

**WORKING CONDITIONS AND TEACHER COMMITMENT IN GOVERNMENT-
AIDED SECONDARY SCHOOLS IN RUBAGA DIVISION, KAMPALA
CAPITAL CITY AUTHORITY, UGANDA**

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DECLARATION

I, Annet Kyasiimire, affirm that this dissertation titled “Working Conditions and Teacher Commitment in Government-Aided Secondary Schools in Rubaga Division, Kampala Capital City Authority, Uganda” is entirely my own original work and that it has not been submitted before to any University for any other award.

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APPROVAL

This dissertation, titled “*Working Conditions and Teacher Commitment in Government-Aided Secondary Schools in Rubaga Division, Kampala Capital City Authority, Uganda*”

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DEDICATION

I dedicate this dissertation to my late father, Nathan Byakatonda, and my late mother, Margaret Kabashomi Byakatonda Abwooli, for their care, love and prayers. I miss you greatly. To Eva Kagimba, my mother-in-law, for her love, support, and inspiration. To me, you really are a mother. For the sacrifices you have made while I have worked toward this goal, I would like to thank my husband Gordon Murangira and our children, Donald Murangira, Monalisa Murangira Audrey, Randall Murangira Kagimba, and Malcolm Murangira. May God richly bless you.

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LIST OF ACRONYMS/ABBREVIATIONS

DV	Dependent Variables
ESC	Education Service Commission
HRT	Human Relations Theory
IREC	Institutional Research Ethics Committee
IV	Independent Variables
KCCA	Kampala Capital City Authority
MoES	Ministry of Education and Sports
NTC	National Teachers' Council
NTDC	National Teacher Development Centre
NTP	National Teachers Policy
SPSS	Statistical Package for Social Scientists
SS	Secondary School
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation

ABSTRACT

This study examined the influence of working conditions on teacher commitment in government-aided secondary schools in Rubaga Division, under the Kampala Capital City Authority (KCCA). Specifically, it explored the impact of collegiality, the physical work environment, and workload on teacher commitment. Adopting a positivist approach, the study employed a cross-sectional research design and involved a sample of 177 teachers. Data were collected using a self-administered questionnaire and analyzed through descriptive statistics, correlation, and regression analyses. The findings indicated that collegiality, physical work environment, and workload each have a significant positive influence on teacher commitment. The study concluded that collegiality is essential for fostering teacher commitment; a safe, secure, and well-organized physical environment is critical; and workload, particularly in terms of teaching hours, contributes positively to commitment. Based on these findings, the study recommended that head teachers actively promote collegiality within schools. Furthermore, the Ministry of Education and Sports, along with head teachers, Boards of Governors, parents, and other stakeholders, should work collaboratively to improve the physical conditions of schools. Additionally, the Ministry and school leaders should ensure that teachers are provided with adequate non-instructional time to build meaningful relationships with students, thereby enhancing overall teacher commitment.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Teacher commitment is a multifaceted force, shaping both individual professional growth (Ma, 2022) and broader societal impact (Alzoraiki, et al., 2023). Studies underscore commitment as a potent motivator driving teachers towards personal and collective excellence, directly influencing performance and contributing significantly to school objectives (Ni, 2017; Shu, 2022). Additionally, teacher commitment serves as a cornerstone in creating effective learning environments that foster student success (Yildiz & Celik, 2017). Committed teachers are driven to craft impactful lesson plans, resulting in elevated student achievements (Aparicio et al., 2021; Kalai et al., 2022; Yan et al., 2023). Furthermore, teacher commitment has a pivotal role in shaping positive school cultures, promoting collaboration, sharing innovative ideas, and cultivating inclusive environments (Bayer & Karaduman, 2021). This collective commitment contributes to a harmonious and productive school culture, enhancing the overall educational experience for students.

Similarly, Altun (2017) also observed that teachers who wholeheartedly dedicate themselves to their profession are more likely inclined to collaborate with their peers, share innovative ideas, and cultivate inclusive and supportive learning environments. Teacher commitment is crucial for retaining educators, mitigating burnout challenges, and bolstering the stability and expertise of the teaching workforce (Hariri & Sumintono, 2020). Given the profound importance of teacher commitment in education, this study investigated the influence of working conditions of teachers in government-aided secondary schools in Rubaga Division, Kampala capital City Authority (KCCA), on their level of commitment.

1.1 Background of the Study

This section provides information on the contextual, historical, conceptual and theoretical perspectives of the study.

1.1.1 Historical Perspective. The historical trajectory of secondary school teacher commitment unfolds from the early 19th century when teaching emerged as a profession, marked by the establishment of school systems in developed countries (National Centre for Education and Statistics, 1997). Initially, commitment stemmed from educators' intrinsic passion, driven by a love for imparting knowledge (Maiyani, 2017). In the 21st century, the landscape shifted, and teacher commitment expanded to encompass ensuring educational equity and advocating for resources (Woodcock et al., 2022). Teachers adapted to changes in curriculum, assessments, and diverse classroom demographics, showcasing a commitment to flexibility and addressing evolving student needs (Darling-Hammond et al., 2020; Ibrahim & Aljeneibi, 2022).

Teacher commitment has gained increasing attention over the past decades due to its strong influence on student achievement, school effectiveness, and overall teacher satisfaction (Shu, 2022). A highly committed teacher is more likely to remain in the profession, contribute positively to the learning environment, and foster long-term school stability. While teacher retention remains a global concern, commitment plays a crucial role in addressing this challenge by enhancing job satisfaction and professional dedication (Price & Weatherby, 2018). For instance, in the USA, maintaining a committed teaching workforce is difficult, as nearly one-third of new teachers leave the profession within their first year (Hariri & Sumintono, 2020). Even in countries like Taiwan, where teacher shortages are not a pressing issue, fostering teacher commitment is essential for strengthening organizational belonging and sustaining a high-quality education system (Pan, 2023).

In developing countries, teacher commitment remains an important concept, especially in countries where teachers face difficult working conditions and limited

resources (Evans, 2018). In sub-Saharan Africa, many countries, for example, Tanzania experienced serious teacher shortages following the implementation of universal primary and secondary education programs (Ikupa, et al., 2019). The development agendas of many African countries for example in Rwanda, Kenya, Nigeria, Tanzania Democratic Republic of Congo, and Uganda among others, face urgent and constant policy issues concerning adequate remuneration for teachers and teacher retention which is due to low professional commitment of teachers and shortage of teachers (UNESCO, 2020)

Developed nations such as in USA and Europe often boast committed teaching workforces supported by accessible training and professional growth opportunities (Darling-Hammond et al., 2021; Zhang et al., 2019). Conversely, the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2021) highlights the pervasive shortage of educators across Sub-Saharan Africa. Some developing countries, like Uganda, face challenges in sustaining affective commitment (Katerega, et al, 2021; Mugizi, 2019) which is exacerbated by demanding working conditions (UNESCO, 2018). Teachers arrive late to school, engage in other activities such as attending to their merchandise during school hours, and fail to execute all of their professional responsibilities such as drafting lesson plans, schemes of work, and executing weekly assignments (Mugizi, 2019).

Existing studies in Uganda on teacher commitment have examined factors relating to it such as motivational factors (Olurotimi, et al., 2015; Tumusime & Kasujja, 2020), remuneration and reward practices (Nimurungi, 2014), organizational support and leadership (Mugizi, 2019; Mugizi, et al., 2018) among others. However, in Rubaga Division, Kampala Capital City Authority- Uganda, research shows a decline in teacher commitment in secondary schools reflected in unethical behaviors such as unfair treatment of some students by teachers while favoring some few learners who show interest in a

subject and strained relationships between administrators, teachers, and learners (Katerega et al., 2021). Against this backdrop, this study sought to explore the influence of working conditions on teacher commitment within government schools in Rubaga Division, KCCA, and Uganda.

1.1.2 Theoretical Perspective. The study was directed by Human Relations Theory (HRT), originally proposed by Elton Mayo during the Hawthorn experiments in the early 20th century (Mayo, 1933). HRT represents a management philosophy that underscores the paramount importance of interpersonal relationships, effective communication, and motivation within the workplace (Omolawal, 2021). At its core, HRT recognizes employees as more than mere cogs in a machine; it acknowledges their social and emotional needs, asserting that fulfilling these needs is pivotal for achieving optimal performance (Omodan et al., 2020). Consequently, this theory serves as an invaluable framework for comprehending the relationship between teachers' working conditions and their commitment to secondary schools. HRT places a pronounced emphasis on the significance of positive relationships, a conducive physical work environment, and the overall well-being of employees (Zhenjing et al., 2022). In particular, Human Relations Theory emphasizes the value of cultivating good relationships among staff members, which is a notion pertinent to this study's investigation of teacher collegiality. The theory posits that in a supportive and collaborative work environment characterized by strong interpersonal bonds and mutual respect, employees are more likely to feel valued and consequently exhibit higher commitment to their profession (Omolawal, 2021).

Furthermore, this theory recognizes the role played by the physical work environment in shaping organizational commitment (Orji & Nwidi, 2017). In this study, the assessment of the influence of the physical environment on teacher commitment is

consistent with the theory's perspective. A work environment that is conducive and well maintained contributes to a positive atmosphere, which is more likely to enhance teacher commitment. Also, the HRT underscores the importance of addressing employees' needs and concerns (Onday, 2016). By investigating the influence of workload on teacher commitment, this study embraces the theory's focus on employee well-being. Identifying and understanding the relationship between workload and commitment closely aligns with the theory's emphasis on addressing factors that impact employee morale. Thus, this study explored the influence of working conditions, including collegiality, physical work environment, and workload on teacher commitment.

1.1.3 Conceptual Perspective. Teacher commitment was the main variable in this study. Yusuf et al. (2020) Teacher commitment is a psychological state that defines how a teacher connects with the school and influences whether or not one decides to stay employed in the school. In this study, teacher commitment was conceptualized as affective, normative and continuance commitment (Allen & Meyer 1990, Mugizi 2019). Allen and Meyer 1990 define affective commitment as the employees' emotional attachment to, identification with, and active participation in the organisation. Mustafa et al. (2019) define continuance commitment as the perceived necessity to remain with an organization due to the potential opportunity costs associated with leaving. Similarly, Yusuf et al. (2020) describe normative commitment as an employee's internalized sense of obligation to stay with the organization. In alignment with this perspective, Allen and Meyer (1990) also characterize normative commitment as a felt duty to remain, rooted in a sense of loyalty, responsibility, and moral obligation.

Working conditions refer to the physical, social, and organisational environment where work is performed (Orji & Nwidi, 2017). In this study, working conditions was

conceptualized as collegiality, physical work environment, and workload (Oludeyi, 2015). According to Ni (2017), collegiality is defined as the cooperative and supportive relationship among colleagues who share a common profession or workplace. Kusuma (2021) described physical work environment as the immediate physical surroundings in which work activities take place, including factors such as lighting, temperature, noise, air quality, ergonomics, and spatial layout. Firdaus et al. (2020) defined workload as the number of tasks, assignments, or responsibilities that an individual, team, or organisation is expected to complete within a specific period of time.

1.1.4 Contextual Perspective. This study was conducted within the educational landscape of Rubaga Division, focusing specifically on government-aided secondary schools. The educational landscape comprises five government-aided secondary schools, as per the KCCA statistical abstract for Kampala City (2019). According to MoES, (2018), the Ugandan government has implemented various interventions including National Teacher Policy (NTP), which aims at improving the quality of education, all targeting towards enhancing teacher commitment within the country. Other measures include the creation of the Education Service Commission (ESC) overseeing teacher employment and welfare improvements, including a revised salary structure.

Despite these initiatives by the government of Uganda-MoES, empirical evidence suggests persistently low teacher commitment in Ugandan government-aided schools. Studies such as Amanyisa (2021), Ludigo, et al. 2023, Mugizi (2019), revealed concerning trends such as teacher tardiness, engagement in other non-school activities during school hours like attending to their merchandise and failure to fulfil professional obligations like making lesson plans, schemes of work and performing weekly tasks. Unethical behaviours, like unfair treatment of some students by teachers while favoring others who have an

interest in a subject in the face of limited resources and strained relationships are evident in Rubaga Division, KCCA (Katerega et al. 2021). Additionally, the Ministry of Education and Sports reported an annual attrition rate of 6.4% for secondary school teachers in 2020, emphasizing the urgency of investigating factors influencing teacher commitment (Education Service Commission, 2021). In light of these challenges and in recognition of the importance of teacher commitment, this study became particularly significant. The study investigated the influence of working conditions on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA, and Uganda.

1.2 Statement of the Problem

Teacher commitment is a vital professional trait that profoundly influences teacher performance, student achievement, and school objectives (Shu, 2022). Highly committed teachers can significantly impact their students' learning outcomes (Yildiz & Celik, 2017). Recognizing this significance, the Ugandan government implemented several initiatives to enhance teacher commitment such as the Education Service Commission (ESC) for employment oversight; and enhancing efforts to improve teachers' welfare through a revised salary structure for teachers. The National Teachers Policy of 2018 aims to improve teacher well-being by offering ongoing training, mentorship, support, and better remuneration, as well as enhancing working conditions with improved infrastructure and resources (Ministry of Education and Sports, 2018).

