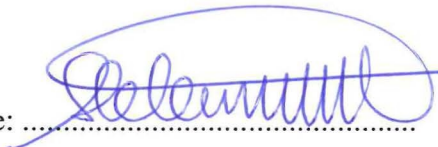
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APPROVAL

We certify that this dissertation titled “Teacher commitment and the Implementation of Universal Secondary Education Program in Rural and Urban Schools of Kabarole District, Uganda” has been done under our supervision and is now ready for submission with our approval.

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Dr. Peter Okello

DEDICATION

I dedicate this work to my children Anitah, Agatha and Ambrose who are my source of inspiration.

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I wish to first and foremost acknowledge God almighty, for the far he has brought me, for everything he has done in my life that I can never explain. I will only live to glorify his magnificent name.

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LIST OF ABBREVIATIONS/ACRONYMS

CREATE:	Consortium for Research on Educational Access, Transition and Equity (International Development Network)
EFT:	Electric Funds Transfer
EMIS:	Education Management Information System
EQUIP:	Educational Quality Improvement Program
FCUBE:	Free Compulsory Universal Basic Education
GOI:	Government of Indonesia
MOE:	Ministry of Education
MoES:	Ministry of Education and Sports
OECD:	Organization for Economic Co-operations and Development
UK:	United Kingdom
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UPE:	Universal Primary Education
USE:	Universal Secondary Education

ABSTRACT

The study was conducted to assess the Commitment of Teachers to the Implementation of Universal Secondary Education Program in Urban and Rural Schools of Kabarole district. It majorly sought to ascertain whether there was a difference in the Commitment of teachers on the implementation of USE among the teachers in rural and urban schools. The researcher used a case study design whereby a sample of 10 USE schools was selected for the study. In those schools, a population of 136 teachers, 10 head teachers and 376 students were interviewed using both quantitative and qualitative questionnaire. SPSS version 16 was used to obtain descriptive statistics while the independent T-test was used to test the differences in the Commitment of teachers in rural urban areas at 5% Level of significance. The results revealed the Level of teacher Commitment is high at higher a percentage of 80.1% , additionally results revealed that teacher engagement in personal business affects teacher Commitment more than any other factor at 83.8% and lastly, there was a strong statistically significant difference between teacher Commitment and the implementation of universal secondary education in rural and urban schools in the teachers preparing to teach, and teachers' general involvement in school activities at ($p=0.001$) at 1% and ($p<.001$.) Levels of significance respectively. The study recommended that government should endeavor to release USE funds and provide schools with enough facilities to maintain the high Level of teacher Commitment. Teacher associations such as SACCOS must be harnessed and financially strengthened to ensure they support teachers financially in order to stamp down the habit of part time. The inspectorate should be strengthened especially with more manpower and resources in order to reinforce implementation of set standards in all USE schools regardless of location.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose, objectives, scope, and significance of the study. The key variables of the study were Teacher Commitment and the Implementation of Universal Secondary Education Program.

1.1 Background to the Study

Teacher Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning (Cagri, 2013). The successful implementation of education for all hinges on the Commitment of the teachers towards such programs. The teacher is the role model to the learners. Without the Commitment of the teachers, the goals of education cannot be achieved.

Education is a key investment in any country as it plays a crucial role to sustainable human and economic development. Thus investment in education is widely recognized as a means of supplying the critical human capital required for sustained economic, social and technological development of a nation (EQUIP 2, 2011). It is therefore important that nations invest heavily in education to ensure that the young, whether in rural or urban community, are equipped with knowledge, skills and competencies to enable them to contribute meaningfully to national development (Adedeji & Olaniyan, 2011).

The government of Uganda like any other country worldwide considered investment in education as a key critical ingredient in the development of the country by increasing access to education at all Levels. It started Universal Primary Education in 1997 and in order to consolidate the gains achieved at primary Level which included increased enrolment, Universal Secondary Education was started in 2007 (Gray, 2011; MoES, 2012). To increase the Commitment of teachers for these programs, the Ministry of Education and Sports ensured construction of additional classrooms and rehabilitation of facilities in USE/ UPE schools to reduce congestion, phased out double shift teaching in USE schools to enhance effective teaching, trained teachers especially through promotion of the use of digital science and ICT as a support strategy to the teaching and learning process, provided instructional materials among many other strategies which aimed at effective

implementation of UPE/ USE programs (MOES, 2014). The above educational programs are aimed at reducing illiteracy rates, the gender educational gap and improving economic development.

However, the Commitment of teachers in the implementation of Universal Secondary Education program to the benefit of the beneficiaries is not measured and thus the need for this study. This study intends to measure the Commitment of teachers by assessing the degree to which the teachers exert extra considerable effort to achieve the goal of Universal Secondary Education by analyzing how the teachers integrate their professional and organizational Commitment to the USE schools. The variables in this study are Teacher Commitment and implementation of Universal Secondary Education program.

1.1.1 Historical Perspective

Historically, research on teacher Commitment came in the limelight in the 1980s, and since then it has been a topic of interest in education discourses (Firestone & Pennell, 1993). Since 1980's teacher Commitment has had much research responsiveness in different parts of the world because of its effects on teacher retention. Coladarci (2010) researched on teachers' sense of efficacy and Commitment to teaching, whereby he defined Commitment to teaching as an indicator of a teacher's psychological attachment to the teaching profession. According to (Choi & Tang 2011) it has been studied in relation to job satisfaction. In East Africa (Kitila, 2012) made a research on Teachers' Commitment to, and Experiences of the Teaching Profession in Tanzania and found out that teachers' Commitment to the teaching profession was devastatingly low, with a few teachers reporting that they wanted to join the teaching profession in the first place. In Uganda, (Ssali, 2011) found out that apart from financial reward, non-financial rewards positively affected teachers job Commitment in primary schools in Mityana District.

According to Ssali (2011) although several researchers such as Namutebi (2006) made a research on The Effect of Reward Management Practices and Teachers' Job Commitment in Wakiso district and Ejju (2005) researched about The Relationship Between Self-esteem and Commitment of Teachers in Secondary schools, these attempts to study the problem of teachers' job Commitment, have left gaps behind that need to be filled. No wonder, Saha, Lawrence , Dworkin & Gary (2009) also agree with him in the assertion that little research has been undertaken into teacher Commitment and no monitoring of teacher Commitment over time has been attempted. Therefore

this study on teacher Commitment on the implementation of Universal Secondary Education in Kabarole District comes in handy.

1.1.2 Theoretical Perspective

This study will be based on the Three Component Model of Commitment by John Meyer and Natalie Allen developed in 1990 (Solinger, Olffen, & Roe, 2008). The model explains that Commitment to an organization is a psychological state, and that it has three distinct components that affect how employees feel about the organization that they work for. The three components are: 1, affection for your job ("affective Commitment") 2, fear of loss ("continuance Commitment"), 3, sense of obligation to stay ("normative Commitment").

The above model can be used to increase Commitment and engagement in a team, while also helping people to experience a greater feeling of well-being and job satisfaction (Solinger, Olffen, & Roe, 2008)

According to Meyer & Natalie (1990) affection for your job (affective Commitment) occurs when you feel a strong emotional attachment to your organization, and to the work that you do. This implies that if teachers enjoy their work, they are likely to feel good, and be satisfied with their job. In turn, this increased job satisfaction is likely to add to their feeling of affective Commitment. The teachers who have higher Levels of emotional intelligence display higher degrees of affective and normative Commitment to the organization where they are employed (Shafiq & Rana, 2016). The fear of loss (Continuance Commitment) occurs when you weigh up the pros and cons of leaving the organization (Meyer & Natalie, 1990). In this case, one may feel the need to stay a company, because the loss experienced by leaving it is greater than the benefit one might gain in a new role. These perceived losses can be monetary. i.e.; loss of salary and benefits; professional i.e. Loss of seniority or role-related skills acquired for years; or social i.e. loss of friendships or allies.

The situation of these "losses" worsens with age and experience. People in most cases are likely to experience continuance Commitment when established in successful roles, or after having several promotions within one organization. This means that if teachers felt attached to the schools they work for, and felt that leaving these schools would make them incur a great loss, they would chose to stay and only retirement age would push them out of the service. Normative Commitment to the employing organization may also be positively affected by emotional intelligence, with

people feeling obliged and morally bound to their organization (Shafiq & Rana, 2016). In the case of schools, this would render the system great output since all potential teachers would be willing to stay develop their institutions and be more identified with them because of the status the schools give them.

The sense of obligation (Normative Commitment) occurs when you feel a sense of obligation to your organization, even if you are unhappy in your role, or even if you want to pursue better opportunities. You feel that you should stay with your organization, because it's the right thing to do (Meyer & Natalie, 1990). In this case, teachers would feel that staying in the profession and working for their schools is just the right thing to do. This in most cases can apply to teachers who have the passion for teaching and get satisfaction from what they do as teachers. In this case, this study intended to focus on both organization and professional Commitment.

1.1.3 Conceptual Perspective

A teacher is a person who provides education for pupils. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education (Arjunan & Balamurugan, 2013).

Commitment is defined as a high Level of attachment to an organization (Crosswell, 2006) it is the feeling of dedication among individuals or a group towards their profession. Mohamed, Abu-Jarad & Ali (2012) define Commitment as an employee's Level of attachment to some aspect of work. The authors contend that the definition of employee Commitment is based on an intrinsic exchange between the organization and employee as well as on emotional attachment between the employee and the organization.

A teacher is and will continue to be both major indicator as well as the major determinant of quality education. In some situations, where there are uncommitted teachers, and the interests of students and their learning are not catered for, students may lose interest in their teachers and the school system, which tends to increase stagnation, poor quality student products and at times school dropout.

To that end, teacher Commitment becomes an essential element of successful teaching because it is highly related to teachers' work performance which has a significant influence on students' achievement

Committed teachers will always be identified with their passion to teaching. These teachers have a tendency to perform the roles that their job require effectively and to establish a good teacher-student relationship in accordance with the professional values.

Teacher Commitment is the emotional bond between the teacher and the school (Çağrı, 2013). Commitment is a key factor that influences teachers' work and student performance in schools. Teachers with high Levels of Commitment work harder, are emotionally attached to their schools, and make more effort to carry out the goals of teaching (Çağrı, 2013).

Teacher Commitment is an investment of personal resources and is closely connected to teachers' work performance (Ogunlade, Kamonges, & Abdulrauf, 2015). In the education sector, teacher Commitment is used when often describing desirable attributes of the teacher. The desirable attributes in this case are to prepare, teach and assess students' work on time and take personal responsibility as the top most priority (Ogunlade, *etal*, 2015). Such attributes can be elaborated in terms of attendance, the quality of education they give, teacher adaptability, retention, work plan and implementation, assessment, time management, record keeping, teaching techniques, student management and positive interpersonal relationship between peers and students. This highly relates to the school vision and output which is teaching and learning that defines the school, the teacher and the learner.

Teacher Commitment on the implementation of Universal Secondary Education was therefore operationalized to mean the connection between the efforts teachers put in to effectively drive forward the goals of universal secondary education. These goals are, equitable access to quality education and reducing gender parity in secondary education (MoES, 2012). In this case, teacher Commitment was reflected in the teachers' expression of a desire to be the best possible teacher and provide the best possible teaching for all students at all times through care and competence geared towards getting the best achievement of students in USE schools regardless of the schools being in rural or urban setting.

Universal Secondary Education is a program whereby everyone in a country is undergoing some sort of education (Cohen, Bloom & Malin, 2011). Universal Secondary Education (USE) Program Implementation in Uganda on the other hand refers to the guidelines expected to streamline and give guidance to all key players specifying the roles and expectations of each stakeholder (MoEs, 2012) in providing education for all at the secondary Level.

According to the Ministry of Education and Sports, USE is defined as the equitable provision of quality post-primary education and training to all Ugandan students who have successfully completed primary leaving examination (Lewin; 2006; Hannon, 2009, Molynueax, 2011; Gray, 2011, MoES, 2012).

All secondary schools under USE program provide a curriculum of fourteen (14) subjects made up of seven (7) core and three (3) electives chosen from eleven (11) non-core subjects (MoEs, 2012). According to the ministry of education in Uganda, parents are free to send their students to any secondary school around the country. Although students are free of paying tuition fees in USE schools, they still have to pay boarding fees, scholastic materials, medical care etc (Asankha & Takashi, 2011).

The USE program is planned and implemented with the active involvement of the central government through the Ministries of Education and Sports, Finance, Planning and Economic Development, the Development Partners, National Curriculum Development Centre, Uganda National Examinations Board, Religious Leaders, Local Government, Parents, Local Communities and Teachers (MoES, 2012). However, according to MoES (2012) the role of teachers is not specified in the guidelines.

1.1.4 Contextual Perspective

With the introduction of Universal Secondary Education in Uganda, in 2007, more than half a million secondary school children countrywide are studying under this noble program. A total enrolment of students in USE schools have increased from 161,396 in 2007 to 600,328 in 2010. Also, the total number of schools participating under USE increased from 1,155 in 2007 to 1,490 in 2010 in Uganda (MoES, 2014). This initiative has helped increase enrolment at the secondary Level by 136%, significantly improved the proportion of girls participating at this Level of education which now stands at 46.6% and improved Uganda's literacy rate for the general population up to 74.6% (male 82.4%, female 66.8% (MoES, 2014). The number of secondary schools both government and private implementing USE program also increased from 1,819 (944 government and 875 private) in 2013 to 1, 822 (945 government; 877 private) in 2014 (MoES, 2014). The number of trained teachers however significantly dropped down. From 2006 through 2012, the number of teachers dropped from 45542 to 39533 with -13.2 % change (African Union, 2014).

Increased enrolment has caused serious problems for the teachers. While the normal ratio is supposed to be 1:40, but in reality, many schools have teachers teaching classes of 50 to over 100 (Hannon, 2009). Kabarole District has a total number of 40 secondary schools, 18 of them are public and 15 of which implement Universal secondary education while 22 of them are private and 7 of them pattern up with the government to implement universal secondary education. However the issue of equitable quality access is still questionable. Not all sub counties have USE schools, for example, South Division doesn't have any USE school as reported by Hannon (2009) and therefore, students are walking between five and ten kilometers a day to get to school (Hannon, 2009).

In the same vain, there seemed to be a gap as far as the idea of teacher Commitment to implementation of the USE program is concerned as Hannon (2009) reports that the teachers in Mpanga S.S complain about being overwhelmed with workload, they are not satisfied with scrapping their PTA incentives so they part-time in other schools to increase their income. They nickname USE “USE-less education,” and they do not know their students names and abilities apart from learning extremes. Secondary schools in the Rwenzori Region are used by teachers to only access payroll and after that they abandon the schools (Bamwitirebye, 2016). The above gaps are serious indicators of lack of teacher Commitment to the implementation of the USE program but the degree to which this lack of teacher Commitment can be measured against expected outputs is unsubstantiated.

1.2. Statement of the Problem

Although teachers in Kabarole District are key in the implementation of USE policy, their Commitment is tenuous. As earlier mentioned, Hannon (2009) reported that the teachers in Mpanga S.S part time in other schools, nickname Universal Secondary Education Policy “USE less” education and they do not know their students names and abilities apart from the extremes. Bamwitirebye (2016) stressed that the teachers seek posting in the Rwenzori region only to access payroll and they immediately abandon the schools. Such indicators of lack of teacher Commitment to implementing the USE program directly affect the quality of education in schools under USE and consequently, the desire and the ultimate goal of education in these schools seemed to be in jeopardy. However the extent to which this could be attributed to lack of teacher Commitment was not measured and thus this study.

1.3. Purpose of the Study

The purpose of this study was to assess the Commitment of teachers in the implementation of Universal Secondary Education in the rural and Urban Schools of Kabarole District.

1.4. Objectives of the Study

1. To assess the Level of teachers' Commitment to the implementation of Universal Secondary Education in rural and urban schools of Kabarole district.
2. To assess the factors that affect the Commitment of teachers to the implementation of USE program in Kabarole District.
3. To ascertain the difference between teachers' Commitment to USE implementation among teachers in rural and urban schools of Kabarole district.

1.5. Research Questions

1. What is the Level of teachers' Commitment to the implementation of USE in rural and urban schools?
2. What are the factors that impair teacher Commitment to the implementation of USE program in Kabarole district?
3. What is the difference between teachers' Commitment to USE implementation among the teachers in rural and urban schools of Kabarole district?

1.6. Justification of the Study

The justification for this study was that it investigated teacher Commitment issue to USE implementation at secondary school Level in relation to location. Developing a deeper understanding of teacher's Commitment to USE implementation is critical in the knowledge economy where education is in a constant state of evolution, impacting considerably on the expectations and workload of the teaching workforce. This study sought strategies of improving teacher's Commitment in USE schools that corresponds with the demands of USE in the contemporary educational climate. Such strategies assists systems and schools as they consider appropriate ways for offering insights into how schools can involve their staff in engaging with change.

1.7. Significance of the Study

The results from this study on teacher Commitment and the implementation of Universal Secondary Education in the rural and urban schools in Kabarole District, Uganda did not only awaken the teachers of their profound roles but also informed the government of Uganda on how to address teachers issues in the implementation of USE in addition to other universal school programs. This informed the policy makers to critically plan well if the aim of USE is to be achieved in the entire country. This guided policy makers in education sector to have an agenda for USE schools if the ideology was to be achieved throughout the country.

1.8. The Scope of the Study

1.8.1. Geographical Scope

The study was carried out in 10 selected rural and urban USE schools in Kabarole District, western Uganda. Four USE schools including, Kahinjuss, Mpangass, Kagote seed school and Kitumba S.S in Fort Portal municipality will be studied, and six rural schools including Bukuuku community school and Samling PEAS school, in Bukuuku Sub County, Kaboyoss in Mugusu sub county and Rubona S.S, Nyakigumba Parents S.S and Mother Care S.S in Bunyangabu Sub County, Buhesi S.S in Buhesi sub county, were studied. The four urban schools were sampled because they are the only USE schools in Kabarole Municipality while the six rural schools were sampled for the study because they are easily accessed by the researcher.

1.8.2. Content Scope

The study assessed the Levels of teacher Commitment in the implementation of the USE program, assessed the factors affecting the Commitment of teachers in implementing Universal Secondary Education and ascertained the difference between teachers' Commitment to USE implementation among teachers in rural and urban USE schools of Kabarole district

1.8.3. Time Scope

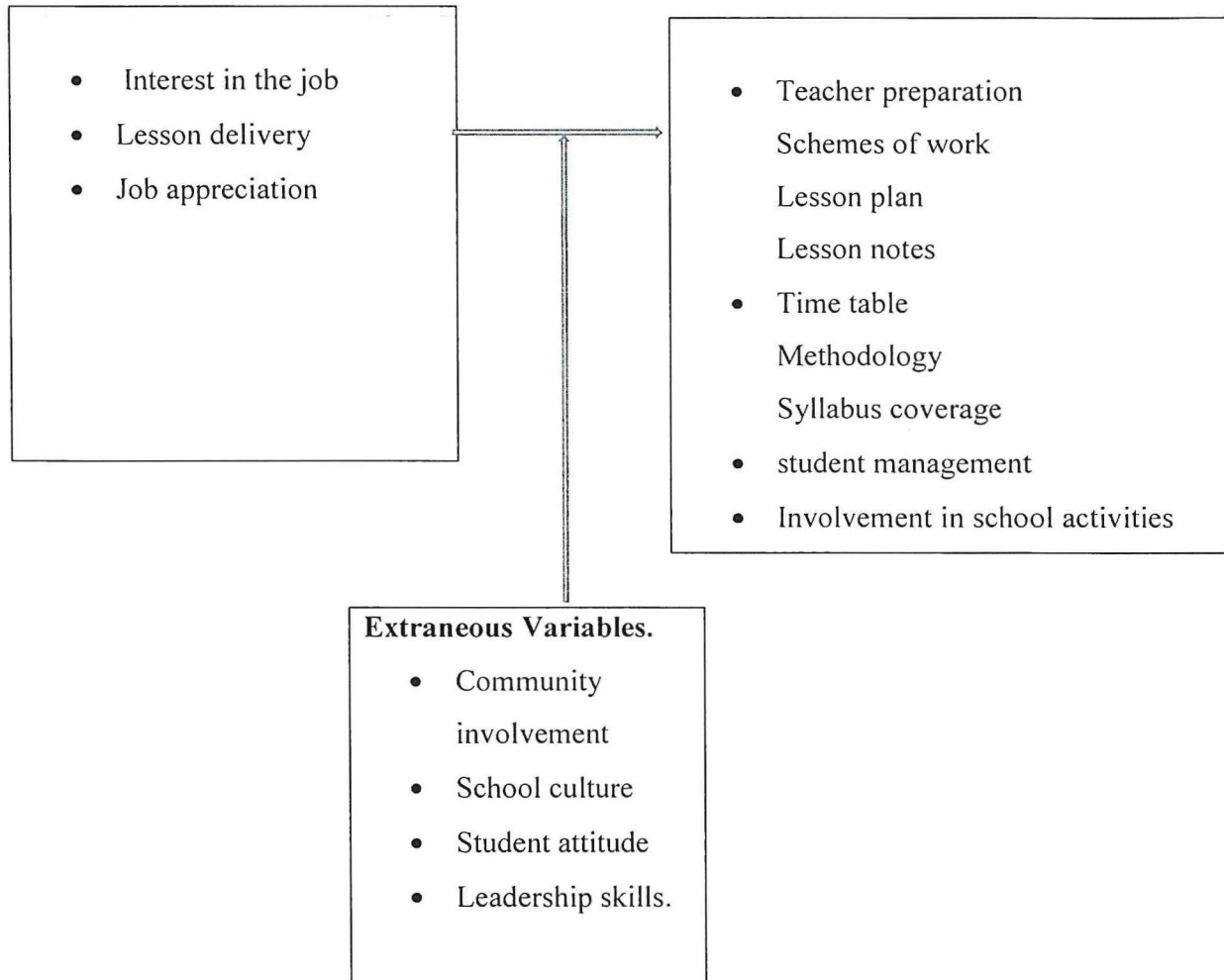
This study was done from June 2016 to December 2016. This was appropriate time for the researcher to find the respondents.

Figure 1: Conceptual Frame Work

TEACHER COMMITMENT

UNIVERSAL SECONDARY EDUCATION

IMPLEMENTATION



The above figure illustrated the interrelationship between the independent variable and the dependent variables, that is how teachers' interest in their job, lesson delivery and job appreciation were likely to affect the implementation of USE program in terms of teacher preparation, responding to the time table, student management and teacher involvement in school activities. However, extraneous variables such as community involvement, school culture, student attitude and head teachers' leadership styles were controlled by the researcher. This was achieved through use of simple random sampling

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a theoretical review and review of literature related to teacher Commitment and the implementation of Universal Secondary Education Program. The literature was reviewed under the sub headings guided by the objectives mentioned in chapter one.

2.1.1 Theoretical Review

A number of studies have been made on Allen and Meyer's (1990) Three Component Model. Guerreiro, Nascimento, & Rodrigues (2014) argued that there is no agreed definition of organization Commitment and that the Three components model of Commitment of Meyer and Allen (1991, 1997), was developed with the goal of integrating the one-dimensional dominant conceptualization.

According to Meyer & Allen (1990) Organizational Commitment is a state of mind that characterizes the relationship of specific nature between the contributor and the Organization, and has implications on its decision to continue or not in the Organization. The nature of this relationship can be affective, normative and continuance, constituting these three types of relationship, represented by the three components of Organizational Commitment: In this context, employees with a strong affective Commitment remain in the organization because they want to; normative remain in the organization because of the sense of duty or of moral obligation and continuance remain in the organization because they need to (Allen & Meyer, 1990).

The above illustrates how the Organizational Commitment is considered a bond resulting from the intensity of the three components that integrate: affective, normative and continuance, (Guerreiro, Nascimento, & Rodrigues, 2014). According to Yorid, Naveed & Gohar (2014) although Allen & Mayer (1990) developed a model of Commitment in which they introduced three main components of organizational Commitment, another research by Mowday, Porter and Steers (1982) claimed that there are four major factors which contribute in the development of affective dimension of organizational Commitment. These factors include: structure of the organization, personal characteristics, work experiences and characteristics of the job itself.

Yorid, Naveed & Gohar (2014) identified other two more important factors which result in increased continuous organizational Commitment: First if an individual has invested something in the organization (both number and amount of investments made) and second if the individual is lacking the alternatives and doesn't have much job opportunities. It is true that in many cases, it is hard for teachers who have made personal investments in different schools to leave. They choose to stay majorly to protect their investments.

The above was supported by the results of the study by Shafiq & Rana (2016) on the Relationship of Emotional Intelligence to Organizational Commitment of College Teachers in Pakistan which proved that there was a significant relationship between college teachers' emotional intelligence and three components of organizational Commitment. Naderi & Sodani (2010) cited in Shafiq & Rana (2016) supported their findings that these studies identified the relationship of emotional intelligence with affective, continuance and normative components of organizational Commitment. Similarly, they stressed that teachers who possess higher degrees of emotional intelligence are affectively attached to the employing organization, develop good working relationships, and are tolerant when facing emotional labor or emotional pressure and can handle the odd feelings and emotions without losing temperament. Emotionally Intelligent personnel show a moderate degree of continuance Commitment and tend to remain with the organization (Shafic & Rana, 2016).

Continuance Commitment is the attachment of an employee with the employing organization in which he/she cares about his investments and achievements and hopes to carry these achievements to fruition until the time of retirement or leaving the organization (Shafic & Rana, 2016). In other words, individuals carry own with the organization to fulfil their own material gains. Normative Commitment to the employing organization may also be positively affected by emotional intelligence, with people feeling obliged and morally bound to their organization.

The three component model was supported by the self-determination theory (SDT) of motivation by Deci & Ryan (1985). The self-determination theory identified three psychological needs, autonomy, competence and relatedness. According to SDT, these needs are the basic nutrients for psychological health. Consequently, it is the satisfaction of these needs rather than the strength that determines wellbeing (Deci & Ryan, 1985). The need for autonomy is satisfied when at the deepest Level of reflection individuals believe that what they are doing is freely chosen and is

consistent with their values, the need for competence is satisfied when people believe that they have the capability and resources to accomplish assigned tasks and achieve the objectives, the need for relatedness is satisfied when individuals feel valued and appreciated by others. Satisfaction of these needs is a prerequisite of autonomous regulation (Meyer & Elyse, 2010).

Related Literature

The literature hereunder presented related literature on teacher Commitment and the implementation of Universal Secondary Education Program. It was developed according to the objectives of the study which are; the Levels of teacher Commitment, factors that impair teacher Commitment in USE schools and the differences in teacher Commitment among teachers in rural and urban USE schools of Kabarole District.

2.1.2 Levels of Teacher Commitment on the Implementation of Universal Secondary Education.

The quality of teaching depends a great deal on the Level of teachers' Commitment to their profession and to their work. Fornes & Rocco (2004) cite (Morrow, 1993; Meyer & Allen, 1991; Mathieu & Zajac, 1990) who argued that Commitment affects the organization and the person, making two Levels. (a) Organizational Commitment which is directed by organization attributes and defined as the psychological and emotional attachment of employees to their organizations. (b) Individual employee Commitment, guided by attributes that directly affect the person and is defined as the psychological and emotional attachment of individuals to their jobs, careers, work groups or teams, peers and supervisors (Cohen, 2003) as cited in Fornes & Rocco (2004).

Choi & Tang (2011) studied about Satisfied and Dissatisfied Commitment: Teachers in Three Generations and found out that high Commitment Level of teachers is characterized with psychological attachment to the Commitment objects but the relationship between increased teacher Commitment Level, time investment in work and psychological attachment to teaching was found to be uncertain in the changing contexts. Pittinsky & Shih (2005) were of the view that employees can experience each types of Commitment, i.e affective, normative and continuance Commitment to organization at varying degrees. This means that the teachers experience affective Commitment when they are satisfied with their job and proud of the profession, normative Commitment when they appreciate that living as teachers is what makes sense and continuance Commitment when they feel that leaving the profession makes them lose a lot of opportunities.