Despite these efforts, empirical evidence indicates persistently low teacher commitment in government-aided schools in Uganda. This is evident through teachers arriving late, engaging in other non-school activities during school hours like attending to their merchandise, neglecting professional duties, and unfair treatment of students by teachers (Katerega et al., Ludigo, et al. 2023; & Mugizi, 2019). If the issue of teacher

commitment is not addressed, several potential consequences may arise, affecting educators and students, as well as the overall education system. Some likely consequences include a decline in educational quality and students' performance, teacher burnout, and attrition (Ni, 2017) hence failure to achieve Government goals of "Uganda Vision 2040". While existing studies have examined motivational factors, organizational support, remuneration, and reward practices concerning teacher commitment (Ludigo, et al. 2023, Mugizi, 2019; Nimurungi, 2015; Olurotimi, et al. 2015; Tumusime & Kasujja, 2020), these studies were not conducted in government-aided schools in Rubaga Division and do not encompass elements like collegial relationships, the physical work environment, and workload. Therefore, this study aimed to investigate the influence of working conditions on teacher commitment in government-aided secondary schools in Rubaga Division, providing a comprehensive understanding of working conditions and teacher commitment.

1.3 Purpose of the Study

This study investigated the influence of working conditions on teacher commitment in government-aided secondary schools in Rubaga Division, Kampala Capital City Authority.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the influence of collegiality on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA.
2. To assess the influence of the physical environment on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA.
3. To analyse the influence of workload on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA.

1.5 Hypotheses

This study tested the following research hypotheses:

H1: The research hypotheses corresponding to the stated objectives:

1. H1: Collegiality has a significant positive influence on teacher commitment in government-aided secondary schools.
2. H2: Physical work environment has a significant positive influence on teacher commitment in government-aided secondary schools.
3. H3: Workload has a significant positive influence on teacher commitment in government-aided secondary schools.

1.6 Scope of the Study

1.6.1 Geographical scope. This study on working conditions and teacher commitment was conducted among teachers in all the five (5) government-aided secondary schools in Rubaga Division, Kampala Capital City Authority namely: Lubiri SS, Kitebi SS, Mengo SS, Mackay Memorial School and Natete Muslim High School.

1.6.2 Content scope. The content scope included teacher commitment and working conditions that influence it. Teacher commitment includes normative commitment, affective commitment, and continuance commitment, while the working conditions include collegiality, physical work environment, and workload.

1.6.3 Periodic content. The study was conducted from June to September 2024. This is because the schools were open at that time, enabling the researcher to get the teachers. The period was enough for field data collection, data entry, and analysis.

1.7 Significance of the Study

The results of this study provide important information for the academia, International Organizations, government of Uganda, the school management and teachers in various

ways. Hence the findings of this study have both theoretical and practical significance. Theoretically, this study is beneficial to the academia because it generates new information on the relationships between teacher working conditions and teacher commitment in government aided secondary schools. This will provide a base for other researchers to further discuss and understand teacher commitment. Practically, for the international bodies and Organizations, the study findings on teachers' working conditions are important in directing advocacy and support to uplift working conditions and consequently commitment of teachers because teacher commitment contributes to the achievement of SDG4 (Quality Education) hence building a decent work and economic growth, industrial innovation & infrastructure and reduced inequalities. This study provides critical insights for the Government of Uganda particularly the Ministry of Education and Sports (MoES), its affiliated agencies, and local governments regarding the working conditions of teachers and how these conditions influence teacher commitment in government-aided secondary schools. This helps to instigate the responsible bodies to make policies aimed at improving the service delivery and consequently improve teacher commitment crucial in achieving Vision 2040 that aims to transform the country into an inclusive and sustainable society. The study is helpful for the head teachers and administrators in establishing and improving the working conditions of teachers to enhance teacher commitment in their respective schools. Teachers will use the information to focus their effort in a direction that can improve the morale and consequently, effective teaching.

1.8 Conceptual Framework

The conceptual framework of this study draws from Human Relations Theory. As noted in the theoretical perspective subsection, this theory shows that working conditions (collegiality, physical work environment and workload) influence teacher commitment (affective, normative and continuance) as illustrated in Figure 1.1

Working Conditions (IV)

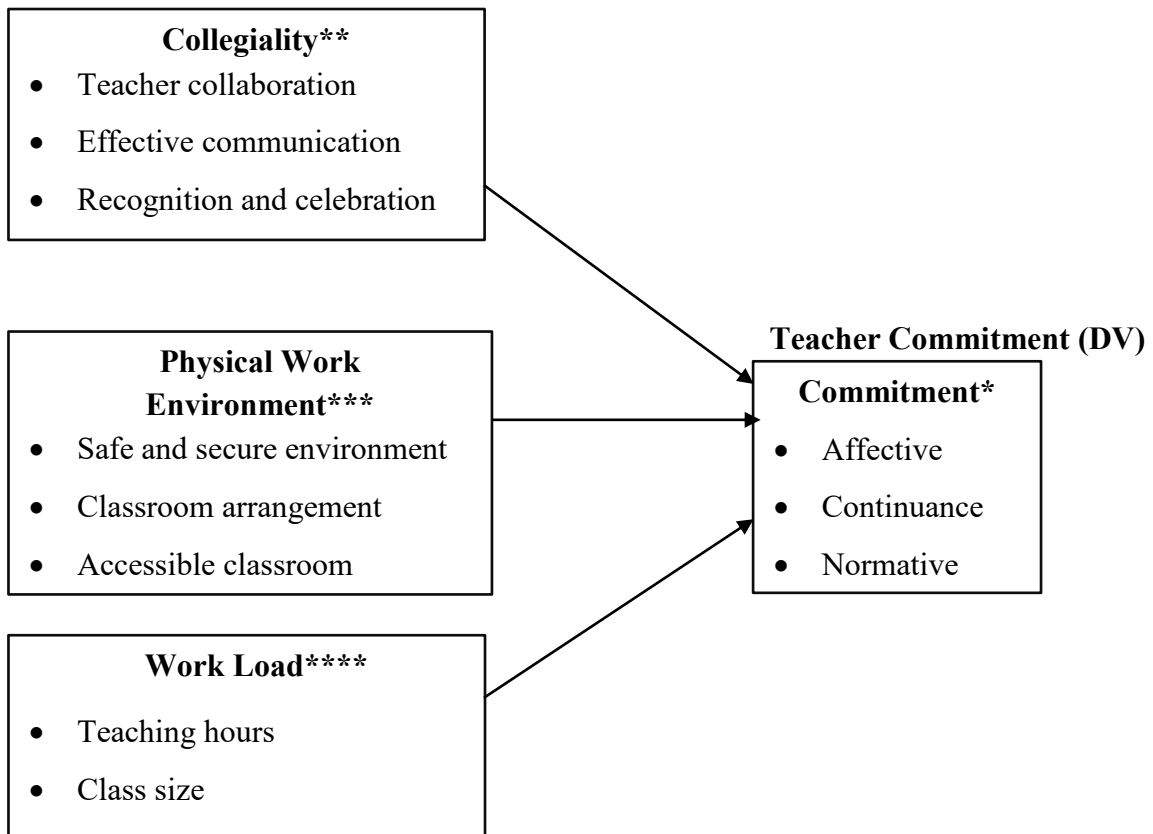


Figure 1. 1

Conceptual Framework Postulating that Working Conditions Influence Teacher Commitment

Source: Conceptual framework based on ideas adapted from Allen and Meyer (1990) *, Becerra (2016)**, Shah (2011)**, Ladd (2011)***, and Horn & Schaufeli (1998)****

The conceptual framework (Figure 1.1) illustrates teacher commitment as the dependent variable (DV). The researcher operationalized teacher commitment in terms of normative commitment, affective commitment, and continuance commitment, as conceptualised by Allen and Meyer (1990). In the conceptual framework above, working conditions are regarded as independent variables (IV). The researcher operationalized working conditions in terms of collegiality (teacher collaboration, effective communication, recognition, celebration), physical work environment (safe and secure environment,

classroom arrangement for collaborative work spaces, accessible classroom resources), and workload (teaching hours and class size as proposed by (Orji and Nwidi, 2017).

1.9 Operational Definition of Terms

Operational definition of terms gives the explanation of how concepts are measured in this study in order to ensure clarity and consistency. This allows for reliable and valid assessments of results.

1.9.1 Teacher commitment. This study refers to teacher commitment as continuance, affective and normative commitment

1.9.2 Collegiality. This study refers to collegiality as teacher collaboration, effective communication and recognition and celebration.

1.9.3 Physical work environment. This study refers to physical work environment as safe and secure environment, classroom arrangement for collaborative work spaces and accessible class room resources.

1.9.4 Workload. This study refers to workload as teaching hours and Class size

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter encompasses the conceptual review, theoretical review and review of related literature. The study offers a comprehensive review of the literature on the impact of teacher working conditions on teacher commitment, synthesizing empirical findings from previous research and highlighting the existing gaps that this study aims to address. Review of related literature is organised and presented according to the study objectives.

2.1 Theoretical Review

This section reviews the theory that guided this study namely; Human Relations Theory.

2.1.1 The Human Relations Theory (HRT). This study was directed by Human Relations Theory developed by Elton Mayo. The Human Relations Theory by Mayo's work, challenged the mechanistic and impersonal views of classical management theories (Mayo,1933). A series of studies termed as the Hawthorne Experiments were conducted by Elton Mayo at the Western Electric Hawthorne Works in Chicago between 1924 and 1932. These experiments were initially designed to investigate the relationship between lighting conditions and worker productivity. However, Mayo and his colleagues, including Fritz Roethlisberger and William Dickson, discovered that changes in lighting had little effect on productivity. Instead, they found that social and psychological factors played a significant role in influencing worker behavior and productivity (Omodan, et al. 2020). The data derived from Mayo's Hawthorne Experiments and the subsequent development of the Human Relations Theory have direct implications for understanding and fostering employee commitment within an organizational context (Onday, 2016; Orji & Nwidi 2017). For example, HRT places a pronounced emphasis on the significance of positive relationships, a conducive physical work environment, and the overall well-being of employees, all of

which are central factors examined within this study, as they are acknowledged to exert a profound influence on teacher commitment (Onday, 2016; Zhenjing, et al., 2022).

More specifically, Human Relations Theory emphasizes the significance of nurturing positive interpersonal relationships within the workplace, a principle that aligns closely with this study's examination of collegiality among teachers. The theory posits that in a supportive and collaborative work environment characterised by strong interpersonal bonds and mutual respect, employees are more likely to feel valued and consequently exhibit a higher commitment to their profession (Omolawal, 2021). Investigating the impact of collegiality on teacher commitment is fully in alignment with the foundational principles of the Human Relations Theory.

Furthermore, this theory recognizes the significant role played by the physical work environment in shaping organizational commitment (Orji & Nwidi, 2017). In this study, the assessment of the influence of the physical work environment on teacher commitment is consistent with the theory's perspective. A work environment that is conducive and well-maintained contributes to a positive atmosphere, which is more likely to enhance teacher commitment.

Lastly, Human Relations Theory underscores the importance of addressing employees' needs and concerns (Onday, 2016). This study adopts the theory's emphasis on employee well-being by examining how workload affects teacher commitment. An excessive workload can lead to stress and burnout, potentially eroding teacher commitment. Identifying and understanding the relationship between workload and commitment closely aligns with the theory's emphasis on addressing factors that impact employee morale. Thus, this study sought to explore the effects of working conditions, including collegiality, physical work environment, and workload, on teacher commitment.

Studies that have used human relations theory can be cited. For example, in Nigeria, Orji and Nwidi (2017) used HRT to investigate the effect of the work environment in terms of physical working conditions, interpersonal relationships, workload, and communication on teacher commitment. In China, Zhenjing et al. (2022) applied Human Relations Theory (HRT) to examine the influence of the workplace environment on academic staff performance. Similarly, in Nigeria, Omodan et al. (2020) analyzed the application of HRT in the context of university management, emphasizing its potential in fostering peaceful and people-centered administration. While these studies offer valuable insights into the use of Human Relations Theory within educational settings, there remains a notable research gap concerning its application in government-aided secondary schools, particularly within Rubaga Division of Kampala Capital City Authority in Uganda. For example, the mentioned studies have been conducted in Nigeria and China, and their findings may not be directly applicable to the unique context of government-aided secondary schools in Rubaga Division, Kampala Capital City Authority, and Uganda. The geographical and institutional differences may lead to variations in teacher working conditions and their impact on commitment. Besides, Uganda has its own unique cultural and educational system, which may influence the dynamics of teacher commitment differently compared to Nigeria and China. Therefore, a focused study on the Ugandan context is crucial for generating data that are contextually relevant and applicable. By addressing this research gap, this study can contribute valuable evidence that is tailored to the local conditions of government-aided secondary schools in Rubaga Division, Kampala Capital City Authority, Uganda, and offer practical recommendations for enhancing teacher commitment in this specific educational setting.

2.2 Conceptual Review

This section gives a conceptual review of teacher commitment and working conditions as defined by previous studies. Teacher commitment is a psychological state that defines the

nature of a teacher's relationship with the organization and significantly influences their decision to either remain with or leave the institution (Yusuf et al., 2020). Teacher commitment is described as the emotional bond teachers demonstrate toward their work (Altun, 2017). Kurniadi et al. (2017) Teacher commitment can be described as an internalized perception through which teachers make sense of and interpret their work experiences, shaping their attitudes and behaviors toward their roles and the organization. This study focused on organisational commitment (OC). Organisational commitment (OC) is conceptualized as a psychological state reflecting an employee's positive attitude and loyalty toward the organization (Allen & Meyer, 1990). It encompasses individuals' feelings of attachment to the organization, a sense of continuity, acceptance of its goals and values, and a willingness to contribute to their achievement (Nartey et al., 2018). This study adopts the Three-Component Model (TCM) of organisational commitment developed by Allen and Meyer (1990) as the theoretical framework for measuring OC. The three components of the model include continuance commitment, normative commitment and affective commitment.

Working conditions is the setting in which employees work (Orji & Nwidi, 2017). When working conditions are good, workers feel at ease and happy and when working conditions are bad, workers feel threatened and unsettled. Working conditions can be influenced by the physical environment, organisational requirements and social relationships (Razak et al., 2016). This study measured working conditions as collegiality, physical work environment and workload. Bolam et al. (2020) stresses that Collegiality refers to the professional relationships, practices, and structures that support the collaborative and cooperative work of educators in a learning community. It involves the development of relationships of trust and mutual respect, the sharing of expertise and resources, and the collective responsibility for student learning. According to Hunsberger and Kacirek (2019), collegiality is the creation of a culture of collaboration, innovation, and growth in a

professional community that fosters positive relationships, open communication, shared decision-making, and collective responsibility for the work of the community. Also, collegiality has been defined to involve the development of respectful, collaborative, and supportive professional relationships among colleagues who work together to achieve shared goals and improve outcomes for learners (Fritz, McMillan, and Arnold, 2021).

The concept of Physical work environment as reviewed by researchers, includes all aspects of the physical surroundings in which work activities occur, including the design, layout, materials, equipment, lighting, temperature, noise, air quality, and access to outdoor spaces. It is designed to facilitate optimal working conditions, promote employee health and well-being, and enhance productivity. Bilbo and Kamp (2020) define the physical work environment as the human-made or modified aspects of the physical surroundings in which work activities occur. These include the layout, design, materials, and equipment of the physical environment, as well as the lighting, temperature, noise, and air quality. To Brawley and Potosky (2021), the physical work environment encompasses all aspects of the built environment, including indoor and outdoor spaces, furniture, equipment, and technology. In a review of the concept of workload, Firdaus et al. (2020) defined it as the number of tasks, assignments, or responsibilities that an individual, team, or organisation is expected to complete within a specific time. Khan et al. (2014) define workload as the total amount of time devoted to work.

2.3 Review of Related Literature

The review of related literature presents the influence of working conditions on teacher commitment from the empirical results of previous studies and the gaps to be filled by this study.

2.3.1 Collegiality and teacher commitment. Collegiality is defined as the professional relationships, practices, and structures that support the collaborative and cooperative work of educators in a learning community (Bolam et al. 2020). Several studies have explored the relationship between collegiality and teacher commitment, providing valuable insights into the dynamics that link these two constructs. One such study by Shah (2012), was carried out in Islamabad, Pakistan on the influence of teachers' collegiality on their organisational commitment in high-and low-accomplishing secondary schools. A quantitative approach with a cross-sectional research design was used where survey was a significant source of data collection from 364 public secondary school teachers. The results from data analysis by Structural Equation Modelling (SEM) and Latent Mean Structure statistics (LMS) affirmed that teacher collegiality positively impacted organisational commitment. However, while Shah's (2012) study in Islamabad, Pakistan, has established a positive relationship between collegiality and teacher commitment, methodological complexities like the use of Structural Equation Modelling (SEM) and Latent Mean Structure (LMS) statistics may limit the interpretability of these findings for practitioners. Moreover, within the Ugandan context, research has predominantly focused on factors like leadership styles, motivation, and human resource practices influencing teacher commitment in various districts. However, there is a noticeable scarcity of studies specifically examining the impact of collegiality on teacher commitment in government-aided secondary schools in Rubaga Division, Uganda. This gap underscores the need for the current study, which aims to employ more straightforward analytical methods, such as correlation and regression analyses, to explore this relationship within the specified context.

Kiiza and Picho (2015) researched the relationship between effective communication and commitment within the staff of School of Finance and Banking in Kigali, Rwanda. Data from 97 participants were analysed using Pearson product-moment correlation coefficients.

The findings revealed a positive correlation between staff commitment and effective communication. Thus, effective communication, as an aspect of collegiality, was identified as a significant factor influencing employee commitment. The study however looked at only effective communication leaving out other constructs of collegiality presenting a conceptual gap that the current study seeks to address. Kiiza and Picho's study in Rwanda highlighted a contextual gap by focusing on the commitment of staff in the School of Finance and Banking. In contrast, the current study concentrates on the commitment of teachers in government-aided secondary schools in Uganda, thus necessitating an exploration of the relationship between working conditions and teacher commitment.

Ni (2017) studied teacher working conditions, teacher commitment and charter schools in USA. The study employed quantitative analyses of national data from 2007-2008 school and staffing survey. Hierarchical linear models were used in analysing data. The results indicated that collegiality had a strong and positive relationship with teacher commitment. While Ni's (2017) study in the United States established a strong positive relationship between collegiality and teacher commitment using data from the 2007–2008 School and Staffing Survey, the reliance on outdated national datasets presents a methodological limitation, as the educational landscape has evolved significantly since then. Moreover, the study's focus on charter schools in the U.S. context limits its applicability to different educational settings. In Uganda, existing research has predominantly explored factors such as leadership styles, motivation, and human resource practices influencing teacher commitment in various districts. However, there is a noticeable paucity of studies specifically examining the impact of collegiality on teacher commitment in government-aided secondary schools in Rubaga Division, Uganda. This gap underscores the need for the current study, which aims to employ more contemporary and contextually relevant analytical

methods, such as correlation and regression analyses, to explore this relationship within the specified Ugandan context.

In Nigeria, Orji and Nwidi (2017) conducted a study to examine the impact of the work environment on teacher commitment. The study involved a sample of 112 teachers from private secondary schools in the South East region of Nigeria. Data were collected through a questionnaire, and the researchers employed both Pearson Correlation and Regression analyses to evaluate the relationship between interpersonal relationships and teacher commitment. The results revealed a positive and statistically significant effect of interpersonal relationships among teachers on their commitment to duty. While Orji and Nwidi examined collegiality primarily through the lens of interpersonal relationships, this study posits a more comprehensive understanding. It argues that a holistic view of collegiality necessitates considering the interaction of constructs such as teacher collaboration, effective communication, and recognition and celebration. Therefore, this study aims to address this conceptual gap by investigating collegiality through this multifaceted perspective. Furthermore, a contextual gap exists in the current body of knowledge. Orji and Nwidi focused on teachers in private secondary schools which may have limited generalizability to the broader educational landscape. To address this limitation and provide insights applicable to a wider educational context, the present study specifically focuses on teachers within government-aided secondary schools. This shift in context allows for a more detailed understanding of the research questions within a different educational setting.

In the Philippines, Baoc-Deguisonan (2018) conducted a study examining the relationship between school climate and organisational commitment at Mindanao State University Feeder High School, with the aim of identifying areas for improvement. One of

the dimensions in Baoc-Deguisonan's study was engaged teacher behavior evident in teachers who were supportive of their colleagues, helpful to each other, and enthusiastic. Questionnaires were used to collect data from 145 teachers and analysed using Pearson's product-moment correlation. Results showed a significant positive relationship between engaged teacher behaviour and organisational commitment. However, a conceptual gap emerges when considering the diverse nature of teacher collegiality. While Baoc-Deguisonan's (2018) work highlights the importance of engaged teacher behavior, the present study aims to explore other crucial dimensions of teacher collegiality that contribute to a comprehensive understanding. Specifically, this research focuses on effective communication, teacher collaboration, and recognition and celebration. This distinction in the conceptualization of teacher collegiality warrants further investigation within a different context. Furthermore, a contextual gap exists.

Baoc-Deguisonan's (2018) study was conducted within the specific educational setting of the Philippines. To determine the applicability and relevance of similar relationships in a different cultural and educational environment, particularly within the context of Uganda, a comparable study is necessary. Therefore, the present research seeks to address this contextual gap by examining the underlying forces of teacher collegiality (through the lens of effective communication, teacher collaboration, and recognition and celebration) and its potential relationship with other variables within the unique setting of Ugandan schools.

Khan (2019) investigated the influence of organisational climate on teacher commitment on 230 elementary teachers from private schools in middle-class areas of Karachi, Pakistan. The findings, from regression analysis, revealed that among various factors, collegial leadership emerged as a significant predictor of teachers' commitment.

However, while Khan's (2019) findings establish a significant predictive relationship between collegial leadership and teacher commitment, the direction of this prediction (positive or negative) remains unclear based on the provided information. This ambiguity presents a conceptual gap that the present study aims to address. Therefore, this research specifically hypothesizes and seeks to test whether this relationship is positive within a different educational context. Specifically, this study posits the following hypothesis: 'Collegiality has a significant positive influence on teacher commitment in government-aided secondary schools.' This hypothesis not only aims to clarify the direction of the relationship identified by Khan (2019) but also investigates this relationship within the distinct context of government-aided secondary schools.

Sarwar et al. (2022) carried out a study in Pakistan to investigate the relationship between collegial practices among secondary school teachers and their level of professional commitment. Using a questionnaire, data were collected from 240 secondary school teachers and analysed through t-tests and Pearson correlation coefficients. The results showed a substantial association between the collegial practices of secondary school teachers and their professional commitment. This study however aimed to explore collegial practices-professional commitment association among secondary teachers which presented a conceptual gap in the study that underscores the necessity of this research to examine collegiality and its influence on teachers' organisational commitment.

In conclusion, multiple studies affirm a positive link between collegiality and commitment. In Islamabad, Shah (2012) used SEM to show that strong peer networks boost organizational commitment; in Kigali, Kiiza and Picho (2015) found via Pearson correlation that effective communication facet of collegiality predicts staff commitment; and in South East Nigeria, Orji and Nwidi (2017) reported that interpersonal relationships significantly

enhance teacher dedication. Further support comes from Baoc-Deguisonan (2018), Khan (2019), and Sarwar et al. (2022), who all document positive associations between engaged, collaborative behaviors and teachers' commitment. Yet these studies either narrowly define collegiality, employ sophisticated modeling, or focus on non-Ugandan contexts, leaving a conceptual and contextual void that this study will address by operationalizing collegiality across multiple dimensions and testing its effects via correlation and regression in Uganda's government-aided secondary schools.

2.3.2 Physical work environment and teacher commitment. Physical work environment is defined as the human-made or modified aspects of the physical surroundings in which work activities occur (Bilbo and Kamp, 2020). Several studies have been done offering valuable information on the dynamics of the physical work environment and teacher commitment. In the Philippines, Damiao and Obao (2014) conducted a qualitative exploration of teachers' experiences in safe and secure school environments. Through in-depth interviews and focus group discussions with ten teachers from various public schools, they unveiled the profound impact of safety and security on teacher commitment. Nevertheless, methodological limitations in Damiao and Obao's (2014) qualitative approach present a methodological gap. The nature of qualitative data collection, while providing rich perceptions into lived experiences, may limit the generalizability of findings to a larger population and may not allow for the establishment of statistical relationships between specific variables. This methodological constraint prompts the current study to employ a quantitative approach to data collection. By doing so, this research aims to explore the interplay and relationships between the physical work environment and teacher commitment in a more statistically generalizable manner. Furthermore, the small sample size in Damiao and Obao's study further limits the breadth of generalizability. Beyond methodology, conceptual gaps also exist in Damiao and Obao's (2014) work. Their study focused primarily

on the broad concepts of safety and security and did not specifically examine the influence of more granular constructs within the physical work environment that could impact teacher commitment. The current study seeks to address this by investigating the potential influence of specific elements such as classroom arrangement and the accessibility of classroom resources on teacher commitment. By focusing on these distinct constructs, this research aims to provide a more interpreted and detailed understanding of how the physical work environment relates to teacher commitment.

In Nigeria, Orji and Nwidi (2017) investigated the effect of the work environment on teacher commitment using a sample of 112 teachers from selected private secondary schools. Data were collected through a structured questionnaire, and the researchers employed both Pearson Correlation and Regression analyses to examine the relationship between the work environment and teacher commitment. The findings indicated that conducive physical working conditions had a substantial and positive influence on teacher commitment. However, a contextual gap emerges from Orji and Nwidi's (2017) study. Their investigation was specifically confined to private secondary school teachers in Nigeria. This exclusive focus on the private school sector within the Nigerian context may limit the generalizability of their findings to the broader educational landscape, particularly to the context of Uganda. To understand whether similar relationships exist and manifest in the unique educational, cultural, and socioeconomic environment of Uganda, a comparable study within this specific context is warranted. Therefore, the present research seeks to address this contextual gap by investigating the relationship between the physical work environment and teacher commitment within government-aided secondary schools in Uganda.