A teacher who is committed to students and makes efforts to create a supportive learning climate in the classroom, for example, may not have affective affiliation to the school organization due to the lack of identification with school goals (Choi & Tang, 2009). Thus a teacher highly dedicated to student affairs but resistant to school reforms may be regarded as committed when her/his attitude towards students is assessed. She/he may not be considered a committed teacher if the assessment is taken from the perspective of school organization (Choi & Tang, 2011). Choi & Tang (2011) analysis of the Commitment Levels showed that teachers included various attributes in their concept of teacher Commitment and identify time as a critical factor in teacher Commitment stressing that often high Levels of Commitment are accompanied by high invasion of personal time. According to Choi & Tang (2011) teachers judge that their Commitment Level decrease when they want to keep some time for themselves.

Some teachers report decreased Commitment Level to teaching with the many years they spend in the profession and this is especially brought about by the desire to achieve some psychological distance from certain objects, rather than the time investment in work. Such objects include students' indiscipline and lack of support from parents or administrators. Choi & Tang (2011) presuppose that psychological attachment to Commitment objects tends to outweigh the quantity of work hours as an attribute of teacher Commitment. In relation to the above, Choi & Tang (2011) found out that some teachers reported decreased Commitment because of the lack of identification with the organizational goals. These teachers were filled with a sense of disenchantment and a desire to leave the school, though they were still committed to students or colleagues. This is echoed by Gray (2011) who identifies that teachers are disgusted with the implementation of USE for earning peanuts, they feel like outcasts staying in those schools and they also desire to shun the schools.

The above attitude affects negatively on the Level of teacher Commitment on the job as emphasized by Fornes & Rocco (2004) citing (Cohen, 2003, Mowday et al., 1982), "Without employee Commitment, individuals would lose one very basic source of identity and belonging. When quality of membership status linkages is low in a number of work organizations, the Level of productivity and the quality of products and service would be affected." This means that teachers lacking identification with the organization can lead to poor quality teaching, absenteeism and some other related effects in the daily teaching and learning processes. According to

Namigadde (2011) the teachers' Commitment in public secondary school in Mbale district is grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, others even teach on Saturdays and Sundays while some at night which result into examination malpractice by students and low performances among others and these have always raised a public concern.

Teachers initiative in sub-Saharan Africa (TISSA, 2013) indicate that teacher absenteeism is high (17 percent to 30 percent) and this Level would be even higher if accounting for cases where teachers are in school, but are not actually teaching , citing Uganda Education Management Information System (EMIS) data for 2010 which revealed that in lower secondary, teachers give 12 hours of class per week on average, instead of the set 16 hours; similarly, at the upper secondary Level, teachers give 9 hours of class per week, instead of the 12 hours set by Ministry of Education and Sports. This contextual gap made it necessary to investigate the Level of teacher Commitment on USE implementation in rural and urban schools of Kabarole district.

2.1.3 Factors Affecting Teacher Commitment on the Implementation of Universal Secondary Education

According Cagri (2013) committed teachers are those concerned with the development of their students and who profoundly struggle on how to keep students' learning. These teachers cultivate students' curiosity and interest in learning, and they recognize and endeavor to fulfill their responsibilities to their students. The teachers, as managers on the ground in the implementation process of educational reforms play a very important role in determining how successful a reform will be. Lipsky (1983) as cited in Crosswell (2006) contend that, teachers are categorized as "street Level bureaucrats". These are workers who relate directly with citizens in their line of work and have considerable impact on the lives of the people, as they are the ones who oversee the treatment being provided or the service people receive in the sponsored program.

Discussions about EFA (Education for All) and improving the quality of education have generally failed to recognize the pivotal role of teachers (Bennell, 2004). Since the mid-1980s, a growing number of education reformers, policymakers, and researchers have argued that many of the well-publicized shortcomings of the elementary and secondary education system in the United States are, to an important extent, due to inadequacies in the working conditions, resources, and support

afforded to school teachers. Proponents of this view hold, for example, that teachers are underpaid, have too little say in the operation of schools, are afforded too few opportunities to improve their teaching skills, suffer from a lack of support or assistance, and are not adequately rewarded or recognized for their efforts (National Center for Education Statistics, 1997).

Rosenholtz (1989) asserted that working conditions affect the degree to which teachers get actively committed to and engaged in teaching. These conditions affect the likelihood that teachers would work hard to create an exciting learning environment in their classrooms. Thus it is inferred that teacher in-school working conditions and student learning environments are inextricably related. Leithwood & Jantzi (1999) selected five in-school conditions as mediators of the relative effects of principal leadership on students' and teachers' engagement in schooling. These five factors of in-school conditions are: (a) purpose and goals; (b) structure and organization, (c) organizational culture, (d) information collection and decision making; and (e) planning. There is also the effect of cultural differences. According to Leithwood & Jantzi (1999) the effects of cultural differences are likely to be both configurable and contextual in nature resulting from the aggregation of individual characteristics to the Level of the cultural group. This group Level factor can not only influence directly other characteristics at the group Level, referred to as a 'configurable effect', but can also have a moderating or interactive effect on the characteristics of individuals within the group, referred to as a 'contextual effect'. Furthermore, these cultural differences are likely to have both moderating and mediating effects on school leadership factors and in-school working conditions and through these factors they can influence teacher Commitment (Springer International Handbook of Research on Teachers and Teaching, 2009).

The other factors are; 1. the teacher characteristics of interest including; (a) teacher gender, (b) teacher age, (c) ethnicity, (d) marital status, and (e) educational attainment, and 2. Job-related factors: (f) total years of teaching experience, and (g) years of teaching in the present school. (Springer International Handbook of Research on Teachers and Teaching (2009)

In Uganda's context, the following factors have been identified as affecting teacher Commitment, (a) low remuneration; TISSA (2013) reports a decrease in teachers' wages at the secondary Level, to a Level below that observed in 2008 in other Sub-Saharan African (SSA) countries indicating 43% against 56% for SSA. Also, no major pay increase has been recorded since 2004/05 among secondary teachers, leaving both Grade V and graduate teachers' real wages to steadily decrease,

by around 25 percent over the 2004/05 to 2010/11 period, with a further decrease in 2011/12 (TISSA ,2013).

Less chances of promotion among teaching positions, opportunities for promotion are few, and managerial positions are not a realistic hope for most teachers (TISSA, 2013).

Another factor can be explained as ignorance. According to TISSA (2013), “Although teachers are in theory entitled to various types of leave (annual leave, special leave of absence, study leave with and without pay, maternity and paternity leave, sick leave and sabbatical leave), many of them do not benefit. Often, either beneficiaries are unaware of their entitlement (such as for parental leave or sick leave recommended by a government medical officer), or they are unable to use it due to staff shortages (such as for leave without pay or sabbatical leave).

The 2007 teacher survey also pointed to abuse of leave entitlements: teachers are able to obtain study leave for courses not related to their work, and some teachers who are not granted study leave nevertheless enroll for further training being absent from school without permission when the course demands. TISSA (2013) interpreted the later situation as “abuse of study leave.” The above argument was supported by Kitila (2012) who quoted the teachers saying that the major reason they enjoyed the teaching profession is that it provided them with an opportunity to continue learning. Despite all the above, the quality of education remains paramount if any country has to achieve political, social and economic development and such development remains a dream if the quality of teachers is not considered. Kitila (2012) was of the view that the quality of education is directly related to the quality of teaching and learning. Without teachers, no economic wellbeing can take place. Adedeji & Olaniyan (2011) stressed that teachers are the change agents providing the impetus for the emergence of educated communities.

2.1.4 The Difference between Teacher Commitment among Teachers in Rural and Urban Schools.

Every child deserves a caring, competent and qualified teacher. Research evidence has shown that the quality of teaching in our classrooms is the most important school-related factor in ensuring students’ achievement (Adedeji & Olaniyan, 2011). The development of any country in the 21st century will be determined by the Level and growth of its human capital which investment in education forms a major component. It is therefore important that every child, whether in rural or

urban community, equally benefits from quality basic education in order to promote accelerated development in African countries (Adedeji & Olaniyan, 2011).

When the above is true, Education in Africa lags behind education status in other regions of the world and wide disparities exist between urban and rural areas. Successful teaching in a rural school is different than successful teaching in other setting. It is quite evident that teachers in rural schools face greater challenges that are not compatible with their urban counterparts (Mandina, 2012). However, there is no empirical evidence showing that in the area under study the teachers in rural and urban schools are committed differently to the implementation of Universal Secondary Education.

The way teachers appreciate and get committed to their job differ in rural and urban areas. In many countries, teachers express a strong preference for urban postings than rural and this may be attributed to a number of reasons but majorly the quality of life in the rural areas may not be as good as in urban areas (Adedeji & Olaniyan, 2011). In rural areas, teaching is often of poor quality and is poorly supported (Adedeji & Olaniyan, 2011). Isolated conditions in rural areas fail to attract high quality teachers. This situation is made worse by the fact that poor infrastructure obstructs support from advisory agencies (Adedeji & Olaniyan,2011).

Most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school (Adedeji & Olaniyan, 2011). A posting to a rural school can be for a life time in some countries, especially where sizeable proportions of teachers pay for their postings. Because the deployment process is so manifestly corrupt in many countries, this merely heightens the sense of injustice felt by teachers who are forced to work in rural schools (Khan, 2004). Bamwitirebye (2016) lamented that teachers use postings in the Rwenzori region to just access payroll and after, they seek immediate transfers.

Teachers in some rural schools, particularly in developing countries, spend a large proportion of their working hours in other income-generating activities such as farming, hunting, petty trading and so on. (Adedeji & Olaniyan, 2011) cite Mulkeen (2005) who reports that some teachers in small rural schools in Uganda commit fewer hours to classroom teaching in favor of their private work. Apart from the discipline problems created by these unwholesome practices in schools, where children remain unsupervised and disorderly, it also undermines the value of the learning

process (Adedeji & Olaniyan, 2011). However, Lack of interest in teaching in urban areas is evident from the classroom practices of teachers. Teachers do not use systematic logical sequences in teaching; often do not organize available time for teaching to maximize time on task, and rarely reinforce learning through feedback. If a visitor steps in school / class, he/ she will notice that classrooms are over-crowded, students are bored, and teachers unconcerned (Khan, 2004). While lack of teacher Commitment among rural areas is evident in spending hours in their own personal activities and that of urban teachers is evident in passiveness, it is all lack of teacher Commitment and it can therefore deduce that there is no difference in teachers' Commitment among teachers in rural and urban USE schools.

Castle (1995), reflecting on teachers' reluctance to work or stay in rural areas, argued that low salaries, lack of access to professional opportunities, and the responsibility to take on multiple duties are the major challenges confronting teachers and affect their decisions to work or stay in rural areas.

Some countries, such as Malawi, reported that teachers do not want to work in their village, because there may be too many demands on them from their family. Adedeji & Olaniyan (2011) citing Azam (2001) as cited in Mulkeen (2005) states that in Lesotho, for example, it was reported that "it is hard to attract people to rural areas, as the conditions are difficult. That young people, even those from rural areas, want to come down from the highlands as soon as they can. Even those who come on study leave, try hard to stay in Maseru", Adedeji & Olaniyan (2011). Although that may be true, research shows that even teachers in urban schools tend to part time or get involved in many other personal activities.

In the study done in Mbale Municipality by Ogunlade, Kamonges & Abdulrauf (2015) on "Motivational Factors and Teachers Commitment in Public Secondary Schools the authors argued that in Mbale district municipality schools many of the teachers are part timers, they only teach and go. African Union (2014) in "An outlook on education report, 2014" found out that as a consequence of poor remuneration, learning outcomes are not fully achieved with significant numbers of teachers at times not reporting for duty for unknown reasons – unexplained absenteeism, and others having to divide their attention between classes and making an extra income and this practice is found across the continent. If the teachers' behavior and attitude are

the same across the continent, then it is right to assert that there is no difference in way teachers are committed to the implementation of universal secondary education program.

There is a likelihood of rural schools having problems in filling teaching positions, and so there is a tendency of higher overall pupil teacher ratio in these schools. This idea was supported by Ajayi & Taiwo (2015) who established a high concentration of teachers in terms of numbers and sex in urban cities compared with those teachers teaching in rural areas of Ekiti state in Nigeria. In the case of women, those with high academic qualifications and with an urban background are usually not willing to serve in rural areas even where there are vacancies. With few educated women in rural areas, the majority of the current teaching force has to come from urban areas. Usually these women are unwilling to work in rural or remote schools. Also, they are unwilling to identify with rural life and develop positive relationships with members of the community (Khan, 2004). When this study may not investigate the differences in sex in terms of Commitment, it will seek to identify whether there is a difference in teacher Commitment in the implementation of universal secondary education in the rural and urban schools.

2.1.5. Research Hypothesis

The study was guided by the following Hypothesis;

There is no difference between teachers' Commitment to the implementation of Universal Secondary Education program in rural and urban Schools of Kabarole district..

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the study area, research design, population, sample and sampling techniques, research instruments, and procedures of data collection and analysis.

3.2 Study Area

The study was conducted in Kabarole district located in western Uganda. Kabarole lies between 00 36N, N and 30 18 E and has a population of 474,216, out of 8939355 total population in the Western Uganda according to 2014 Uganda national population census. The district has 18 public and 22 private secondary schools. Out of these schools, 15 are public USE schools and 7 are private USE schools.

3.3 Research Design

A case study research design was used to assess whether there was a difference in Teacher Commitment on the implementation of Universal Secondary Education in rural and urban schools of Kabarole district. The case study design was considered suitable because it helped in gathering data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). The researcher used both qualitative and quantitative strategies in the study. Udo (2006) notes that this serves for the mutual validation of data as well as findings for the production of more coherent and complete picture of the investigated domain than a one method research can yield.

3.4. Population and Sampling Techniques

3.4.1. The Target Population

The target population in this study consisted of 10 head teachers, 136 teachers and 376 students selected from ten (10) schools in the rural and urban schools of Kabarole district. This population was selected because opinions, views and ideas on Teacher Commitment and the implementation of Universal Secondary Education could be best obtained as they directly interface with the program implementation process.

3.4.2 The Sample

A sample is a part of the targeted population that will be systematically selected to represent the whole population (Oso and Onen, 2008).

Table 1:

Target population and sample size

SN	Category	Target population	Sample size	Percentage sample	Sampling technique
1	Head teachers	10	10	100%	purposive sampling
2	Teachers	210	136	65%	Simple random sampling
3	Students	15000	376	03%	Simple random sampling
	Total	15220	522	3.4%	

This sample helped in providing relevant and adequate data for the study. The sample was selected according to Krejcie, & Morgan's (1970) table, "Determining sample size for research activities". The acceptable error was 0.01-0.05 and the sampling error of 0.05 was adopted with 95% confidence.

3.4.3 Sampling Techniques

Convenient, simple random sampling and purposive sampling techniques were used to select participants in the study. These techniques were considered suitable because simple random sampling allowed all elements in the sample population to have the same probability of being selected and therefore reduced bias in the selection of respondents to participate in the study as noted by Oso & Onen (2005). While in purposive sampling technique the researcher selected the sample basing on personal knowledge and experience of the group that was sampled. This was used on assumption that respondents have the information relevant for the study on Teacher Commitment and the Implementation of Universal Secondary Education Program as put by Amin (2005). Convenient sampling was used because the researcher preferred to study those schools that were within her reach.

3.4 Research Instruments

In this study, questionnaires and interview guides were used as primary sources of gathering information and then document analysis as secondary method. These tools were preferred because they are considered appropriate in determining the manner in which the respondents deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivation, and attitudes.

3.4.1 Questionnaires

The researcher adopted and modified two questionnaires to fit the school setting. First was Woo's (2013) questionnaire which was used for indicators such as teacher roles, expertise and interaction with students, and then the other was the questionnaire which was adopted and modified by Nabukenya (2010). This was used for indicators such as teacher preparation and lesson delivery, among others in evaluating the Levels of teacher Commitment.

Close ended questionnaires were designed in an appropriate way to allow respondents to give their perception, opinions, views, and feelings about teacher Commitment and the implementation of Universal Secondary Education in rural and urban schools. This instrument was considered appropriate to the study due to the fact that according to Amin (2005) the tool is less expensive to administer. The researcher also preferred this instrument from the others because it is a reliable and dependable for collecting information from respondents who are scattered in a vast area. The instrument was also convenient for literate respondents who were able to fill it objectively.

3.4.2 Interview

The interview guide was also used as a tool to obtain first-hand information from the respondents about their feelings on teacher Commitment and the implementation of universal secondary education in rural and urban schools. This instrument was used to gather information from Head teachers. Amin (2005) points out, "interview is an appropriate data collection tool because it enables the researcher to explain and clarify the questions being asked."

3.4.3 Document Analysis

The documents concerning teacher Commitment were carefully studied by the researcher. According to Oso & Onen (2005), documentary analysis is appropriate in obtaining unobtrusive information at the pleasure of the researcher without interrupting the researched information. This assisted in triangulation and discussion of the findings. The documents that were analysed

included, arrival books, students' note books/ exercise books, attendance lists for meetings, record of work, roll call lists and schemes of work.

3.5 Research Procedure

The researcher obtained an introductory letter from the Head of Department, Educational Planning and Management, Kyambogo University, which introduced her to the head teachers to seek permission to carry out the study in their schools where data was collected. The relevance of the letter was to introduce the researcher and make the respondents comfortable so that they could freely and willingly share the required information to study about teacher Commitment and the implementation of Universal Secondary Education in rural and urban schools. The filled questionnaires were collected immediately for safety and security reasons. During the interview, the researcher made audio recording and later analyzed recorded information. Lastly, analysis of documents concerning teacher Commitment was done and analysed.

3.6. Validity

In order to test and improve the validity of the questionnaire, the researcher first gave the draft of the questionnaire to workmates, course mates and some lecturers to test and improve the validity of the instrument. These checked language clarity, relevancy and comprehensiveness of content for each item and also the length of the questionnaire. Corrections were made as per the suggestions or comments made by reviewers. The researcher then followed advice from supervisors and then completed the instrument. Content validity index was used to measure content validity of the questionnaire and the interview guide.

$$CVI = \frac{\text{Items rated quite relevant}}{\text{Total number of items in the instrument}}$$

CVI Was interpreted by use of content validity scale where the items that had 0.70 and above were accepted as Valid (Amin, 2005).

3.7. Reliability

According to Sarantakos (2005) reliability means dependability, stability, consistency, and accuracy. In order to be sure about reliability, the Cronbach reliability test was used. The researcher conducted pretest on questionnaires with workmates and course mates. Cronbach reliability test

accepts an alpha value of 0.5 in line with Amin (2005) and Crosswell (2003) who also accept an alpha value of 0.5.

The Cronbach alpha formula is; $\alpha = \frac{k}{k-1} \left[1 - \frac{\sum SD_i^2}{SD_t^2} \right]$

Whereby;

K= Number of items in the questionnaire

SD_i² = standard deviation squared (variance) for each individual item

SD_t² = Variance for the total items in the questionnaire

3.8 Data Analysis and Management

The study used both quantitative and qualitative data analysis techniques. Data on the Levels of teacher Commitment and the factors that impair teacher Commitment was coded and entered in Statistical Package for Social Sciences (SPSS) version 16 and it was then analyzed using descriptive statistics by help of frequency counts and percentages. Data on the difference between teacher Commitment and the implementation of USE among teachers in rural and urban schools was treated as above only that it was analyzed using the independent T – test. To get the T-test results, The SPSS data file in the data editor was opened and then the items to test the difference between teacher Commitment on the implementation of USE among teachers in rural and urban schools were selected from the menus to perform statistical analysis using the interactive mode and results showed up in the output window immediately after the command. Still, qualitative data was recorded, transcribed and analyzed thematically.

3.9 Ethical Considerations

The views of each respondent was treated with confidentiality and the instruments were anonymous. The researcher only gathered information from any respondent after getting oral or written permission. However the respondents were assured of the confidentiality of their responses by the researcher.

3.10 Limitations of the Study

Ideally this study should have been conducted in all Universal Secondary Education Schools around the district but time and financial constraints dictated a smaller sample. Although the researcher could manipulate the available resources to gather the information, there was very little

time to collect data, compile and submit the report. The chosen sample of ten (10) secondary schools represented the whole of Kabarole district but automatically, this meant that some important information would be missed or worse still generalizability of the results would in away lead to some results not being very accurate.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This study intended to examine the Commitment of teachers on the Implementation of Universal Secondary Education Program in rural and urban Schools of Kabarole District. The data collected was presented by tables, percentage distributions and graphs. The researcher used an independent T- test to establish the difference between teacher Commitment and the implementation of Universal Secondary Education among teachers in rural and urban schools. The researcher used statistical computations in the findings because both qualitative and quantitative analysis techniques were used. Quantitative techniques involve quantifying of information so that it is subjected to statistical treatment in order to support or refute alternate knowledge claims (Creswell, 2003) as cited by Carrie (2007). The data in this study was presented systematically objective per objective.

4.1.0: RESULTS ON THE LEVEL OF TEACHER COMMITMENT

4.1.1. Research Question 1:

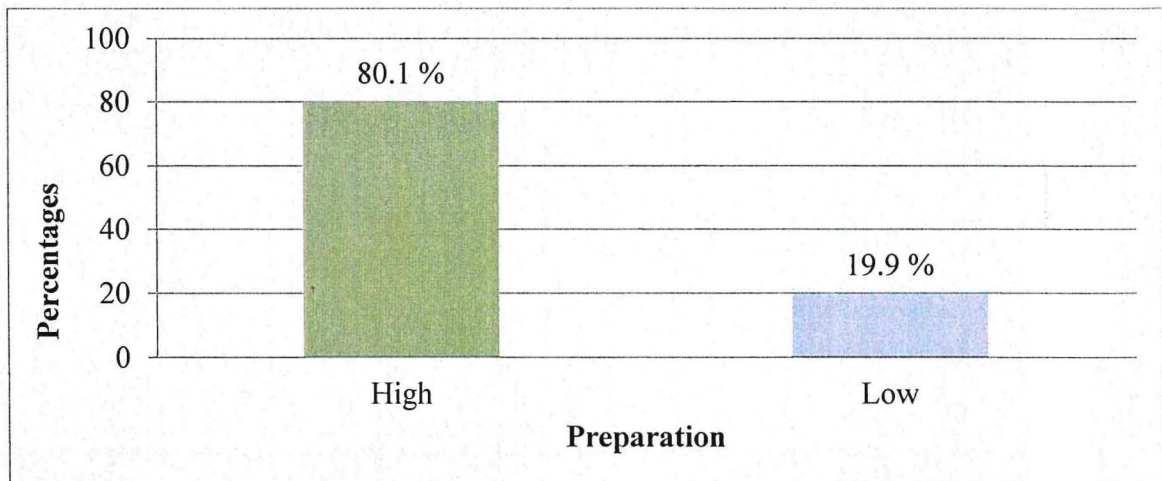
What is the Level of Teacher Commitment on the Implementation of Universal Secondary Education in Rural and Urban Schools?

This research question was derived from the first objective which sought to assess the Level of teacher Commitment on the implementation of universal secondary education. The results were achieved by the use of questionnaires, interview guides and document analysis. The items studied included teachers' Level of interest in their job, teachers' Level of preparation to teach, their Level of responding to the time table, their Level of student management and the Level of the teachers' general involvement in school activities. Data was analysed using descriptive statistics and was presented using tables' graphs and charts as indicated below:

4.1.2: The Level of Teacher Commitment on Preparation to Teach in Rural and Urban Schools

The Level of teacher preparation to teach was captured as high or low as presented in figure 4.1.1.

Figure 4.1.1: The Level of Teacher Commitment on Preparation

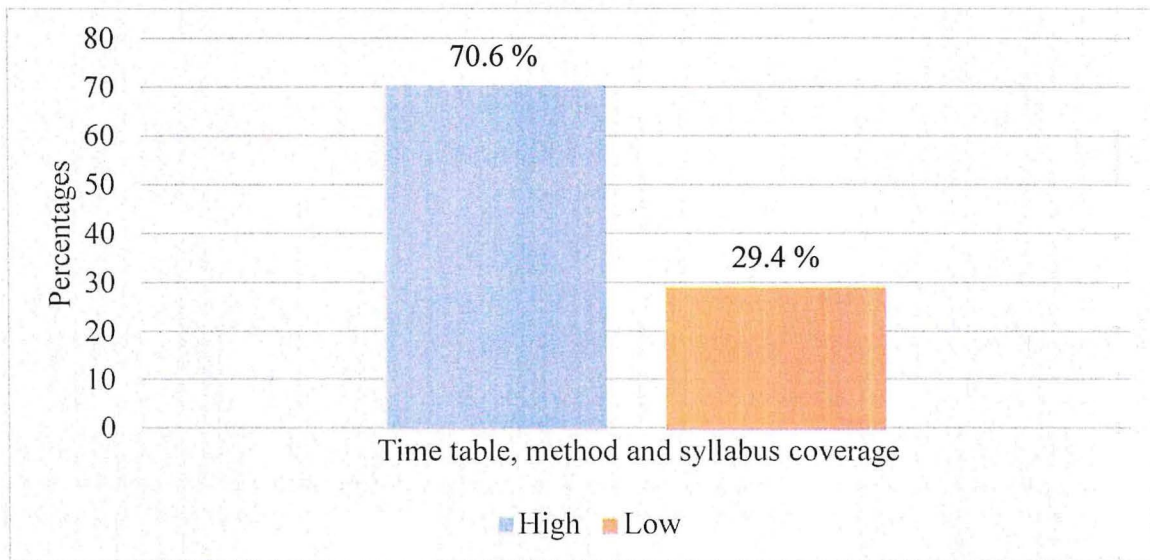


From Figure 4.1.1, it was observed that the Level of teacher preparation is high with 80.1% of teachers preparing for teaching by making schemes of work, lesson plan and lesson notes as compared to only 19.9% of teachers who portrayed a low Level of preparation. This means that the Level of teacher Commitment on preparing to teach is high, 80.1%.

4.1.3: The Level of Teacher Commitment on Lesson Delivery

The Level of teacher Commitment on lesson delivery was also captured as high or low. This was also measured by such items as responding to the time table, method variation and syllabus coverage and the results were presented in Figure 4.1.2

Figure 4.1.2: The Level of Teachers' Commitment on Lesson Delivery

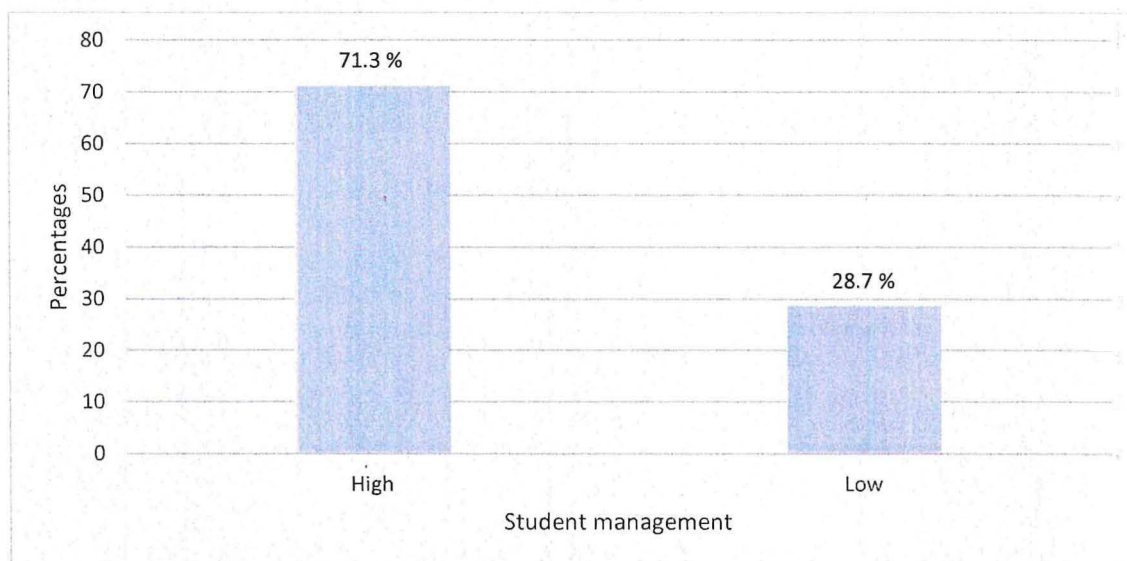


From Figure 4.1.2 results show that the Level of teachers' Commitment on lesson delivery is high 70.6% against 29.4% with low Level of lesson delivery. This means that the teachers are highly committed to lesson delivery at 70.6 % Level of Commitment.