Similarly, in Malaysia, Cheng and Kadir (2018) looked into the relationship between work environment and organisational commitment among private school teachers. In their involving 110 teachers, they investigated resource adequacy, staff freedom, student support, and work pressure. The findings underscored the significance of adequate resources, revealing a notable positive effect on teacher commitment. However, both contextual and conceptual gaps emerge from Cheng and Kadir's (2018) study. The contextual gap arises from their focus solely on private school teachers in Malaysia. This specific setting may limit the generalizability of their findings to the broader educational context, particularly to government-aided schools in Uganda, the intended setting for the current research. Furthermore, a conceptual gap exists in the range of work environment factors explored. While Cheng and Kadir (2018) examined resource adequacy, staff freedom, student support, and work pressure, the present study aims to broaden this understanding by exploring the influence of additional critical factors such as safety and accessible resources on teacher commitment. This expanded scope of the work environment necessitates further investigation to provide a more comprehensive picture of its impact on teacher commitment within the Ugandan context

Dağlı and Gençdal (2019) carried out a study on the association between the physical conditions of school buildings and organisational commitment in Turkey. The study involved 534 primary school teachers in the central district of Diyarbakir, Turkey. A correlation analysis was conducted. Maintenance and security of school buildings (in terms of security in the building and schoolyard, hygiene of the classrooms, toilets, and the schoolyard, light in the classrooms and corridors, and the size of classroom doors) was found to have a moderate positive relationship with affective commitment, normative commitment, and continuance commitment. Nevertheless, a contextual gap arises from Dağlı and Gençdal's (2019) study due to its focus solely on primary school teachers. This

specific focus may limit the generalizability of their findings to the broader educational context, particularly to secondary school teachers. Furthermore, their research was conducted in Turkey, a significantly different educational and cultural setting compared to Uganda. To understand whether similar relationships exist and manifest within the context of secondary schools in Uganda, a comparable study within this specific educational level and national context is necessary. Therefore, the present research seeks to address this contextual gap by investigating the relationship between the physical work environment and teacher commitment specifically within government-aided secondary schools in Uganda.

Neziri (2021) conducted a study in the Republic of North Macedonia to examine the relationship between the three dimensions of teacher commitment affective, continuance, and normative and various aspects of the work environment, including social, physical, and psychological conditions. The study sampled 298 Albanian teachers from both public and private institutions of higher learning. Correlation analysis revealed a positive relationship between physical work conditions and affective commitment, a weak but positive relationship with normative commitment, and no significant relationship between physical work conditions and continuance commitment. Empirically, Neziri's (2021) finding of no significant relationship between physical work conditions and continuance commitment stands in contrast to the results reported by other studies, such as Cheng and Kadir (2018); Dağlı and Gençdal (2019); and Orji and Nwidi (2017), which all found significant positive correlations between aspects of the physical work environment and teacher commitment (implicitly including a form of commitment that could be related to continuance commitment). This empirical contradiction underscores the complexity and potential context-specificity of this relationship. Therefore, the current research is necessary to further investigate the relationship between the physical work environment and teacher commitment within the specific context of government-aided secondary schools in Uganda,

potentially helping to harmonize these seemingly disparate findings and provide a more deeper understanding of these dynamics."

Nkrumah (2023) conducted a study examining the impact of the condition of academic facilities on teacher commitment in public senior high schools within the Cape Coast Metropolis, Ghana. Using questionnaires, data was collected from 297 teachers and analysed using SPSS for Pearson's correlation and t-test statistics. Results revealed a strong, positive, significant relationship between good academic facilities and teachers' commitment. However, a contextual gap exists as Nkrumah's (2023) research was conducted within the specific educational setting of Ghana. To determine the applicability and relevance of these findings in a different cultural and educational environment, particularly within the context of Uganda, a similar study is necessary. Therefore, the present research seeks to address this contextual gap by examining the relationship between the physical work environment (encompassing academic facilities and other relevant aspects) and teacher commitment within government-aided secondary schools in Uganda.

From the literature above, research on physical work environment and teacher commitment shows that well-maintained, safe, and resource-rich physical environments foster teacher commitment. Damiao and Obao (2014) qualitatively linked school safety to stronger commitment in the Philippines, while Cheng and Kadir (2018) and Orji and Nwidi (2017), quantitatively demonstrated positive effects of adequate facilities in Nigerian and Malaysian private schools, respectively. Dađlı and Gençdal (2019) found moderate positive correlations between building conditions and all forms of commitment in Turkish primary schools, and Neziri (2021) observed mixed effects in North Macedonian higher-education contexts. Nkrumah (2023) further confirmed the importance of academic facilities in Ghanaian high schools. However, small samples, qualitative designs, and non-Ugandan

settings limit these findings' transferability. The present study thus fills this gap by quantitatively examining specific environmental factors such as classroom layout and resource accessibility and their impact on teacher commitment in government-aided secondary schools in Uganda.

2.3.3 Workload and teacher commitment. Firdaus et al. (2020) defined workload as the number of tasks, assignments, or responsibilities that an individual, team, or organisation is expected to complete within a specific period. Different studies delved into the relationship between workload and teacher commitment. Orji and Nwidi (2017) explored the relationship between teacher commitment and the work environment in selected private secondary schools in South East Nigeria, with a focus on examining how workload defined in terms of task complexity affects teacher commitment. Their study surveyed 112 teachers using a questionnaire and employed Pearson Correlation and Regression analyses to evaluate the relationship between variables. The results revealed a significant positive association between workload and teacher commitment, suggesting that increased workload enhances teachers' dedication. However, the study's conceptualization of workload was limited, as it only considered task complexity and neglected other important dimensions.

To address this gap, the present study seeks to adopt a broader approach by including additional aspects of workload, such as teaching hours, class size, and burnout, in assessing their impact on teacher commitment. Furthermore, a contextual gap exists. Orji and Nwidi's (2017) research was limited to teachers in private secondary schools in Nigeria. This specific context may limit the generalizability of their findings to the broader educational setting. Therefore, to determine if similar relationships hold true in a different educational background, the current study will focus on government-aided secondary schools, providing context-specific insights relevant to this sector.

In the United States, Ni (2017) conducted a study examining the relationships among teacher working conditions, teacher commitment, and charter schools. The study utilized quantitative analyses based on national data from the School and Staffing Survey, employing hierarchical linear modeling to analyze the data. Findings revealed that workload measured by the number of teaching hours per week had a significant negative effect on teachers' organizational commitment. However, a methodological limitation of Ni's study lies in its reliance on secondary data from national surveys, which may not fully capture context-specific variables. This highlights the need for the present study to undertake primary data collection tailored to the Ugandan context, specifically to investigate how workload affects teacher commitment in government-aided secondary schools. Furthermore, a conceptual gap exists in Ni's (2017) operationalization of workload. Their study primarily examined workload in terms of teaching hours per week, potentially overlooking the influence of other critical constructs such as class size. The current study seeks to address this gap by incorporating this additional dimension of workload to provide a more comprehensive understanding of its impact on teacher commitment.

Empirically, Ni's (2017) finding of a significant negative influence of workload on teacher commitment contradicts the findings of other studies, including Habib (2020) Firdaus et al. (2020), Orji and Nwidi (2017), Purnamasari et al. (2020), which reported a positive relationship between workload (or aspects thereof) and teacher commitment. This empirical contradiction underscores the complexity and context-dependent nature of this relationship. Therefore, the current research is crucial to either validate or challenge these existing findings within the specific context of government-aided secondary schools in Uganda, ultimately contributing to a more cohesive understanding of the intricate dynamics between workload and teacher commitment.

Firdaus et al. (2020) investigated the moderating role of perceived workload on teacher commitment in Tangerang, Indonesia, utilizing questionnaire data from 61 teachers. Their findings indicated that perceived workload defined as tasks assigned within the workplace significantly moderated teacher commitment. However, the study presents a methodological limitation due to its small sample size, which constrains the generalizability of the results to a broader teaching population. Additionally, a conceptual limitation is evident in the narrow operationalization of workload, focusing solely on assigned tasks. To address these gaps, the present study intends to incorporate a broader range of workload constructs, including teaching hours and class size, thereby offering a more comprehensive analysis of how various dimensions of workload influence teacher commitment.

Purnamasari et al. (2020) investigated the influence of motivation, leadership style, and perceived workload on teacher commitment in private schools in southern Tangerang, Indonesia, with leadership style also examined as a moderating variable between workload and commitment. Utilizing Structural Equation Modelling (SEM) and a sample of 61 teachers, their findings, based on t-test statistics, revealed a positive relationship between perceived workload and teacher commitment. However, the study presents a methodological limitation due to its small sample size, which restricts the generalizability of the results to a broader teaching population. Additionally, the study's exclusive focus on private schools within the Indonesian context highlights a contextual gap. To address this, the present research aims to examine similar variables particularly workload in relation to teacher commitment within government-aided secondary schools in Uganda, thereby enhancing the relevance and applicability of the findings across different educational and cultural settings.

Perryman and Calvert (2020) conducted a comprehensive study to investigate the initial motivations that led individuals to pursue a teaching career and the factors influencing

their decisions to either leave the profession or contemplate doing so in the future. By leveraging data obtained from a survey involving graduates of teacher education of UCL Institute of Education (IOE) in London over a five-year period, the study aimed to discern crucial insights into teacher attrition. Notably, the research unveiled a prominent trend: workload emerged as the predominant and recurrently cited factor motivating teachers to consider leaving the profession or, in some cases, prompting their actual departure.

This finding underscores the pressing need to address workload-related issues within the teaching profession to retain and sustain teacher commitment. However, methodological gaps are present in Perryman and Calvert's (2020) study. Firstly, their reliance on secondary data from past surveys necessitates the current study to collect primary data. Gathering primary data within the particular context of Uganda, specifically government-aided schools will yield more immediate and pertinent insights into the association between workload and teacher commitment. Secondly, their use of qualitative methods of data collection, while valuable for in-depth understanding, might restrict the ability to generalize their findings to a larger population. Therefore, the current study will employ a quantitative approach to data collection, enabling the examination of these relationships across a broader sample of teachers and allowing for statistical inferences.

In the United Arab Emirates, Ibrahim and Aljneib (2022) studied the effect of work-related and personal factors on teacher commitment during educational change in Al Ain district public schools. The study used survey questionnaires to collect data from 737 respondents. One-way ANOVA and linear regression were used in analysing data and the results indicated a significant negative relationship between teaching load and commitment whereby commitment reduced when teachers had heavy teaching loads, taught several subjects and were given strenuous extra-curricular duties. Empirically, Ibrahim and

Aljneib's (2022) finding of a significant negative relationship between teaching load and teacher commitment contradicts the results of other studies, including Firdaus et al., 2020; Orji & Nwidi, 2017; Purnamasari et al., 2020; which reported a positive relationship between workload (or aspects thereof) and teacher commitment. This empirical contradiction underscores the complexity and potential context-specificity of this relationship. Therefore, the current research is crucial to either validate or challenge these existing findings within the specific context of government-aided secondary schools in Uganda, ultimately aiming to contribute to a more cohesive understanding of the complex dynamics between workload and teacher commitment.

In summary, studies of workload's impact on commitment yield conflicting results. Firdaus et al. (2020) and Orji and Nwidi (2017) report that greater task complexity and perceived workload can enhance commitment, whereas Ibrahim and Aljneib (2022) and Ni (2017) find that excessive teaching hours and heavy loads undermine it. Purnamasari et al. (2020) further document positive associations but with narrow operational definitions, and Perryman and Calvert (2020) identify workload as a key driver of teacher attrition. These empirical contradictions and the varied operationalization highlight conceptual ambiguities. Moreover, the focus on private or higher-education settings elsewhere fails to capture the realities of Uganda's government-aided secondary schools. This study therefore examines multiple workload dimensions (teaching hours and class size,) to clarify their combined effects on teacher commitment in the Ugandan context.

2.3.4 Synthesis of existing research and identified gaps. The literature review on the influence of working conditions on teacher commitment reveals a complex interplay of factors, including collegiality (Baoc-Deguisonan, 2018; Khan, 2019; Kiiza & Picho, 2015; Orji & Nwidi, 2017; Sarwar et al., 2022; Shah, 2012), physical work environment (Damiao

& Obao, 2014; Dağlı & Gençdal, 2019; Cheng & Kadir, 2018; Neziri, 2021; Nkrumah, 2023; Orji & Nwidi, 2017;), and workload (Firdaus et al., 2020; Habib, 2020; Ibrahim & Aljneib, 2022; Ni, 2017; Orji & Nwidi, 2017; Perryman & Calvert, 2020; Purnamasari et al., 2020). Studies on collegiality generally indicate a positive association with teacher commitment (Baoc-Deguisonan, 2018; Khan, 2019; Kiiza & Picho, 2015; Orji & Nwidi, 2017; Sarwar et al., 2022; Shah, 2012), though conceptual variations exist in defining collegiality and methodological differences in analysis.

Research on the physical work environment also tends to show a positive link to teacher commitment (Cheng & Kadir, 2018; Dağlı & Gençdal, 2019; Neziri, 2021; Nkrumah, 2023; Orji & Nwidi, 2017), with specific elements like safety, security, and adequate facilities being highlighted (Dağlı & Gençdal, 2019; Damiao & Obao, 2014; Nkrumah, 2023). However, the operationalization of the physical environment varies, and some studies present contradictory findings (Neziri, 2021). The relationship between workload and teacher commitment is particularly complex, with some studies suggesting a positive link under certain conditions (Firdaus et al., 2020; Orji & Nwidi, 2017; Purnamasari et al., 2020), while others report a negative association, especially with excessive teaching hours and responsibilities ((Ibrahim & Aljneib, 2022; Ni, 2017; Perryman & Calvert, 2020). Notably, the majority of the reviewed studies were conducted outside of Uganda (Baoc-Deguisonan, 2018; Cheng & Kadir, 2018; Dağlı & Gençdal, 2019; Damiao & Obao, 2014; Firdaus et al., 2020; Ibrahim & Aljneib, 2022; Khan, 2019; Kiiza & Picho, 2015; Neziri, 2021; Ni, 2017; Nkrumah, 2023; Orji & Nwidi, 2017; Perryman & Calvert, 2020; Purnamasari et al., 2020; Sarwar et al., 2022; Shah, 2012), often in private school settings (Cheng & Kadir, 2018; Firdaus et al., 2020; Khan, 2019; Orji & Nwidi, 2017; Purnamasari et al., 2020;) or using secondary data and qualitative methods (Damiao & Obao, 2014; Ni, 2017; Perryman & Calvert, 2020;), highlighting both contextual and methodological gaps

that the current study, focusing on government-aided secondary schools in Uganda and employing quantitative methods, aims to address to provide context-specific and generalizable insights.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This section gives insight into the research approach, design, sampling procedures, tools for data collection, quality control measures, and data management.

3.1 Research Approach

This study employed a positivist approach. Positivism is a research paradigm that emphasizes objective measurement of observable phenomena. In this context, it involved collecting data related to teacher working conditions and their influence on teacher commitment in government-aided secondary schools. According to Park et al. (2019), the approach allows for the quantification of variables, statistical analysis, and identification of relationships.

3.2 Research Design

The research adopted a cross-sectional design. According to Wang and Cheng (2020), this involves collecting information from a section of participants at a specific instant. This design was suitable for investigating the relationships between variables and determining the influence of teacher working conditions on teacher commitment within a specific cross-section in time.

3.3 Population and Sampling

541 teachers were targeted from the five government-aided secondary schools located in Rubaga Division. Teachers were chosen because they play a central role in modelling the learning experiences and outcomes of learners being at the core of the education system. Teacher commitment, therefore, directly influences the education quality delivered in schools. Understanding the factors that influence teacher commitment is essential for improving educational outcomes. Given the practical limitations in accessing the entire population, a sample was selected from this population. The researcher used Krejcie and

Morgan's (1970) table of sample size determination, to determine the sample size out of the total population. Thus, the minimum sample size from the five schools was 223 teachers. For each school, the sample size was determined using proportionate stratified sampling. According to Rahman et al. (2022), this method ensures that each subgroup is adequately represented in the final sample. The number of respondents from each school the researcher sampled is indicated in Table 3.1.

For example, the proportionate Sample Size for Lubiri SS = Target population/Total population* total sample size

Sample Size for Lubiri SS.

$$n = \frac{136}{541} \times 223 = 56$$

Table 3. 1

Target Population and Sample Size by Categories

Categories	Target pop.	Sample size
Mengo SS	201	83
Lubiri SS	136	56
Kitebi SS	80	33
Mackay Memorial School	66	27
Natete Muslim High School	58	24
Total	541	223

Note: While the study had planned to collect data from a sample of 223 teachers, final data was collected from 177 teachers because some selected teachers were not willing to complete the survey. This was a response rate of 79.4%. This response rate was considered sufficient because according to Pielsticker and Hiebl (2020), a response rate of 50% and above is sufficient in social science studies.

3.4 Sampling Technique

Simple random sampling was used to select the number of respondents required from each school with the aid of Excel. This means each individual was chosen by chance from the list

of names of teachers to take part in the study (Berndt, 2020). Simple random sampling helps to reduce bias in the information and allows the findings to be generalized.

3.5 Data Collection Method

The study utilized a survey approach, employing self-administered questionnaires to efficiently collect data from a sizable respondent pool within a limited timeframe. According to Ponto (2015), surveys excel in acquiring quantitative data, allowing for the quantification of participant responses, which facilitates numerical analysis and interpretation.

3.6 Data Collection Instrument

Data was collected using self-administered questionnaires (see Appendix B) based on instruments already used by other scholars indicated in Table 3.2. The questionnaire included items related to demographic information (Section A), teacher commitment (Section B), collegiality (Section C), physical work environment (Section D), and workload (Section E). A 5-point Likert scale was used for measurement where 1= strongly disagree, 2= disagree, 3= Not sure, 4= agree and 5= strongly agree.

Table 3. 2*Variables in the Data Collection Instrument, their Sources, and Reliability*

Variables	Construct	Items adopted	Source of the instrument, number of items, and their reliability
Teacher commitment	Affective commitment	8	Allen & Meyer, 1990 (8 items $\alpha=0.87$) Allen & Meyer, 1990 (8 items $\alpha=0.75$) Allen & Meyer, 1990 (8 items $\alpha=0.79$)
	Continuance commitment	8	
	Normative commitment	8	
Collegiality	Teacher collaboration	9	Shah, 2011 (38 items, $\alpha=0.850$)
	Effective communication	5	Becerra, 2016 (8 items, $\alpha=0.854$)
	Recognition and celebration	3	Becerra, 2016 (5 items, $\alpha=0.804$)
Physical work Environment	Safe and secure environment	3	Ahrens et al. 2020 (3 items, $\alpha=0.953$)
	Classroom arrangement	6	Ladd, 2011 (6 items) * Ladd, 2011 (6 items) *
	Accessible classroom resources	5	
Workload	Teaching hours	3	Ladd, 2011(4 items) *
	Class size	3	Ladd, 2011 (4 items) *

Note *=No alpha reported

3.7 Quality of Data Collection Instrument

3.7.1 *Validity*. Validation of the questions involved face validity where in collaboration with the supervisors, the researcher undertook measures to ensure the quality of the instrument (see Appendix B). According to Halek et al. (2017), this process encompasses a comprehensive review of each item within the instrument, focusing on its relevance, clarity, and appropriateness. The researcher also established the validity of the instrument by employing already developed tools used by previous scholars, as outlined in Table 3.2. Following the completion of the data collection phase, the researcher performed factor analysis to affirm the instrument's validity. Factor analysis indicators for different constructs were considered valid for those that loaded above 0.50. Factor Analysis results are shown in Table 3.3.

3.7.2 *Reliability*. Reliability was confirmed by reliability analysis. Reliability indicators of different constructs were tested using Cronbach's alpha (α) and attained at 0.70 and above. The results are presented in table 3.3

Table 3.3

Confirmatory Factor Loadings and Cronbach's Alpha Results

Variable	Construct	Number of Items Adapted	Number of items Retained	Factor Loadings Range	Cronbach's Alpha (Reliability Coefficient)
Teacher commitment	Affective Commitment (AC)	8	5	0.73-0.83	0.884
	Continuance Commitment (CC)	8	4	0.57-0.86	0.766
	Normative Commitment (NC)	8	4	0.51-0.83	0.751
Collegiality	Teacher Collaboration (TC)	9	3	0.72-0.83	0.756
	Effective Communication (EC)	5	4	0.80-0.86	0.847
	Recognition and Celebration (REC)	3	3	0.86-0.93	0.881
Physical Work Environment	Safe and Secure Environment (SSE)	3	3	0.77-0.87	0.743
	Classroom Arrangement (CAC)	6	6	0.67-0.80	0.831
	Accessible Classroom Resources (ACR)	5	5	0.69-0.82	0.836
Workload	Teaching Hours (TH)	3	2	0.85	0.622
	Class Size (CS)	3	2	0.91-0.92	0.826

Table 3.3 indicates that Teacher Commitment (TC) was operationalized as Affective Commitment (AC), Continuance commitment (CC) and Normative commitment (NC). For Affective Commitment 8 items were studied but only 5 were valid with factor loadings ranging between 0.73-0.83 and the Cronbach's Alpha of 0.884. Continuance Commitment had 8 items studied but only 4 were valid with factor loadings ranging between 0.57-0.86 and the Cronbach's Alpha of 0.766. Normative Commitment had 8 items studied but only 4 were valid with factor loadings ranging between 0.51-0.83 and the Cronbach's Alpha of 0.751.

Collegiality was operationalized as Teacher Collaboration, Effective Communication and Recognition and Celebration. Under teacher collaboration, 9 indicators were studied but only 3 were valid with factor loadings ranging between 0.72-0.83 and Cronbach's Alpha of 0.756. Effective communication had 5 items studied but only 4 were valid with factor loadings ranging between 0.80-0.86 and the Cronbach's Alpha of 0.847. Recognition and celebration had 3 items studied and all were valid with factor loadings ranging between 0.86-0.93 and the Cronbach's Alpha of 0.881.

Physical Work Environment was operationalized as safe and secure environment, classroom arrangement and accessible classroom resources. Under safe and secure environment, 3 indicators were studied and all were valid with factor loadings ranging between 0.77-0.87 and Cronbach's Alpha of 0.743. Classroom arrangement had 6 indicators and all were valid with factor loadings from 0.67-0.80 and Cronbach's of 0.831. Accessible classroom resources had 5 items and all were valid with factor loadings ranging from 0.69-0.82 with Cronbach's Alpha of 0.836.

Work load was operationalized as class size and teaching hours. Class size was studied using 3 indicators but only two were valid with factor loadings 0.92 and Cronbach's Alpha of 0.826. Teaching hours had 3 but only 2 were valid with factor loading of 0.85 and Cronbach's Alpha of 0.622. The valid and reliable items were used for further analyses in chapter 4.

3.8 Research Procedure

The study proposal was first approved by the supervisors and then submitted to the Directorate of Research and Graduate Training (DRGT) for approval. DRGT availed the researcher with a data collection letter (See Appendix C). The researcher proceeded to the field and sought permission from the schools' management by presenting the introductory

letter. Upon being allowed, the researcher identified the respondents, sought their consent and distributed the questionnaire to the selected respondents for filling. The researcher gave respondents sufficient time and arrangements for picking filled questionnaires were made.

3.9 Data Management

The researcher conducted quantitative data management procedures, encompassing two primary phases: data processing and data analysis. Data collected through the self-administered questionnaire were subjected to thorough error checking and editing, processed by coding and entered into a computer system. Subsequently, the data were summarized using frequency tables. IBM SPSS version 23 Statistics software was the tool employed for these tasks. The data analysis phase comprised both descriptive and inferential analyses. Descriptive analysis involved computing frequencies, percentages, medians, and means, with IBM SPSS version 23 Statistics facilitating this aspect of the analysis. For inferential data analysis, the researcher utilized correlation and regression analyses to test the three hypotheses.

3.10 Ethical Considerations

The researcher observed ethical issues like consent, anonymity, the principle of confidentiality, and acknowledging other people's contribution into this study. Respecting the dignity and rights of the research subjects was vital as suggested by Artal and Rubinfeld (2017). Confidentiality was maintained by ensuring that the information obtained from respondents is strictly used for the intended research purpose. To ensure anonymity, the instrument used for data collection had no name or telephone number to increase the confidence of participants to engage in the study. Further, the researcher ensured that permissions were sought from the schools, and participation in this study was voluntary.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study on teacher working conditions and teacher commitment in government-aided secondary schools. It provides an analysis of the data collected for each construct and variable, including the ratings and hypothesis testing. The chapter begins with an overview of the respondents' background characteristics, followed by a detailed presentation, analysis, and interpretation of data related to the study variables, constructs, and hypotheses.

4.1 Background Characteristics

The section covers the background characteristics of the teachers. The background characteristics covered were; gender, age group, highest level of education, years in service, nature of appointment and designation. Table 4.1 provides the background variables of the respondents.