4.1.4: The Level of Teacher Commitment on Student Management

The Level at which teachers manage student affairs highly determines the achievement of students. The teachers were asked about their Commitment Level to managing students and the results were presented in figure 4.1.3

Figure 4.1.3: The Level of Teacher Commitment on Student Management

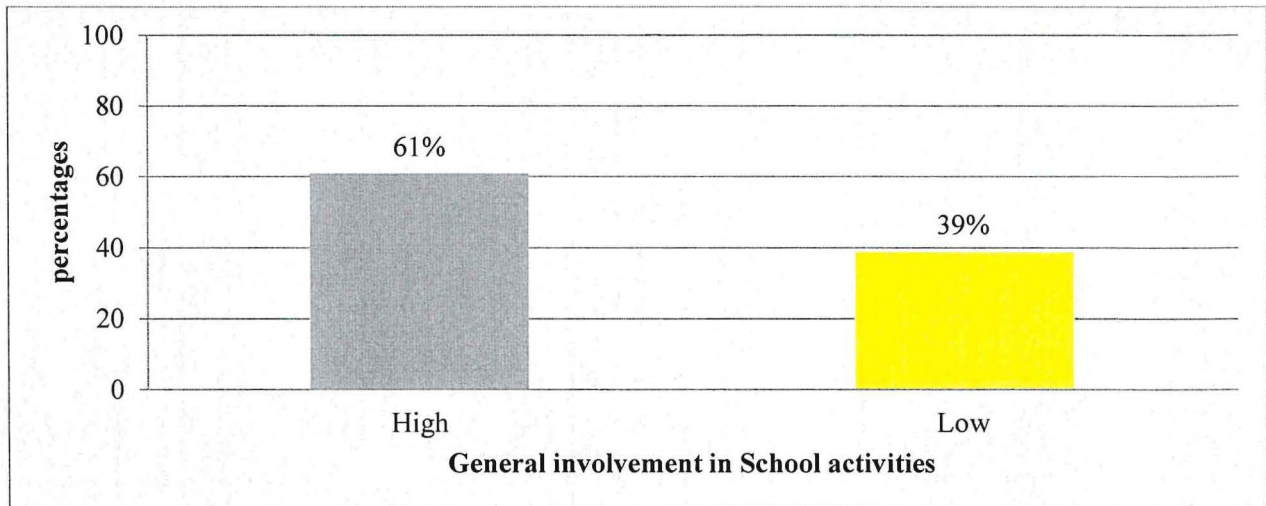


From Figure 4.1.3. result show that 71.3% of the respondents have a high Level of student management while 28.7%'s Level is low. This means that the teachers are highly committed to student management at 71.3% Level of Commitment.

4.1.5: The Level of Teacher Commitment on General Involvement in School Activities

Involving in different institutional activities is a sign of Commitment. The teachers were asked about their Level of involvement in school activities such as assemblies, meetings etc and the results were presented in Figure 4.1.4

Figure 4.1.4: The Level of Teacher Commitment on General Involvement in School Activities



From Figure 4.1.4, results showed the Level of teacher involvement in school activities is high as 61% of the teacher were actively involved in school activities compared to 39% of teachers with a low Level. This means that the teachers are highly committed to general involvement in school activities at 61% Level of Commitment.

4.1.6: The Level of Teacher Commitment Based on Students’ Point of View.

The opinions of students were also sought to assess the Level of teacher Commitment and it was also measured as high or low. The results were presented in table 4.1.2.

Table 4.1.2: Assessments of Commitment Levels Based on Students’ Opinions

Commitment Levels	Freq	High	Low
Teachers' preparation	N	247	129
	%	65.69	34.31
Teachers' lesson delivery	N	236	140
	%	62.77	37.23
Teachers' student management	N	205	171
	%	54.5	46.86
Teachers involvement in school activities	N	215	161
	%	57.2	42.8

Analysis in Table 4.1.1, results indicated that 65.69% of the students pointed out that the teachers' Level of preparation is high compared to 34.31% who showed a low Level of preparation of teachers. In the same table, 62.77% indicated a high Level of teachers' responding to the time table and 37.23% indicated a low Level. Results from students' point of view also showed that 54.5% of the students noted a high Level of student management and 46.86% indicated a low Level. Finally, 57.2 % of students indicated a high Level of teachers' involvement in school activities and 42.8% showed a low Level.

These results like those from teachers' perspective also mean that the teachers' Level of Commitment is high on preparation 65.69%, lesson delivery 62.77%, student management 54.5% and general involvement in school activities 57.2%.

In the qualitative analysis, the Level of teacher Commitment was measured as high or low and results from the interviews with key informants revealed that the Level of teacher Commitment is high.

The teachers in this school are highly committed to USE, teachers are interested in their job because they come to school every day and all classes are always attended, the teachers follow the time table and the attendance is always good.

[Respondents No: 1, 2, &7, Kabarole district]

There is an assessment tool we use to follow up on teachers' attendance, it is used by students in class and the administration makes a meeting every month to harmonize the results of the tool with the record of work and attendance book. This helps us to monitor attendance syllabus coverage which majority of the teachers follow and finish. The teachers who win are rewarded.

[Respondent No: 7, Kabarole district]

There is minimal use of learner centered methods though sometimes teachers use discussions but generally their Commitment is really high. Although they complain about low salaries, they are always involved in school activities. They attend scheduled meetings and many other school programs such as student parties or school parties and co-curricular programs.

[Respondent No:2, Kabarole district]

However some head teachers rated the Level of teacher Commitment as low

The Commitment of teachers is so minimal because there are a number of factors. The science teachers for example though they are interested in their job come to school for a maximum of three days or sometimes they miss because they part time in other schools. It is extremely difficult to have teachers come to school five days a week. On job appreciation, when science teachers can teach up to 24 lessons a week, they still part time in at least two more schools. There is that lack of attachment between teachers and students. When teachers come to school they do the work so hurriedly and sometimes cause some inefficiency. The teachers normally make schemes of work and lesson notes but they rarely make lesson plans at secondary school Level.

[Respondents No: 3.5&6]

Some head teachers on the other hand reported that the Level of Commitment of teachers varies. Some reported that the teachers appointed by board of governors and paid by parents are highly committed but the teachers on government payroll have a low Level of Commitment. This they attributed to the fact that those teachers employed privately fear to lose their jobs and they attach much value to it while teachers on payroll cannot easily be managed since head teachers do not control their salaries. Other head teachers reported that the Commitment Level of arts teachers is high but that of science teachers is low. The science teachers part time a lot.

The way of Commitment varies. The teachers who are on government payroll are not committed at all while those who are paid by the parents are highly committed. The teachers who are employed by the BOG respond so quickly to the school programs including preparation, they attend 100% and are always in school while those on government payroll are always slow, the science teachers especially go in town to part time in those private schools and are always absent from school.

The Commitment of teachers varies. That of arts teachers is high but that of sciences is still wanting. The teachers in the arts department are always at school and they do not part time at all, but those in the science department part time a lot and sometimes it is hard to control them.

[Respondents No:4 & 8, Kabarole district]

Also results from document analysis revealed that the Commitment of teachers is high as revealed from a number of items that were analyzed. These items were put on a check list and observations were rated on the lowest mark of one (1) which indicated teachers scoring lower than expected on analysed items and ten (10) as the highest mark where teachers scored high as expected on analyzed items, apart from teacher preparation which was rated at twenty (20). The total mark of observed items was 50.

Teachers responding to the time table, method variation and syllabus coverage was measured using the teaching time table, schemes of work alongside students' note books. Their preparation was measured by analyzing schemes of work, lesson plan and lesson notes. Student management was measured by analyzing students' note books, activities given, marked or checked and comments therein. Involvement in school activities was measured using staff meeting minutes and weekly duty report books. From the analysis, out of ten schools visited eight schools scored between 37- 40 marks out of 50 getting 7 and 8 marks respectively on each of the items, indicating a higher Level of Commitment and two schools scored between 15 and 20 out of 50 scoring 3 and 5 marks marks on items indicating a lower Level of Commitment .

All results from questionnaires, interviews and document analysis indicate a high Level of teacher Commitment as indicated in the analysis and interpretation, meaning that the teachers are highly committed to the implementation of Universal Secondary Education.

4.2 RESULTS ON THE FACTORS THAT AFFECT TEACHER COMMITMENT

4.2.1: Research Question 2

What factors affect the Commitment of teachers in implementing Universal Secondary Education in rural and urban schools of Kabarole district?

Objective 2 aimed at assessing the factors that affect the Commitment of teachers in implementing USE. The factors considered included, the school being under universal secondary education program, teachers' engagement in personal business, lack of job satisfaction, long distance from home to school and much work load. Also inefficiency in program implementation was considered.

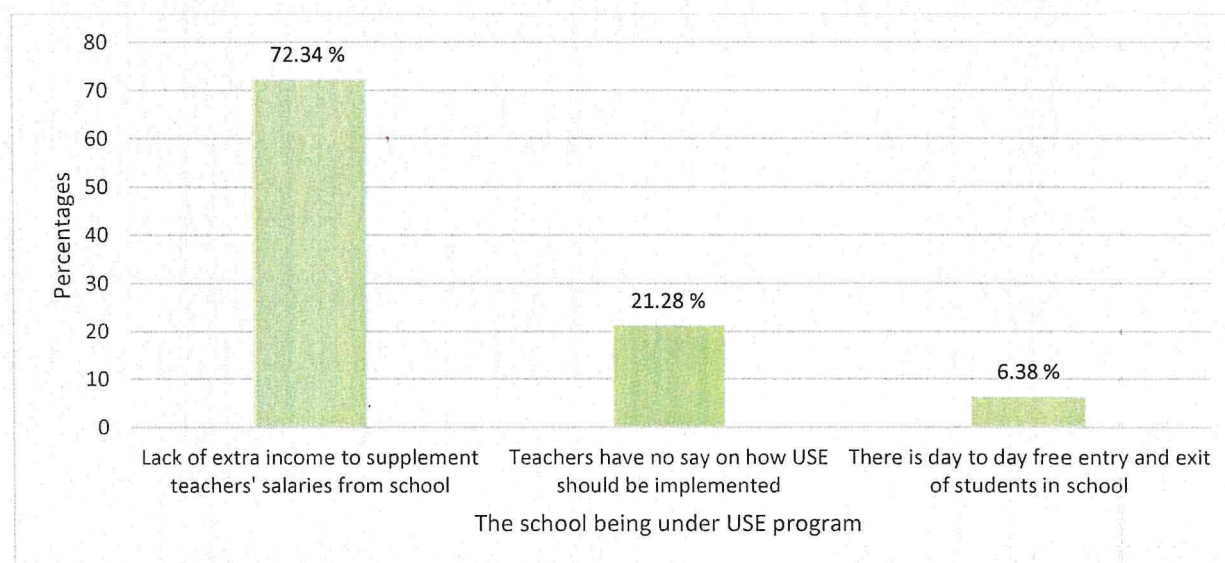
4.2.2: Factors Affecting the Commitment of Teachers in Implementing Universal Secondary Education Program.

The factors affecting the Commitment of teachers to the implementation of universal secondary education were assessed. Each possible factor was measured using four possible variables on a scale of four and the results were presented as follows;

4.2.3: The School being under Universal Secondary Education Program

The researcher investigated whether the school being under Universal Secondary Education Program can affect the Commitment of teachers and the results were presented in figure 4.3.5.

Figure 4.1.5: The School being under Universal Secondary Education Program from Teachers' Point of View.



The results revealed that 69.1% of the teachers considered the school being under universal education program affected their Commitment while 30.9% were of divergent views. Figure 4.3.5 summarises the arguments teachers based on to consider that the school being under Universal Secondary Education program affects their Commitment as follows; 72.34% of teachers pointed out lack of extra income from school to supplement their salaries, 21.28% said that the teachers have no say on how USE should be implemented and 6.38% noted students' laissez faire in the day today entry and exit in school. These results mean that the school being under USE affects

the Commitment of teachers and most especially the lack of extra income to support teachers' salaries which affects the Commitment of teachers at 72.34%.

Table 4.2.3: The School being under Universal Secondary Education Program from Students' Perspective

Items	Frequency	Percent	Valid Percent	Cumulative Percent
There is lack of extra income from schools to supplement teachers' salaries	196	52.1	52.1	52.1
The teachers do not have a say on how USE should be implemented	147	39.1	39.1	91.2
There is day to day free entry and exit of students in school	23	6.1	6.1	97.3
none of the above	10	2.7	2.7	100.0
Total	376	100.0	100.0	

From Table 4.2.3, results indicate that 97.3% of the students also considered the factor of the school being under universal secondary education to affect the Commitment of teachers as compared to 2.7% who divert from that view, whereby 52.1% of students point out that there is lack of extra income to supplement teachers' salaries, 39.1% say that the teachers have no say on how USE should be implemented and 6.1% indicate the day today free entry and exit of students in school. This means that the schools being under Universal Secondary Education Program affects the Commitment of teachers at 97.3%.

4.2.4. Teachers' Engagement in Personal Business

This study sought the opinion of teachers on whether engagement in personal businesses affects their Commitment and the results are presented in table 4.3.5

Table 4.2.4: The Teachers' Engagement in Personal Business from the Teachers' Point of View

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Delaying to go for lessons	40	29.4	29.4	29.4
Absenteeism	32	23.5	23.5	52.9
Lack of time to answer questions from students	12	8.8	8.8	61.8
None of the above	52	38.2	38.2	100.0
Total	136	100.0	100.0	

From table 4.2.4, results indicated that 61.7% of the respondents indicated that engagement in personal business affects the Commitment of teachers while 38.2% disregarded the same factor to have an effect on their Commitment. Out of the respondents who said that teacher engagement affects the Commitment of teachers, 29.4% consider delaying to go for lessons, 23.5% consider absenteeism and 8.8% point at the fact that teachers lack time to answer questions from students.