Table 4. 1*Frequencies, Percentages of Background Characteristics of Respondents*

Variable	Category	Frequency	Percentage%
Gender	Female	89	50.3
	Male	88	49.7
	Total	177	100.0
Age group	Below 25	14	7.9
	25-34	55	31.1
	35-44	55	31.1
	45-54	33	18.6
	55 and above	20	11.3
	Total	177	100.0
Highest level of education	Diploma	13	7.3
	Degree	142	80.2
	Post graduate diploma	3	1.7
	Masters	19	10.7
	Total	177	100.0
Years in service	< 1	12	6.8
	1-5	31	17.5
	6-10	31	17.5
	11-15	35	19.8
	> 15	68	38.4
	Total	177	100.0
Nature of Appointment	Full time	156	88.1
	Part time	21	11.9
	Total	177	100.0
Designation	Top Administrator	9	5.1
	Head of department	24	13.6
	Class teacher	40	22.6
	Teacher	102	57.6
	Others	2	1.1
	Total	177	100.0

The study findings, as presented in Table 4.1, indicate a nearly equal distribution of male and female respondents. A slightly higher percentage of respondents were female (50.3%), while 49.7% were male. This suggests a balanced gender representation in the teaching profession, ensuring diverse perspectives on working conditions and teacher commitment. The age distribution of respondents revealed that the majority fell within the 25-34 years (31.1%) and 35-44 years (31.1%) age brackets. This indicates that a significant portion of teachers is in their early to mid-career stages, which may have implications for professional development, career aspirations, and long-term commitment to the teaching profession.

Regarding academic qualifications, the majority of teachers were degree holders (80.2%), followed by those with master's degrees (10.7%). A smaller percentage held diplomas (7.3%), while only 1.7% had a postgraduate diploma.

The dominance of degree holders highlights the emphasis on academic qualifications in the teaching profession. However, the relatively low percentage of teachers with postgraduate qualifications suggests a potential need for continuous professional development opportunities. The results on teaching experience indicate that a significant proportion of teachers had served for more than 15 years (38.4%), followed by those with 11-15 years of experience (19.8%). Additionally, 17.5% had served for 6-10 years, while another 17.5% had served for 1-5 years. A smaller proportion (6.8%) had less than one year of experience. These findings suggest that the study captured perspectives from both experienced and early-career teachers, offering a comprehensive view of commitment across different career stages.

The findings indicate that the majority of respondents were full-time teachers (88.1%), while 11.9% were part-time teachers. The dominance of full-time teachers in the sample suggests that the findings largely reflect the experiences of teachers with stable employment, which may have implications for commitment and job satisfaction. Regarding job roles, the majority of respondents were classroom teachers (57.6%), followed by class teachers (22.6%) and heads of department (13.6%). A smaller proportion comprised top administrators (9%), while 1.1% held other roles such as club patrons, deans, and housemasters. This distribution suggests that the study included respondents from various levels of school management, providing a holistic perspective on teacher working conditions and commitment. The background characteristics of the respondents indicate that teachers from diverse demographics participated in the study. The nearly equal gender representation,

varied age distribution, and different levels of experience suggest that the sample was well-balanced. Furthermore, the dominance of full-time teachers and classroom teachers ensures that the study findings are primarily reflective of those directly engaged in teaching and school activities. Given this diversity, the data collected can be considered representative and generalizable to government-aided secondary schools.

4.2 Description of Dependent Variable

Teacher commitment which is the dependent variable in this study was studied in terms of affective, continuance, and normative commitment. The results follow.

4.2.1 Description of Affective Commitment. This construct was considered the first measure of teacher commitment. the construct was studied using eight items (AC1- AC8), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). However, factor analysis and reliability analysis showed that only five items (AC4-AC8) were valid and reliable. Table 4.2 gives the descriptive results on those five items.

Table 4. 2

Frequencies, Percentages, and Means of Items on Affective Commitment

Affective Commitment	SD	D	NS	A	SA	Means
I feel deeply connected to this school	1 0.6%	3 1.7%	14 7.9%	100 56.5%	59 33.3%	4.20
I feel part of the group of this school	1 0.6%	5 2.8%	14 7.9%	89 50.3%	68 38.4%	4.23
I feel warmly connected to this school		24 13.6%	19 10.7%	80 45.2%	54 30.5%	3.93
This school has a lot of individual significance for me	2 1.1%	6 3.4%	25 14.1%	82 46.3%	62 35.0%	4.11
I feel a strong sense of belonging to my school	1 0.6%	5 2.8%	15 8.5%	88 49.7%	68 38.4%	4.23

The question item in the first row (Table 4.2) required the teachers to tell whether they felt deeply connected to their schools; the majority (89.8%) agreed while 7.9% were not sure

and 2.3% disagreed. The mean = 4.20 was close to code 4 for agree indicating that teachers felt deeply connected to their schools. The teachers felt they were part of the group of the schools because the majority (88.7%) agreed with 7.9% not sure and 3.4% disagreeing. This was confirmed by the high mean (mean = 4.23). As to whether teachers felt warmly connected to the schools, a larger percentage (75.7%) agreed while 13.6% disagreed and 10.7% were not sure. The mean = 3.93 implied that teachers felt warmly connected to the schools. For whether the school had a lot of individual significance for them, the majority (81.3%) agreed while 14.1% were not sure and 4.5% disagreed. The mean = 4.11 was close to 4 implying that teachers felt the school had a lot of individual significance for them. Regarding whether teachers felt a strong sense of belonging to the schools, the highest percentage (88.1%) agreed while 8.5% were not sure and 3.4% disagreed. The high mean = 4.23 suggested that teachers felt a strong sense of belonging to the schools. To find out how the teachers rated their affective commitment, an average index for it was computed for the five indicators measuring the same. The summary results on descriptive statistics in Table 4.3 follow.

Table 4.3

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of the Items on Affective Commitment

Descriptive		Statistic
Affective commitment	Mean	4.14
	Median	4.20
	Std. Deviation	0.67
	Minimum	1.20
	Maximum	5.00
	Range	3.80

Table 4.3 reveals that the overall mean =4.14 and median 4.20. The mean being close to 4 suggests that effective commitment of teachers was high. Besides the median (4.20) almost the same as the mean suggests a normal distribution as confirmed by the histogram reflected

in Figure 4.1. The minimum value of how respondents rated themselves on effective commitment was 1.20, and the maximum was 5.00. This gave a range of 3.80 which shows high disparities in the rating among respondents on items of affective commitment.

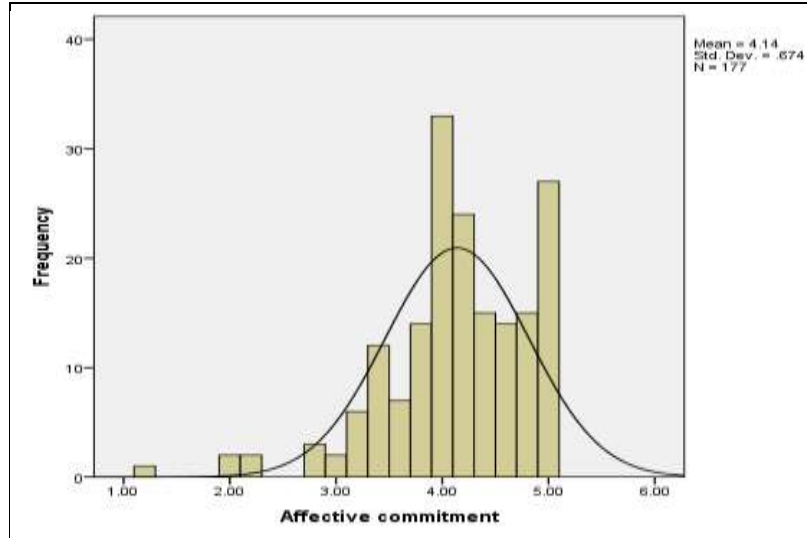


Figure 4. 1

The Histogram on Affective Commitment

4.2.2 Description of continuance commitment. This construct was considered the second measure of teacher commitment. The construct was studied using eight items (CC1-CC8), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). However, factor analysis and reliability analysis showed that only four items (CC3, CC5, CC6 & CC7) were valid and reliable. Table 4.4 gives the descriptive results of those four items

Table 4. 4*Frequencies, Percentages, and Means of Items on Continuance Commitment*

Continuance Commitment	SD	D	NS	A	SA	Means
If I chose to quit my employment in this school now, too much in my life would be disrupted	14 7.9%	36 20.3%	40 22.6%	62 35.0%	25 14.1%	3.27
Now it is a matter of necessity to stay on my job in this school	15 8.5%	39 22.0%	26 14.7%	69 39.0%	28 15.8%	3.32
I feel I have too few alternatives to consider quitting this school	21 11.9%	51 28.8%	28 15.8%	59 33.3%	18 10.2%	3.01
One of the few serious costs of leaving this school would be the lack of available alternatives	31 17.5%	46 26.0%	36 20.3%	55 31.1%	9 5.1%	2.80

The question item in the first row (Table 4.4) required the teachers to tell whether choosing to quit their employment in the schools then, too much in their lives would be disrupted, the larger percentage (49.1%) agreed while 28.2% disagreed and 22.6% were not sure. The average mean = 3.27 suggested that teacher indicated that somehow, if they chose to quit their employment in the schools then, too much in their lives would be disrupted.

With respect to whether it was a matter of necessity to stay on their jobs in the schools, the higher percentage (54.8%) agreed with 28.5% disagreed and 14.7% were not sure. The average mean = 3.32 meant that somehow, it was a matter of necessity for teachers to stay on their jobs in the schools. As to whether teachers felt they had too few alternatives to consider quitting the schools, the larger percentage (44.5%) agreed while 39.7% disagreed and 15.8% were not sure. The average mean = 3.01 meant that somehow, teachers felt they had too few alternatives to consider quitting the school.

Concerning whether one of the few serious costs of leaving the schools would be the lack of available alternatives, a larger percentage (43.5%) disagreed while 36.2% agreed and 30.3% were not sure. The average mean = 2.90 meant that somehow, one of the few serious

costs of leaving the schools would be the lack of available alternatives. To find out how the teachers rated their continuance commitment, an average index for it was computed for the four indicators measuring the same. The summary results on descriptive statistics in Table 4.5 follow.

Table 4. 5

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Continuance Commitment

Descriptive		Statistic
Continuance Commitment	Mean	3.10
	Median	3.00
	Std. Deviation	0.93
	Minimum	1.25
	Maximum	5.00
	Range	3.75

Table 4.5 reveals that the overall mean =3.10 and median 3.00. This suggested that the continuance commitment of teachers was moderate. Besides the median (3.00) is almost the same as the mean suggesting a normal distribution as confirmed by the histogram reflected in Figure 4.2. The minimum value of how respondents rated themselves on continuance commitment was 1.25, and the maximum was 5.00. This gave a range of 3.75 which shows high disparities in the rating among respondents on items of continuance commitment.

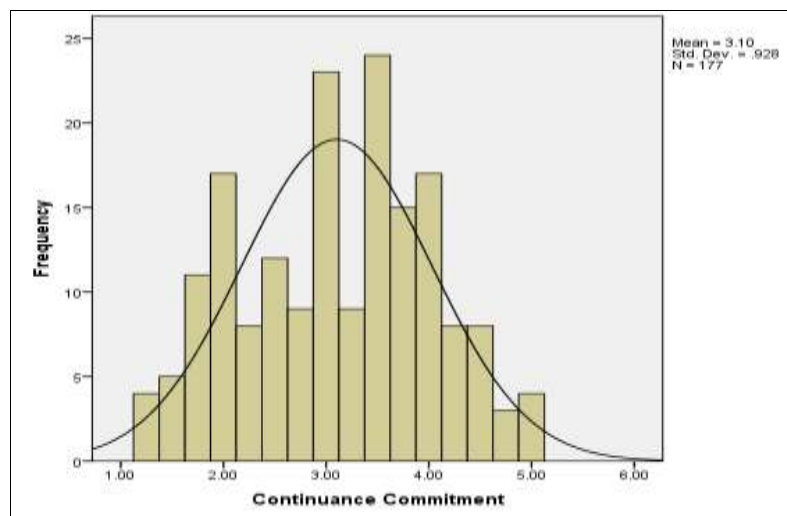


Figure 4. 2

The Histogram on Continuance Commitment

4.2.3 *Description of Normative Commitment.* This construct was considered the third measure of teacher commitment. the construct was studied using eight items (NC1-NC8), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see appendix b). However, factor analysis and reliability analysis showed that only four items (NC2, NC3, NC4 &NC6) were valid and reliable. Table 4.6 gives the descriptive results on those four items;

Table 4. 6

Frequencies, Percentages and Means of Items on Normative Commitment

Normative Commitment	SD	D	NS	A	SA	Means
I believe that a person must always be devoted to their school	1 0.6%	7 4.0%	19 10.7%	97 54.8%	53 29.9%	4.09
It seems wrong to Jump from this school to another	11 6.2%	44 24.9%	28 15.8%	59 33.3%	35 19.8%	3.36
I feel obliged to continue working in this school	2 1.1%	16 9.0%	31 17.5%	96 54.2%	32 18.1%	3.79
I was taught to believe in the value of remaining devoted to one school	16 9.0%	37 20.9%	27 15.3%	70 39.5%	27 15.3%	3.31

The question item in the first row (Table 4.6) required the teachers to tell whether they believed that a person must always be devoted to their school, the majority (84.7%) agreed with 4.6% disagreeing and 10.7% not sure. The mean = 4.09 was high, implying that teachers believed that a person must always be devoted to their school.