These results mean that teacher engagement in personal business affect the Commitment of teachers at 61.7%.

4.2.5: Engagement in Personal Business from the Students' Point of View

This study sought teachers' opinions on whether lack of job satisfaction affected their Commitment to implementing Universal Secondary Education and the results were presented in table 4.6.

Table 4.2.5: Engagement in Personal Business

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Delaying to turn up for lessons in time	138	36.7	36.7	36.7
Absenteeism	203	54.0	54.0	90.7
Failure to answer your questions	23	6.1	6.1	96.8
none of the above	12	3.2	3.2	100.0
Total	376	100.0	100.0	

From Table 4.2.5, results indicate that 96.8% of students support that teachers’ engagement in personal business affect their Commitment compared to only 3.2% who think that engagement in personal business has no effect on the Commitment of teachers. Among those that supported that the teachers’ personal businesses affected their Commitment to teaching; 36.7% pointed out the problem of delaying to turn up for lessons in time, 54% mentioned absenteeism and 6.1% noted that teachers lack time to answer some questions from students.

These results from students’ point of view mean that teacher engagement in personal business affect their Commitment at 96.8%.

Table 4.2.6: Lack of Job Satisfaction, Teachers' Point of View

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Low salary and delayed payments	55	40.4	40.4	40.4
Students' poor performance indicated by low grades	50	36.8	36.8	77.2
The school lack facilities that aid to effective teaching	9	6.6	6.6	83.8
none of the above	22	16.2	16.2	100.0
Total	136	100.0	100.0	

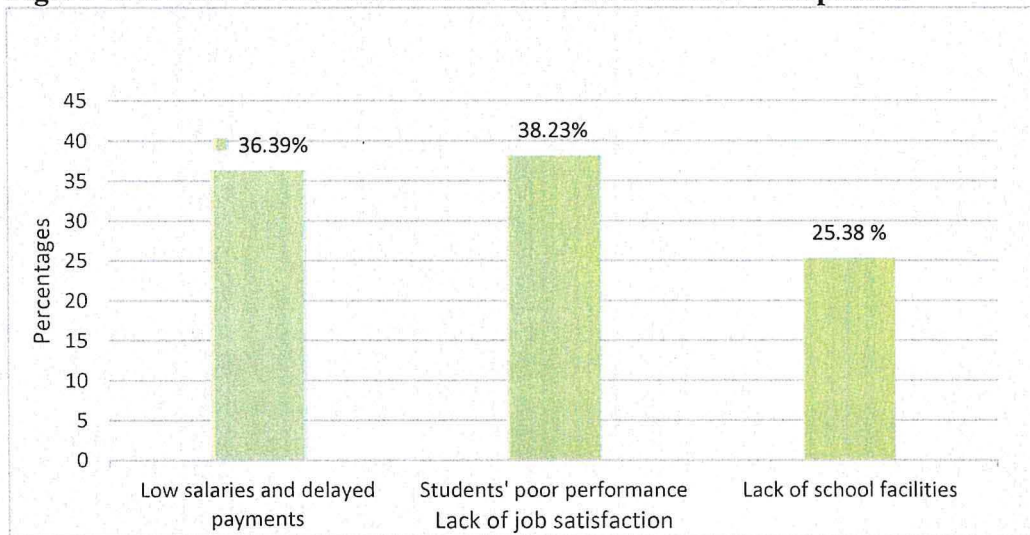
From table 4.2.6, the study found out that 83.8% of the respondents argued that lack of job satisfaction affected their Commitment to teaching and only 16.2% were satisfied. Lack of job satisfaction was manifested in; Low salary and delayed payments presented by 40.4% of the respondents, 36.8% pointed out the students' poor performance indicated by low grades and 6.6% indicated that the school lack facilities that aid to effective teaching.

These results mean that lack of job satisfaction affects the Commitment of teachers at 83.8%.

4.2.6: Lack of Job Satisfaction from the Students' Point of View

Results from the students' perspective on whether lack of job satisfaction affects the Commitment of teachers were presented in figure 4.3.6

Figure 4.2.6 Lack of Job Satisfaction from the Students' Perspective



From figure 4.2.6, results revealed that lack of job satisfaction affected the Commitment of teachers in implementing Universal Secondary Education whereby 36.39% of students indicated that teachers complained about low salary and delayed payments, 38.23% noted students' poor performance indicated by low grades and 25.38% pointed out that schools lack facilities to aid effective teaching. These results also show that lack of job satisfaction affects the Commitment of teachers and especially low salary and delayed payments which affects their Commitment at 38.23%.

4.2.7: Long Distance from Teachers' Homes to School

Long distance from ones home to the place of work is likely to drastically affect the Commitment of employees. This study sought both teachers and students opinions on the effect of distance to the Commitment of teachers and the results are presented as follows;

Table 4.2.7: Long Distance from Home to School According to the Teachers' Perspective

	Frequency	Percent	Valid Percent	Cumulative Percent
The school is far from home	50	36.8	36.8	36.8
sometimes bad weather affects teachers' coming to school	55	40.4	40.4	77.2
There is no transport allowance given at school	9	6.6	6.6	83.8
None of the above	22	16.2	16.2	100.0
Total	136	100.0	100.0	

Results from the teachers' standpoint indicated that 83.8% of teachers are of the view that long distance affects their Commitment while 16.2% are not affected by distance factor. Among those affected by distance, 36.8% are affected by the school being far from their homes, 40.4% are affected by bad weather which affects early arrival at school while 6.6% are affected by lack of transport allowance from schools. The results mean that long distance affects the Commitment of teachers at 83.8%.

4.2.8: Long Distance from Home to School According to the Students' Standpoint

This study also sought the students' view on whether long distance affects the Commitment of teachers and the results were presented in table 4.3.9

Table 4.2.8: Long Distance from Home to School, Students' Perspective

	Frequency	Percent	Valid Percent	Cumulative Percent
The school is far from the homes of teachers	124	33.0	33.0	33.0
Sometimes bad weather such as rain hinder teachers' coming to school	139	37.0	37.0	69.9
The school does not help teachers with transport	62	16.5	16.5	86.4
none of the above	51	13.6	13.6	100.0
Total	376	100.0	100.0	

From table 4.2.8, majority of the students 86.4% expressed that long distance affects the Commitment of teachers while 13.6% said that the distance was not a key factor. From the results, 33% of the students attributed long distance to teachers' homes being far from school, 37% said that sometimes bad weather affects teachers' coming to school and 16.6% said that there is no transport allowance given at school. The results from students' perspective also mean that long distance from teachers' homes to school affects the Commitment of teachers at 86.4%.

4.2.9: Much Work Load

The teachers were asked whether work load affects their Commitment to implementing Universal Secondary Education and the results were presented in figure 4.9.

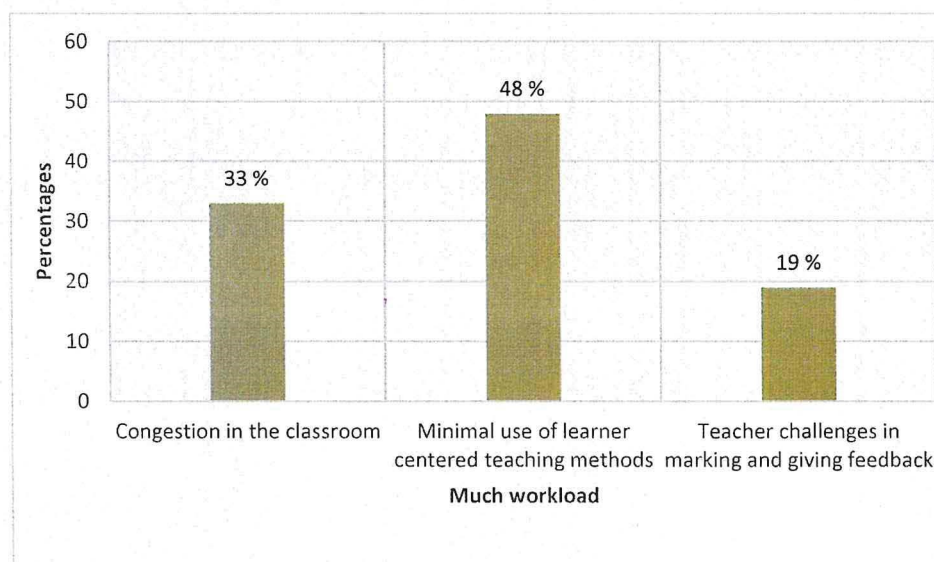
Table 4.2.9: Much Work Load from the Teachers View

	Frequency	Percent	Valid Percent	Cumulative Percent
Congestion in the classrooms	39	28.7	28.7	28.7
Minimal use of learner centered methods	40	29.4	29.4	58.1
Minimal assessment and giving feedback	11	8.1	8.1	66.2
none of the above	46	33.8	33.8	100.0
Total	136	100.0	100.0	

The findings from table 4.2.9 revealed that work load affected the Commitment of teachers whereby 28.7% of the teachers experienced congestion in their classrooms, 29.4% used minimal learner centred methods and 8.1% were challenged in assessment and giving feedback.

The results mean that much workload affects the Commitment of teachers at 66.2%.

Figure 4.2.7: Much Work Load from the Students' Point of View



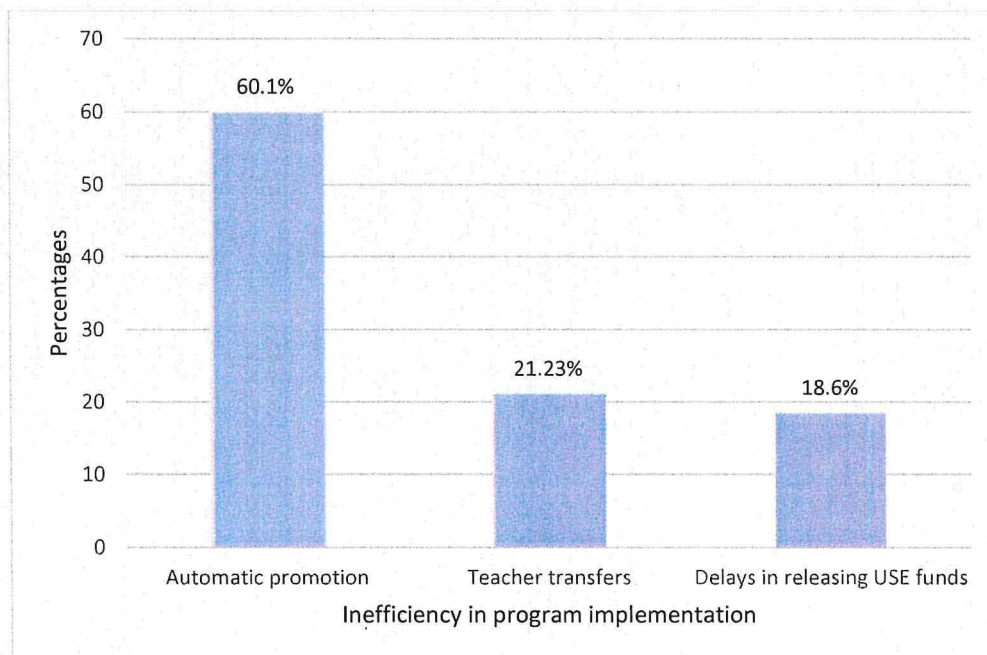
This study found out 87.5% of the students believed that too much work load affect teacher’s Commitment as compared to only 12.5% of the respondent. Among those who believed that work load affected teachers’ Commitment indicated that 33% experienced congestion in their classrooms, 48% expressed that teachers use minimal learner centered methods and 19% said that teachers challenges in assessment and giving feedback.

These results mean that long distance affects the Commitment of teachers at 87.5%

4.2.10: Inefficiency in Program Implementation

This study also sought to find out whether the program implementation inefficiency affected the Commitment of teachers and the results are presented in figure 4.3.8

Figure 4.2.8: Inefficiency in Program Implementation from the Teachers’ View



This study found out that 83.1% of the teachers indicated that the inefficiency in the program implementation affected their Commitment as compared to only 16.9% who had no problem with the program is implemented. Among these, 60.18% of the respondents indicated that the students’ automatic promotion to the next class affected their Commitment, 21.23% pointed outscraping off teachers’ extra income from the school and 18.6% considered delays in releasing USE funds

to have an effect on their Commitment, meaning that inefficiency in program implementation affects the Commitment of teachers at 83.1%.

4.2.11: Inefficiency in Program Implementation from the Students' Standpoint

The students' point of view about whether the inefficiency in program implementation affected the Commitment of teachers was also presented in table 4.2.11.

Table 4.2.10: Inefficiency in Program Implementation from the Students' Point of View

	Frequency	Percent	Valid Percent	Cumulative Percent
Students are automatically promoted	130	34.6	34.6	34.6
There are a lot of teacher transfers	142	37.8	37.8	72.3
Sometimes there is outcry of delayed USE funds	55	14.6	14.6	87.0
none of the above	49	13.0	13.0	100.0
Total	376	100.0	100.0	

From the table above, 87% of the students report that inefficiency in program implementation affect the Commitment of teachers as compared to 13% who disregard this factor. Among those who considered the inefficiency in program impementation, 34.6% pointed out students' automatic promotion, 37.8% reported teacher transfers and 14.6% pointed out delayed USE funds.

From the qualitative analysis, in the inverview with the key informants results revealed that part time, long distances and lack of accommodation in schools alongside teachers' family problems and worst of all was limited resources in schools were key factors that affect the Commitment of teachers.

One hundred (100%) of the key informants stressed part time as a major factor that affects the Commitment of teachers in implementing universal secondary education in both rural and urban schools. This majorly affected the science teachers.

The Commitment of teachers is so minimal because there are a number of factors. The science teachers for example though they are interested in their job come to school for a maximum of three days or sometimes they miss because they part time in other schools. It is extremely difficult to have teachers come to school five days a week.

[All respondents, Kabarole district]

The school only makes sure the time table fits the teachers' convenience. The teachers come to school according to their time tables, they do the work hurriedly and when it is time for report cards, they sometimes make a lot of errors.

[Respondent No:8, Kabarole district]

In the district, schools almost depend on each other for science teachers. You find a science teacher teaching in almost three schools. It is hard to stop them because they are few. They are even more comfortable in our rural schools since these schools have low enrolment.