As to whether it seemed wrong to jump from this school to another, the larger percentage (53.1%) agreed while 31.2% disagreed and 15.8% were not sure. The average mean = 3.36 suggested that teacher indicated that somehow, seemed wrong to jump from this school to another. Concerning whether teachers felt obliged to continue working in the schools, the majority percentage (72.3%) agreed while 17.5% were not sure and 10.1% disagreed. The high mean = 3.78 meant that somehow, teachers felt obliged to continue working in the schools. As to whether teachers were taught to believe in the value of remaining devoted to one school, the larger percentage (54.8%) agreed while 29.9% disagreed and 15.3% were

not sure. The average mean = 3.31 meant that somehow teachers were taught to believe in the value of remaining devoted to one school. To find out how the teachers rated their normative commitment, an average index for it was computed for the four indicators measuring the same. The summary results on descriptive statistics in Table 4.7 follow.

Table 4. 7

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Normative Commitment

Descriptive		Statistic
Normative commitment	Mean	3.64
	Median	3.75
	Std. Deviation	0.75
	Minimum	1.50
	Maximum	5.00
	Range	3.50

Table 4.7 reveals that overall mean =3.64 and median =3.75. This mean being close to 4 suggests that the normative commitment of teachers was high. The median (3.75) is almost the same as the mean suggesting a normal distribution as confirmed by the histogram reflected in Figure 4.3. The minimum value of how respondents rated themselves on normative commitment was 1.50, and the maximum was 5.00. This gave a range of 3.50 which shows high disparities in the rating among respondents on items of normative commitment.

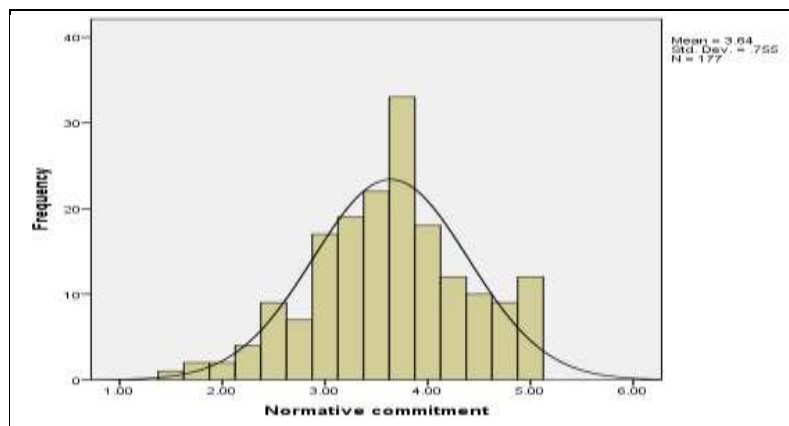


Figure 4. 3

The Histogram on Normative Commitment

4.2.4 *Teacher Commitment Index*. To determine how the teachers rated their commitment, an overall index was calculated for the indicators of the three measures, namely affective, continuance, and normative teacher commitment. The summary results on descriptive statistics follow (Table 4.8)

Table 4.8

Descriptive Statistics on Teacher Commitment Index

Descriptive		Statistic
Teacher Commitment	Mean	3.67
	Median	3.62
	Std. Deviation	0.55
	Minimum	1.62
	Maximum	4.92
	Range	3.31

Table 4.8 reveals that overall mean =3.67 and median= 3.62. The high mean suggests that teacher commitment was high. The median (3.62) which is almost the same as the mean suggests a normal distribution as confirmed by the histogram reflected in figure 4.4. The minimum value of how respondents rated themselves on over all teacher commitment was 1.62, and the maximum was 4.92. This gave a range of 3.31 which shows high disparities in the rating among respondents on items of effective commitment.

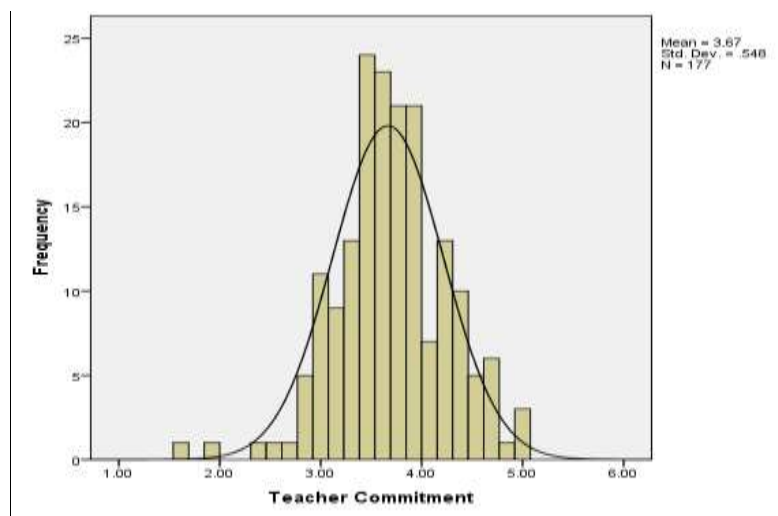


Figure 4. 4

The Histogram on Teacher Commitment Index

4.3 Teacher Working Conditions and Teacher Commitment

This section is a presentation, analysis, and interpretation of the study findings on the relationship between teacher working conditions and teacher commitment.

4.3.1 Collegiality and Teacher Commitment. The first objective of the study aimed at examining the influence of collegiality on teacher commitment in government aided secondary schools in Rubaga division, KCCA. The variable of collegiality was perceived in terms of teacher collaboration, effective communication, and recognition and celebration.

4.3.1.1 Description of Teacher Collaboration

This construct was considered as the first measure of collegiality. The construct was studied using nine items (TC1- TC9), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). However, factor analysis and reliability analysis showed that only three items (TC4, TC5, & TC6) were valid and reliable. Table 4.9 gives the descriptive results on those three items;

Table 4. 9

Frequencies, Percentages and Means of Items on Teacher Collaboration

Teacher Collaboration	SD	D	NS	A	SA	Means
In this school, teachers often ask each other about classroom management strategies	1 0.6%	6 3.4%	18 10.2%	111 62.7%	41 23.2%	4.05
Teachers in this school like to share what they have realized or need to learn	2 1.1%	6 3.4%	23 13.0%	97 54.8%	49 27.7%	4.05
I can rely on majority of the teachers to help me out anywhere, anytime despite the fact that it may not be part of their official obligation	1 0.6%	9 5.1%	27 15.3%	95 53.7%	45 25.4%	3.98

The question item in the first row concerning whether the teachers often asked each other about classroom management strategies, the majority percentage (85.9%) agreed while 10.2% were not sure and 4.0% disagreed. The high mean = 4.05 meant that the teachers often asked each other about classroom management strategies. With respect to whether teachers in the schools liked to share what they had realized or needed to learn, the highest percentage (82.5%) were in agreement, 13.0% were not sure and 4.5% disagreed. The high mean = 4.05 meant that teachers in the schools liked to share what they had realized or needed to learn.

As to whether teachers could rely on majority of their colleagues to help each other out anywhere, anytime despite the fact that it may not be part of their official obligation, the highest percentage (79.1%) agreed while 15.3% were not sure and 5.7% disagreed. The high mean = 3.98 meant that teachers could rely on majority of their colleagues to help each other out anywhere. To find out how the teachers rated teacher collaboration, an average index for it was computed for the three indicators measuring the same. The summary results on descriptive statistics in Table 4.10 follow.

Table 4.10

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Item on Teacher Collaboration

Descriptive		Statistic
Teacher Collaboration	Mean	4.02
	Median	4.00
	Std. Deviation	0.64
	Minimum	1.33
	Maximum	5.00
	Range	3.67

Table 4.10 reveals that overall mean =4.02 and median 4.00. The mean being close to 4 suggests that teacher collaboration was high. The median (4.20) which is almost the same as the mean suggests a normal distribution as confirmed by the histogram reflected in Figure 4.5. The minimum value of how respondents rated themselves on their collaboration was

1.33, and the maximum was 5.00. This gave a range of 3.67 which shows high disparities in the rating among respondents on items of teacher collaboration.

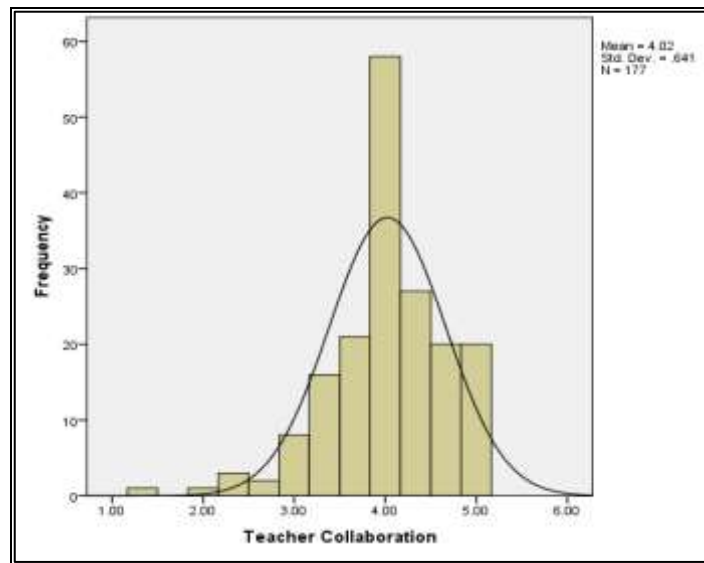


Figure 4. 5

The Histogram on Teacher Collaboration

4.3.1.2 Description of Effective Communication.

This construct was considered as the second measure of collegiality. The construct was studied using 5 items (EC1- EC5), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). However, factor analysis and reliability analysis showed that only four items (EC1, EC2, EC4 & EC5) were valid and reliable. Table 4.11 gives the descriptive results on those four items.

Table 4. 11*Frequencies, Percentages and Means of Items on Effective Communication*

Effective Communication	SD	D	NS	A	SA	Means
We openly chat with supervisors, even when we are having issues	11 6.2%	22 12.4%	19 10.7%	76 42.9%	49 27.7%	3.73
The supervisors often give us feedback on our performance	1 0.6%	11 6.2%	16 9.0%	101 57.1%	48 27.1%	4.04
The administrators abstain from being imposing and promote reaching agreements	7 4.0%	28 15.8%	35 19.8%	80 45.2%	27 15.3%	3.52
The administrative team pays attention to our ideas and requests as teachers	10 5.6%	15 8.5%	14 7.9%	100 56.5%	38 21.5%	3.80

The question item in the first row (Table 4.11) required the teachers to tell in the schools they openly chatted with supervisors. Cumulatively, their responses showed that the highest percentage (70.6%) agreed while 18.6% disagreed and 10.7% was not sure. The mean = 3.73 was close to code 4 for agreed indicating that in the schools, teachers openly chatted with supervisors. As to whether administrators often give teachers feedback on their performance, the majority (84.2%) agreed with 9.0% not sure and 6.8% disagreeing. The mean = 4.04 was high, implying that administrators often give teachers feedback on their performance.

Concerning whether the administrators abstained from being imposing and promoted reaching agreements, the larger percentage (60.5%) agreed while 19.8% disagreed and another 19.8% were not sure. The high mean = 3.52 meant that administrators abstained from being imposing and promoted reaching agreements. With respect to whether teachers in the schools liked to share what they had realized or needed to learn, the highest percentage (82.5%) disagreed with 13.0% agreed and 4.5% were not sure. The average mean = 2.83 meant that teachers in the schools liked to share what they had realized or needed to learn.

About whether the administrative team paid attention to teachers' ideas and requests, the highest percentage (78.0%) agreed while 16.4% disagreed and another 5.6% were not sure. The high mean = 3.80 meant that the administrative team paid attention to teachers' ideas and requests. To find out how the teachers rated their effective communication, an average index for it was computed for the four indicators measuring the same. The summary results on descriptive statistics in Table 4.12 follow.

Table 4.12

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Effective Communication

Descriptive	Statistic
Effective Communication	Mean
	3.77
	Median
	4.00
	Std. Deviation
	0.85
	Minimum
	1.00
	Maximum
	5.00
	Range
	4.00

Table 4.12 reveals that overall mean = 3.77 and median 4.00. The mean being close to 4 suggest that effective communication was high. The median (4.00) which is almost the same as the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.6. The minimum value of how respondents rated themselves on effective communication was 1.00, and the maximum was 5.00. This gave a range of 4.00 which shows high disparities in the rating among respondents on items of effective communication.