[Respondent No:2, Kabarole district]

The key informants also pointed out the factor of the school being under Universal Secondary Education manifesting in limited resources. There was a big outcry about how lack of resources especially financial fail them to normally run the school programs.

The capitation we get from the government of forty one thousand (41000) per term per student is very low. Sometimes it is sent late and this really strains the school. The teachers generally are not satisfied nor are they happy though they love their job.

[Respondent No: 8, Kabarole district]

Under the same factor, the respondents also mentioned that lack of school facilities affects the Commitment of teachers in the implementation of universal secondary education.

Another challenge is that the school lacks facilities like for example teachers share toilets with students though female teachers share with girls and male teachers share with boys, it is quite challenging. The school has no playground or good space. The government has never given this school any structure since it considered it as government funded, we only got a donation from well-wishers. It lacks the laboratory though we have lab equipment nor do we have the library.

[Respondent No.1, Kabarole district]

Results from document analysis revealed that out of the ten schools visited, seven schools scored 8-9 marks the school being under universal secondary education program meaning that this factor affected the Commitment of teachers to the implementation of universal secondary education. Eight schools scored 6-7 marks and two schools scored nine (9) on inefficiency in the program implementation meaning that teachers were almost affected equally by this factor in implementing universal secondary education although the two schools were affected more. Nine schools scored 8-9 marks on lack of job satisfaction meaning that this factor affects the Commitment of teachers on implementing universal secondary education much.

4.3: RESULTS ON THE DIFFERENCE BETWEEN TEACHER COMMITMENT AND THE IMPLEMENTATION OF USE IN RURAL AND URBAN SCHOOLS

4.3.1: Research Question 3

What is the difference between teacher Commitment and the implementation of Universal Secondary Education Program in rural and urban schools?

Objective three aimed at ascertaining whether there is a difference between teacher Commitment and the implementation of universal secondary education in rural and urban schools of Kabarole district.

4.3.2: Hypothesis

There is no difference between teacher Commitment and the implementation of USE in rural and urban schools.

In ascertaining whether there is no difference between teachers' Commitment and the implementation of USE program in rural and urban schools, this study ranked the perceptions of both teachers and students towards the Commitment of teachers in implementing USE in rural and urban schools on a Likert scale of five. These were (1) Strongly disagree, (2) disagree, (3) agree

(4) strongly agree and (5) Not sure. Data was analyzed using an independent T-test and the results were presented as follows;

4.3.3: Results from the Independent T-test on Teachers' Commitment to USE Implementation in Rural and Urban Schools Based on the Data from Teachers

This study tested for the difference in the means of the rural and urban teachers' Commitment based on teachers' views and the results are presented in Table 4.11

Table 4.3.11: Results from the Independent T- Test on the Difference Between Teacher Commitment and the Implementation of USE in Rural and Urban Schools Based on the Teachers' Sample

	Assumption on variances	T	df	Sig. (2-tailed)	Mean Difference	S.E Difference	95% CI of the Difference	
							Lower	Upper
Teachers prepare to teach	Equal variances assumed	-1.715	134	0.089	-.19118	.11149	-.4116	.02933
	Equal variances not assumed	-1.715	132.12	0.089	-.19118	.11149	-.4117	.02936
Teachers' lesson delivery	Equal variances assumed	2.215	134	0.028	.30882	.13943	.0331	.58459
	Equal variances not assumed	2.215	130.24	0.029	.30882	.13943	.0329	.58467
Teachers' student management	Equal variances assumed	-0.109	134	0.913	-.01471	.13496	-.2816	.25222
	Equal variances not assumed	-0.109	133.51	0.913	-.01471	.13496	-.2816	.25223
Teachers general involvement in school activities	Equal variances assumed	0.441	134	0.660	.07353	.16660	-.2559	.40304
	Equal variances not assumed	0.441	132.01	0.660	.07353	.16660	-.2560	.40308

From Table 4.2.11; the analysis from the teachers' T test revealed that there was a less statistically significant difference in the means of the school being located in rural and urban areas and the

teachers preparing to teach at ($p=0.089$) at 10%. Also results revealed a less statistically significant difference in the mean of the school being located in rural or urban areas on the teachers' lesson delivery ($p=0.028$) at 5% Level of significance. These less statistically significant results mean that much as there could be a difference on the Commitment of teachers in rural and urban schools on these items, it is minimal for the significant Levels ($p=0.089$) and ($p=0.028$) are not strong. However, results revealed no statistical significance in both rural and urban schools on, student management at ($p=0.913$) and the teachers' general involvement in school activities at ($p=0.660$). This means that there is no difference between teacher Commitment and the implementation of USE program on these variables.

4.3.4: Results from Independent T test Based on Students' Opinion

This section presented analysis of independent T-test to show whether there was a difference between the means of the school being located either in rural or in Urban area on teacher Commitment to USE implementation based on students. The results were presented in table 4.12

Table: 4.3.12: Results from the Independent T- test on the Difference Between Teacher Commitment and the Implementation of USE in Rural and Urban Schools Based on the Students' Sample.

Attributes	Assumptions on variance	T	df	Sig. (2-tailed)	Mean Diff	S.E Diff	95% CI of the Difference	
							Lower	Upper
Teachers' preparation (providing notes and learning aids in class)	Equal variances assumed	-3.479	374	.001	-.41489	.11926	-.64941	-.18038
	Equal variances not assumed	-3.479	371.33	.001	-.41489	.11926	-.64941	-.18037
Lesson delivery	Equal variances assumed	.390	374	.697	.04255	.10920	-.17217	.25728
	Equal variances not assumed	.390	368.38	.697	.04255	.10920	-.17218	.25729
Teachers student management	Equal variances assumed	-1.347	374	.179	-.14362	.10665	-.35333	.06610
	Equal variances not assumed	-1.347	372.42	.179	-.14362	.10665	-.35333	.06610
Teacher' general involvement in school activities	Equal variances assumed	4.089	374	.000	.47872	.11708	.24850	.70895
	Equal variances not assumed	4.089	373.62	.000	.47872	.11708	.24850	.70895

From Table 4.3.12, the results showed that there was a strong statistically significant difference between teacher Commitment and the implementation of universal secondary education in rural and urban schools in the teachers' preparing to teach, (providing notes and learning aids) at

($p=.001$) at 1% and teachers' general involvement in school activities at ($p < .001$). This means that from the students' perspective, there was a strong difference between teacher Commitment and the implementation of USE in terms of teacher preparation and involvement in school activities in rural and urban schools.

However, there was no statistically significant difference between the Commitment of teachers and the implementation of USE among teachers in the rural and urban schools on the teachers' lesson delivery at ($p=.697$.) though this was less significant in the teachers' T test. There was also no statistically significant difference between the Commitment of teachers and the implementation of USE among teachers in the rural and urban schools on the teachers' student management at ($p=.179$.) These results mean that there is no difference between teacher Commitment and the implementation of USE in rural and urban schools on these variables.

From the qualitative analysis, results from an interview with key informants revealed that the major difference which exists between the Commitments of rural and urban teachers in implementing the USE program is that urban teachers are involved in a lot of multiple activities as compared to their rural counterparts.

The problem with urban school is that teachers run for different businesses or part time which is hard to find in rural schools. Teachers in rural areas don't have much chances for other opportunities. That is why you will find many teachers in urban schools and they do not want posting in rural places. In the rural, some schools may even end up using unqualified teachers while in urban schools all positions will be full, but it will be hard to find all these teachers attending at their mother schools every day.

[Respondents No: 2,4&5,Kabarole district]

Another head teacher had this to say,

As ASSHU, (association of secondary school head teachers, which is a district association) we made a survey. We do not have many schools in the rural areas but a few which are there, have no many teachers. In most cases teachers refuse to be posted there. The few who go there still find their way to stay in town so that they go to the village for a few days and then come back to town where they can get a better leaving.

The biggest challenge that teachers in urban USE schools encounter is numbers. Here at school we have over two thousand (2000) students and it is sometimes hard to give daily exercises and mark them. The English and mathematics teachers sometimes try but it is not easy. In the rural schools the population is always low and teachers there have ample time for students since they rarely part time. Of course there are a few teachers in urban schools who are committed to their job and you will always find them in school.

[Respondent No: 6, Kabarole district]

From the document analysis, out of ten schools visited, the USE schools in the rural setting scored between 32 – 40 total marks out of 50 apart from one which scored 27 out of 50 while all schools in urban scored between 24 and 30 total marks out of 50 indicating a difference in teachers' Commitment to the implementation of universal secondary education in rural and urban schools.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations within the context of the objectives as were stated in chapter one, which include; assessing the Level of teacher Commitment in rural and urban schools of Kabarole district, assessing the factors that affect the Commitment of teachers in rural and urban schools of Kabarole district and ascertaining the difference between teacher Commitment and the implementation of Universal Secondary Education Program among teachers in rural and urban schools of Kabarole district.

The discussion, conclusion and recommendations were done systematically objective per objective as presented below.

5.1 Discussion of the Findings

5.1.1 The Level of Teacher Commitment in the Implementation of Universal Secondary Education.

The higher percentages of the teachers reported that they prepare to teach (80.1%), effectively deliver lessons (70.6 %). The teachers manage the students (71.3%) and are actively involved in school activities (61%). This indicated a higher Level of teacher Commitment to the implementation of the program.

The key informants in the interview also narrated the same situation whereby three out of eight head teachers said that the Level of Commitment of teachers is high, though others reported that it is minimal or low and others reported that it varies between teachers being in rural or urban and teachers teaching sciences or arts.

This is in line with the study by Selamata, Nordinib & Adnanc (2012) in “ Rekindle Teacher’s Organizational Commitment: The Effect of Transformational Leadership Behaviour” whose findings revealed that most of the respondents were highly committed to their schools while only a few respondents showed low Levels of Commitment to school. The same author’s echo Meyer & Allen (1991) in an argument that majority of teachers remain in the school because they are emotionally attached to the school and not because they ought to or need to maintain the school organization membership. (Choi & Tang, 2011) on the same note argue that a teacher highly dedicated to student affairs but resistant to school reforms may be regarded as committed when

her/his attitude towards students is assessed. She/he may not be considered a committed teacher if the assessment is taken from the perspective of school organization but in this study the teachers are even committed to their schools (are actively involved in school activities (61%) from teachers' perspective and (57.2%) from students' perspective. Furthermore (TISSA, 2013) indicated that there are cases where teachers are in school, but are not actually teaching but this study disapproves that argument for it reveals a high Level of teacher Commitment on lesson delivery (70.6%) from teachers' view point and (62.77%) from students perspective .

5.1.2 The Factors that Affect the Commitment of Teachers to the Implementation of Universal Secondary Education.

Results revealed factors which affect teachers' Commitment to the implementation of universal secondary education as; the school being under USE, with 68.7%, teachers' engagement in personal business 83.8%, long distances to school 72.1%, much work load 66.2% and inefficiency in program implementation 83.%. From the above results, teachers engagement in personal businesses greatly affects the Commitment of teachers in the implementation of Universal Secondary Education program than any other factor with 83.8%. From the qualitative data, results indicated part time as a major factor alongside lack of resources and school facilities as the major factors affecting the Commitment of teachers. All respondents indicated that the science teachers normally teach in more than two schools and the teachers in urban areas are fond of part time or engaging in multiple activities to make ends meet.

These findings conform with the study done by Ogunlade, Kamonges & Abdulrauf (2015) titled "Motivational Factors and Teachers Commitment in Public Secondary Schools in Mbale Municipality" who argued that in Mbale district municipality schools many of the teachers are part timers, they only teach and go. African Union (2014) in "An outlook on education report, 2014" found out that as a consequence of poor remuneration, learning outcomes are not fully achieved with significant numbers of teachers at times not reporting for duty for unknown reasons, unexplained absenteeism, and others having to divide their attention between classes and making an extra income and this practice is found across the continent. TISSA (2013) in "Teachers issues in Uganda: A shared vision for an effective Teachers Policy" indicated that teacher absenteeism is high (17 percent to 30 percent). Orodho, Waweru, Ndichu & Nthinguri (2013) in "Basic Education in Kenya: Focus on Strategies Applied to Cope with School-based Challenges Inhibiting Effective Implementation of Curriculum" reveal that it is not uncommon for

teachers to take advantage of the high enrolment as an excuse for not performing and engage in other income generating activities outside the school in order to compensate for their low pay. Also Gray (2011) and Molynueax (2011) in their studies on USE education in Uganda found out that part time and limited resources affected the implementation of the program. This therefore tends to mean that the teachers are rarely settled in schools as they keep moving to look for money to supplement their salaries. There is need for the government and head teachers to find means of settling teachers in schools by giving them allowances to cover up for them some bills so they can stop moving here and there.

5.1.3 The Difference Between Teacher Commitment and the Implementation of Universal Secondary Education in Rural and Urban Schools.

The hypothesis that there is no difference in teacher Commitment and the implementation of Universal Secondary Education was tested using data sets from both teachers and students independent T test. Analysing two data sets was important because when teachers can assess their performance, learners are key stakeholders who closely watch the performance of teachers and it was important for this study to consider their views.

The results from the teachers independent T- test revealed that there was a less statistically significant difference in the means of the school being located in rural and urban areas and the teachers preparing to teach at ($p=0.089$) at 10%. Also results showed a less statistically significant difference in the mean of the school being located in rural or urban areas on the teachers' lesson delivery at ($p=0.028$) at 5% Level of significance. These results meant that there is a difference between teacher Commitment and the implementation of USE in rural and urban schools.

The students' T test, results showed that there was a strong statistically significant difference between teacher Commitment and the implementation of USE in rural and urban schools on preparation and teachers' general involvement in school activities at ($p = .001$) at 1% and ($p < .001$.) respectively. This meant that there was a strong significant difference between teacher Commitment and the implementation of USE on these variables and the null hypothesis that there is no difference between teacher Commitment and the implementation of USE in rural and urban schools could not be accepted.

The qualitative results revealed the difference existing between teachers' Commitment and implementation of USE program among urban and science teachers who are fond of part timing as compared to the rural teachers who are limited to such opportunities. Another difference in the qualitative analysis existed in the workload which affected urban teachers due to high enrolment as compared to rural school teachers whose enrolment is low.

These results are in line with the study of Hamad, Bahadar, Faqir Sajjad, Shadiullah & Najeebullah (2013) in "Organizational Commitment of teachers and role of their employment traits in the context of higher education institutions of Pakistan" They used a T-test and ANOVA to test for the variation in the Commitment of the faculty members of higher education institutions of Pakistan and results of the statistical test divulged that most of the demographic variable like (experience, education, Salary etc.) causes a variation in the mean of the Commitment of the faculty members. Also the study done by Orodho, Waweru, Ndichu & Nthinguri (2013) attempted to establish the association between the location of the school as the independent variable and its effect on teacher effectiveness in free primary curriculum implementation as the dependent variable. They used chi-square statistical technique and found a significant association between the location of the school and the Levels of challenge factors perceived by teachers to affect teacher effectiveness in the implementation of curriculum which meant that teachers of schools in urban and rural areas do not have similar perceptions of the effectiveness as a result of the introduction of the free primary education program. Adedegi & Olaniyan (2011) in "Improving the conditions of teachers and teaching in rural schools across African countries" found out that lack of career development opportunities in rural settings, which often combine with other factors make teachers' effectiveness difficult in rural areas when compared to their urban counterparts.

However, these results differ from the results of Ambrish & Azkiya (2016) in Professional Commitment of Secondary School Teachers in Relation to Their Gender and Area: A Comparative Study who used a T-test to compare professional Commitment score of urban and rural secondary school teachers and it was not found significant at .017. Level of significance leading to a conclusion that urban and rural secondary school teachers do not differ significantly in their professional Commitment.

That the results in this study showed no significance results in the difference in teachers' appreciation of their job means that teachers whether in rural or urban schools do not appreciate

working in USE schools and on these variables the null hypothesis that there is no difference between teacher Commitment and the implementation of Universal Secondary Education Program in rural and urban schools is accepted. These findings are in line with the study done by Molyneaux (2011) in her study entitled “Uganda’s Universal Secondary Education Policy and its Effect on Empowered Women: How Reduced Income and Moonlighting Activities Differently Impact Male and Female Teachers” who found out that most teachers were not interested in teaching in USE schools because of lack of PTA incentives and when posted there in most cases they seek transfers to non-USE schools. However, Nairuba (2011) in “Motivational Practices and Teachers Performance in Jinja Municipality, Jinja District, Uganda” argued that in Jinja Municipality teachers are not performing and working conditions are appealing which has resulted into variations in performances.

5.2 Conclusions

This study divulged that the Level of teacher Commitment to the implementation of universal secondary education is high on the teachers’ interest in their job, preparation, responding to the time table and general involvement in school activities.

The study also revealed that teacher engagement in personal business or part time was a major factor that affected the Commitment of teachers in implementing universal secondary education.

The independent t-test was done to test the difference between teachers’ Commitment and the implementation of USE in rural and urban schools. The findings revealed that there was a statistically significant difference in the teachers’ Commitment to USE implementation in rural and urban schools on the teachers’ preparation to teach, responding to the timetable and general involvement in school activities.

5.3 Recommendations

This study recommends the following;

1. Government should endeavor to release USE funds and provide schools with enough facilities to maintain the high Level of teacher Commitment
 1. Teacher associations such as SACCOS must be harnessed and financially strengthened to ensure they support teachers financially in order to stamp down the habit of part time.

2. The inspectorate should be strengthened especially with more manpower and resources in order to reinforce implementation of set standards in all USE schools regardless of location.

5.4 Areas for Further Studies

The following areas require further study:

1. The management of part time teaching in USE schools
2. Variations between teacher Commitment in rural and urban USE schools.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

My name is Mbabazi Specioza. I am a student of master of Education in Policy, Planning and Management of Kyambogo University. I am carrying out a study on Teacher Commitment and the Success of Universal Secondary Education in rural and Urban Schools of Kabarole district, Uganda as a requirement for the partial fulfilment of the award mentioned above.

You have been selected to participate in this study because you have the information and knowledge related to the study. You are kindly requested to spare some of your valuable time and to the questions hereunder. The information given will be used only for academic purposes and will be treated with utmost confidentiality.

Thank you for volunteering this very important information.

MbabaziSpecioza.

Researcher

SECTION A

Demographic Data.

NAME OF SCHOOL.....

Location (name the sub county).....

a. Tick whether it is in rural or urban setting (a) rural (b) urban

c. Number of students in your class

Circle where appropriate

Your age group (a) 12-15 (b) 16-20 (c) 20-25 (d) 26+

3. Sex; (a) male (b) female

4. Are you in boarding section or day section? (a) Boarding (b) day

5. In which class are you? (a) S.1/S.2 (b) S.3/S.5 (c) S.4/S.6

SECTION B:

6. Using the table below, rate the Level the Commitment of your teachers to teaching in this school as high or low on the following items by ticking in the box against the statement.

Level of Commitment	High	Low
6.1. preparation		
Teachers' preparation of lesson notes and learning aids		
6.2. Lesson delivery		
Teachers' attendance of lessons following the timetable		
Teachers involving you in discussion, pair work, group work, presentations etc		
Teachers finishing the syllabus in time		
6.3. Teachers management of students		
Teachers voluntarily guiding and counselling students		
Teachers disciplining students where necessary		
Teachers caring about improving students' performance		
Teachers make student daily roll calls and follow up on the absentees		
6.7. Involvement in school activities		
Teachers generally attend school meetings, assemblies, weekly duties		
Administering and supervision of exams		
They mark exercises/tests/examinations and give feedback in time		
Teachers getting involved school co-curricular activities		
Making report cards and giving them out to students at the end of every term		

7. Factors that affect the Commitment of teachers to the implementation of Universal Secondary Education

Put a ring around the best alternative/ choice to answer the following questions.

.The following factors affect the love your teachers for this school

1. The status of this school as a Universal Secondary School whereby

- (a) There is no PTA funds to supplement teachers' income
- (b) The teachers do not have much say about the conduct of students
- (c) The students come in the school and leave the way they want
- (d) None of the above

2. Teachers' engagement in personal business indicated by

- (a) Teachers' delay to come to class for lessons
- (b) Teachers' absenteeism
- (c) Lack of time to answer questions from students
- (d) None of the above

3 Lack of job satisfaction whereby

- (a) Teachers complain about low salary, much workload and delayed payments
- (b) The marks students get from different tests/examinations do not meet teachers' expectations
- (c) The school lacks facilities like classrooms, desks, toilets to aid effective teaching
- (d) None of the above

4. Long distance from the teachers' homes to school whereby

- (a) There is no accommodation for teachers at school
- (b) Sometimes bad weather like rain hinders teachers' coming to school

(c) The school does not facilitate teachers with transport

(d) None of the above

5. Too much work load whereby

(a) There is a big enrolment and classes are so congested

(b) Teachers rarely use learner centered methods because of congestion and so teaching becomes hectic

(c) Teachers find it difficult to mark exercises, tests and exams and give feedback in time

(d) None of the above

6. Inefficiency in program implementation whereby

(a) Students are automatically promoted which demoralizes teachers

(b) There is a lot of teacher transfers

(c) There is too much delay in the release of USE funds

(d) None of the above

8. Tick the appropriate column in the Table below according to how you feel on the Commitment of your teachers to the implementation of universal secondary education program in your school on the scale of 1- 5 whereby 1-strongly disagree (SD) ; 2- disagree (D) ; 3-agree (A) ; 4- Strongly agree (SA) 5- Not sure (NS)

	SA	D	A	NS	SD
	1	2	3	4	5
8.1. Preparation					
Teachers prepare lesson notes and learning aids and provide them in class					
8.2. Lesson delivery					
Your teachers attend all lessons according to the timetable					
Teachers involve you in class discussion, group work, pair work, lesson presentations etc					
Teachers finish the syllabus in time					
8.3. Student management					
Teachers voluntarily guide and counsel students					
Teachers discipline students where necessary					
Teachers care about academic improvement of students					
Teachers do daily student roll calls and follow up on absentees					
8.4. Involvement in school activities					
The teachers always do weekly duty, meetings and assemblies					
Teachers administer and supervise examinations					
They mark exercises/tests/examinations and give feedback in time					
Teachers get involved in school co- curricular activities					

Teachers make report cards and issue them out at the end of the term					
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APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is MbabaziSpecioza. I am a student of master of Education in Policy, Planning and Management of Kyambogo University. I am carrying out a study on Teacher Commitment and the Success of Universal Secondary Education in rural and Urban Schools of Kabarole district, Uganda as a requirement for the partial fulfilment of the award mentioned above.

You have been selected to participate in this study because you have the information and knowledge related to the study. You are kindly requested to spare some of your valuable time and to the questions hereunder. The information given will be used only for academic purposes and will be treated with utmost confidentiality.

Thank you for volunteering this very important information.

MbabaziSpecioza.

Researcher

SECTION A

Demographic Data.

NAME OF SCHOOL.....

Location (name the sub county).....

a. Tick whether it is in rural or urban setting (a) rural (b) urban

b. School enrolment

c. Number of students per stream

d. Number of teachers in school

2. Circle where appropriate

Your age group (a) 20-29 (b) 30-39 (c) 40-49 (d) 50+

3. Sex; (a) male (b) female

4. Marital status (a) Married (b) Single (c) widowed (d) divorced

5. What is your highest qualification? (a) Masters degree in education (b) Bachelors degree in education (c) Diploma in education (d) Others , Specify

6. How long have you stayed in the teaching profession? (a) 0-1 years (b) 2-5 years

(c) 6-10 years (d) 11+ years

SECTION B

7. Using the table below, rate the Level of your Commitment to implementing universal secondary education program as high or low.

Level of Commitment	High	Low
7.1. preparation		
Your preparation of schemes of work and lesson plans		
Your preparation of lesson notes and learning aids		
7.2. Lesson delivery		
Your attendance of lessons following the timetable		
Your involving students in discussion, pair work, group work, presentations etc		
Your finishing the syllabus in time		
7.3. Teachers management of students		
Your voluntarily guiding and counselling students		
Your disciplining students where necessary		
Your caring about improving students' performance		
Your making student daily roll calls and follow up on the absentees		
7.7. Involvement in school activities		
Your generally attending school meetings, assemblies, weekly duties		
Your administering and supervision of exams		
Your marking exercises/tests/examinations and give feedback in time		
Your getting involved school co-curricular activities		

Your making report cards and giving them out to students at the end of every term		
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8. Factors that impair teacher Commitment to the implementation of universal secondary education

Put a ring around the best alternative/choice to answer the following questions.

The following factors affect your love for this school

1. The status of this school as a Universal Secondary School whereby

- (a) There is no PTA funds to supplement teachers' income
- (b) The teachers have no say on the implementation of USE
- (c) The students come in school and leave the way they want
- (d) None of the above

2. The teachers' engagement in personal business indicated by

- (a) The delay to go to class for lessons
- (b) Being completely absent sometimes
- (c) Lack of time to answer questions from students
- (d) None of the above

3. Lack of job satisfaction whereby

- (a) You complain about low salary, much workload and delayed payments
- (b) The students' results and achievement do not meet your expectations
- (c) The school lacks facilities like classrooms, desks, laboratory etc to aid effective teaching
- (d) None of the above

4. Long distances whereby

- (a) The school is far from your home
- (b) Sometimes bad weather such as rain impair your coming to school
- (c) The school does not facilitate you with transport
- (d) None of the above

5. Too much workload whereby

- (a) There is a big enrolment and so the classes are congested
- (b) You hardly use learner centered method to teach and so teaching becomes tedious
- (c) There is lack of school facilities to aid effective teaching
- (d) None of the above

6. Inefficiency in program implementation whereby

- (a) The students are promoted automatically to the next Level regardless of performance
- (b) There are a lot of teacher transfers
- (c) The delay in releasing USE funds
- (d) None of the above

9. Tick the appropriate column in the Table below according to how you feel on the your Commitment to the implementation of universal secondary education program on the scale of 1-5 whereby 1-strongly disagree (SD) ; 2- disagree (D) ; 3- agree (A) ; 5. Strongly agree (DA)
5-Note sure (NS (SD)

	SA	D	A	NS	SD
	1	2	3	4	5
8.1. Preparation					
You prepare prepare lesson notes and learning aids and provide them in class					
8.2. Lesson delivery					
You attend all lessons according to the timetable					
You involve students in class discussion, group work, pair work, lesson presentations etc					
You finish the syllabus in time					
8.3. Student management					
You voluntarily guide and counsel students					
You discipline students where necessary					
You care about academic improvement of students					
You do daily student roll calls and follow up on absentees					
8.4. Involvement in school activities					
You always do weekly duty, meetings and assemblies					
You administer and supervise examinations					
You mark exercises/tests/examinations and give feedback in time					
You get involved in school co- curricular activities					
You make report cards and issue them out at the end of the term					

APPENDIX C: DOCUMENT ANALYSIS CHECK LIST

The items in this table will be rated at the scale of 1-5 where 1 will be low scores where teachers score less than expected and 5 as high where teachers attain expected scores.

Items for consideration	Indicator	Observation	Rating (5marks)	score
Interest	Preparation, Schemes of work, lesson plan, lesson notes, learning aids			
Delivery	Time table, methods, syllabus coverage			
Job appreciation	School meeting minutes Duty report books Students' note books			

APPENDIX D: INTERVIEW GUIDE FOR HEAD TEACHERS

1. In your opinion, would you rate the Level of Commitment of the teachers in implementing the Universal Secondary Program as high or low? And why?
2. Apart from leadership skills, student discipline and community involvement, which other factors (if any) may impair teacher Commitment to USE implementation in your school?
3. What is the difference between teachers' Commitment in this school and other schools of the same status (USE) but in different setting (i.e. urban or rural)?

APPENDIX E

INTRODUCTORY LETTER



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Department of Educational Planning Management

Date: 19th August 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: MBABAZI SPECIOZA - REG. No.14/U/12834/GMED/PE

This is to certify that **Mbabazi Specioza , Reg. No. 14/U/12834/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

***Teacher Commitment and the implementation of
Universal Secondary Education Program in rural and
Urban Schools of Kabarole District, Uganda***

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Komba

Leticia Komba Rwakijuma (Mrs.)
AG.HEAD OF DEPARTMENT