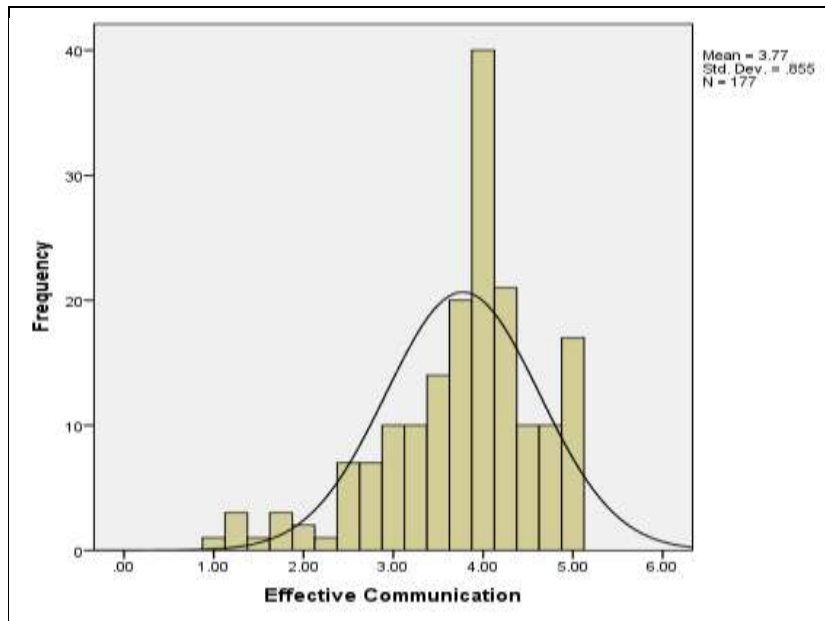


Figure 4. 6

The Histogram Effective Communication

4.3.1.3 Description of Recognition and Celebration

The constructs were considered as the third measure of collegiality. The constructs were studied using three items (REC1- REC3), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). Factor analysis and reliability analysis showed that all three items (REC1, REC2, REC3) were valid and reliable. Table 4.13 gives the descriptive results on those three items.

Table 4. 13

Frequencies, Percentages and Means of Items on Recognition and Celebration

Recognition and Celebration	SD	D	NS	A	SA	Means
We swiftly recognise our colleagues' achievements in our school	8 4.5%	11 6.2%	23 13.0%	86 48.6%	49 27.7%	3.89
The administrators always recognize our work as teachers	7 4.0%	14 7.9%	20 11.3%	88 49.7%	48 27.1%	3.88
Teachers in this school celebrate successes and accomplishments as a group	5 2.8%	5 2.8%	16 9.0%	85 48.0%	66 37.3%	4.14

The question item in the first row (Table 4.13) required the teachers to tell whether they swiftly recognised their colleagues' achievements in the schools. Cumulatively, their responses showed that the highest percentage (76.3%) agreed while 13.0% not sure and 10.7% disagreed. The mean = 3.89 was close to code 4 for agreed indicating that teachers swiftly recognised their colleagues' achievements in the schools. As to whether administrators always recognized teachers work, the majority (76.8%) agreed with 11.3% not sure and 11.9% disagreeing. The mean = 3.88 was high, hence teachers swiftly recognised their colleagues' achievements in the schools.

As to whether teachers in the school celebrated successes and accomplishments as groups, the highest percentage (85.3%) disagreed while 9.0% agreed and 5.6% disagreed. The high mean = 4.14 suggested teachers in the school celebrated successes and accomplishments as groups. To find out how the teachers rated recognition and celebration, an average index for it was computed for the three indicators measuring the same. The summary results on descriptive statistics in Table 4.14 follow.

Table 4.14

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Recognition and Celebration

Descriptive	Statistic
Recognition and Celebration	
Mean	3.97
Median	4.00
Std. Deviation	0.87
Minimum	1.00
Maximum	5.00
Range	4.00

Table 4.14 reveals that overall mean = 3.97 and median 4.00. The mean being close to 4 suggest that recognition and celebration were high. The median (4.00) which is almost the same as the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.7. The minimum value of how respondents rated themselves on recognition and

celebration was 1.00, and the maximum was 5.00. This gave a range of 4.00 which shows high disparities in the rating among respondents on items of recognition and celebration.

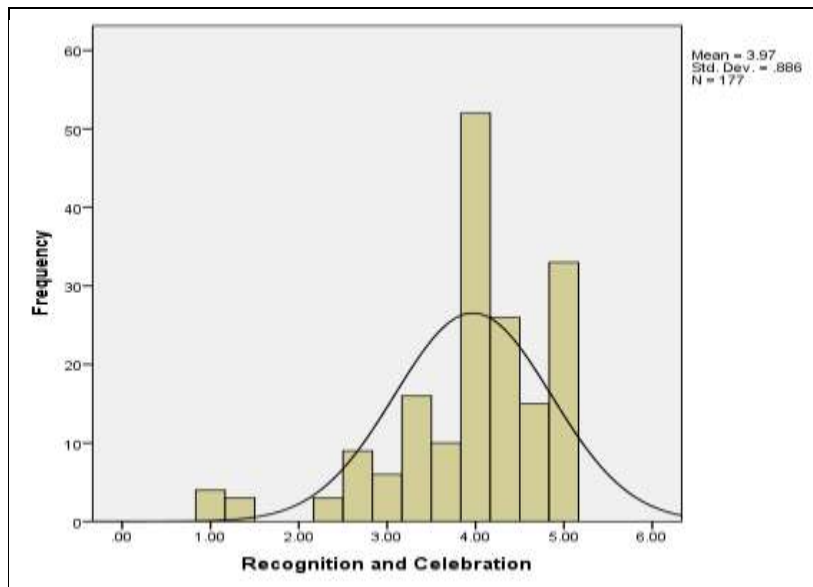


Figure 4. 7
The Histogram on Recognition and Celebration

4.3.1.4 Teacher Collegiality Index

To determine how overall the teachers rated their collegiality, an overall index was calculated for the indicators of the three measures, namely teacher collaboration, effective communication, recognition and celebration. The summary results on descriptive statistics follow in Table 4.15.

Table 4. 15
Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Collegiality Index

Descriptive	Statistic
Teacher Collegiality	Mean
	3.91
	Median
	4.00
	Std. Deviation
	0.65
	Minimum
	1.80
	Maximum
	5.00
	Range
	3.20

Table 4.15 reveals that overall mean = 3.91 and median= 4.00. The mean being close to 4 suggest that over all teacher collegiality was high. The median (4.00) which is almost the same as the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.8. The minimum value of how respondents rated themselves on teacher collegiality was 1.80, and the maximum was 5.00. This gave a range of 3.20 which shows high disparities in the rating among respondents on items of teacher collegiality.

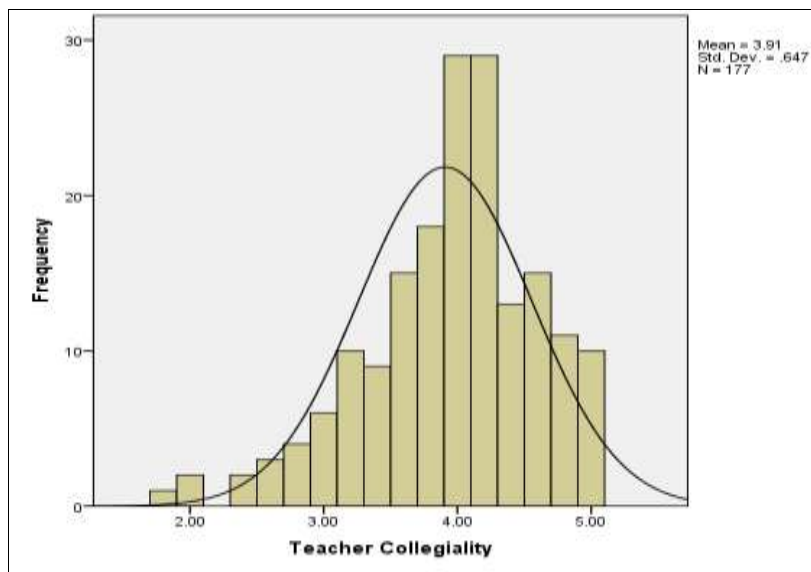


Figure 4. 8

The Histogram on Teacher Collegiality Index

4.3.1.5 Correlation of Collegiality and Teacher Commitment.

To establish whether there was a correlation between collegiality and teacher commitment, three sub-variables of collegiality were subjected to correlation analysis in relation to teacher commitment. the results were given as in table 4.16.

Table 4. 16*Correlation Results of Collegiality and Teacher Commitment*

	Teacher Commitment	Teacher Collaboration	Effective Communication	Recognition and Celebration
Teacher Commitment	1			
Teacher Collaboration	0.293**	1		
Effective Communication	0.476**	0.328**	1	
Recognition and Celebration	0.500**	0.334**	0.643**	1
	0.000	0.000	0.000	

The results in Table 4.16 suggest that the collegiality aspects namely; teacher collaboration ($r = 0.293$, $p = 0.000 < 0.05$), effective communication ($r = 0.476$, $p = 0.000 < 0.05$), and recognition and celebration ($r = 0.500$, $p = 0.000 < 0.05$) had a positive and significant relationship with teacher commitment.

4.3.1.6 Regression of Teacher Commitment on Collegiality.

To establish whether collegiality sub-variables namely; Teacher Collaboration, Effective Communication and Recognition and Celebration influenced teacher commitment, a regression analysis was carried out. The results were as in Table 4.17.

Table 4. 17*Regression Coefficients of Teacher Commitment on Collegiality*

Collegiality	Standardized Coefficients B	Significance P
Teacher collaboration	0.112	0.104
Effective communication	0.242	0.004
Recognition and celebration	0.307	0.000

R^2 Adjusted = 0.289

$F = 24.894$, $p = 0.000$

a. Dependent Variable: Teacher Commitment

The results in Table 4.17 show that collegiality sub-variables namely; Teacher Collaboration, Effective Communication and Recognition and Celebration explained 28.9% of the variation in teacher commitment (adjusted $R^2 = 0.289$). This means that 71.1% of the variation in teacher commitment was accounted for by other factors not considered under this model. The model ($F = 24.894, p = 0.000$) was significant. However, two sub variables; effective communication ($\beta = 0.242, p = 0.004 < 0.05$) and Recognition and celebration ($\beta = 0.307, p = 0.000 < 0.05$) had a positive and significant influence on teacher commitment. Teacher collaboration ($\beta = 0.112, p = 0.104 > 0.05$) had a positive but insignificant influence on teacher commitment. This means that while the second and third sub-variables were supported, the first one was rejected. Therefore, the hypothesis that collegiality has a positive significant influence on teacher commitment in government-aided secondary schools was supported.

4.3.2 Physical Work Environment and Teacher Commitment. The second objective of the study aimed at assessing the influence of physical work environment on teacher commitment in government aided secondary schools in Rubaga Division, KCCA. The variable of physical work environment was perceived in terms of safe and secure environment, accessible classroom resources, and class arrangement. The results on the same follow beginning with descriptive results followed by correlation and regression.

4.3.2.1 Description of Safe and Secure Environment

The constructs were considered as the first measure of physical work environment. The constructs were studied using three items (SSE1- SSE3), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). Factor analysis and reliability analysis showed that all three items (SSE1, SSE2, SSE3) were valid and reliable. Table 4.18 gives the descriptive results on those three items.

Table 4. 18***Frequencies, Percentages and Means of Items on Safe and Secure Environment***

Safe and Secure Environment	SD	D	NS	A	SA	Means
The school has a clean and healthy environment with adequate and safe sanitary areas	- -	1 0.6%	3 1.7%	71 40.1%	102 57.6%	4.55
My school is pleasant (disposition, layout and wellness)	2 1.1%	3 1.7%	3 1.7%	81 45.8%	88 49.7%	4.41
I am satisfied with safety equipment	1 0.6%	10 5.6%	23 13.0%	92 52.0%	51 28.8%	4.03

The question item in the first row (Table 4.18) required the teachers to tell whether the schools had a clean and healthy environment with adequate and safe sanitary areas. Cumulatively, their responses showed that the highest percentage (97.7%) agreed while 1.7% not sure and 0.6% disagreed. The mean = 4.55 was close to code 5 for agree indicating that the schools had a clean and healthy environment with adequate and safe sanitary areas. As to whether the schools were pleasant (disposition, layout and wellness), the majority (95.5%) agreed with 2.8% disagreeing and 1.7% not sure. The mean = 4.41 was high, hence schools were pleasant.

As to whether teachers were satisfied with safety equipment, the highest percentage (78.8%) agreed while 13.0% were not sure and 0.6% disagreed. The high mean = 4.03 suggested teachers were satisfied with safety equipment. To find out how the teachers rated safe and secure environment, an average index for it was computed for the three indicators measuring the same. The summary results on descriptive statistics in Table 4.19 follow.

Table 4.19

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Safe and Secure environment

Descriptive	Statistic
Safe and Secure Environment Mean	4.33
Median	4.33
Std. Deviation	0.58
Minimum	1.67
Maximum	5.00
Range	3.33

Table 4.19 reveals that overall mean =4.33 and median= 4.33. The mean being close to 4 suggest that teachers had safe and secure environment in the school. The median (4.33) which is the same as the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.9. The minimum value of how respondents rated themselves on safe and secure environment was 1.67, and the maximum was 5.00. This gave a range of 3.33, which shows high disparities in the rating among respondents on items of safe and secure environment.

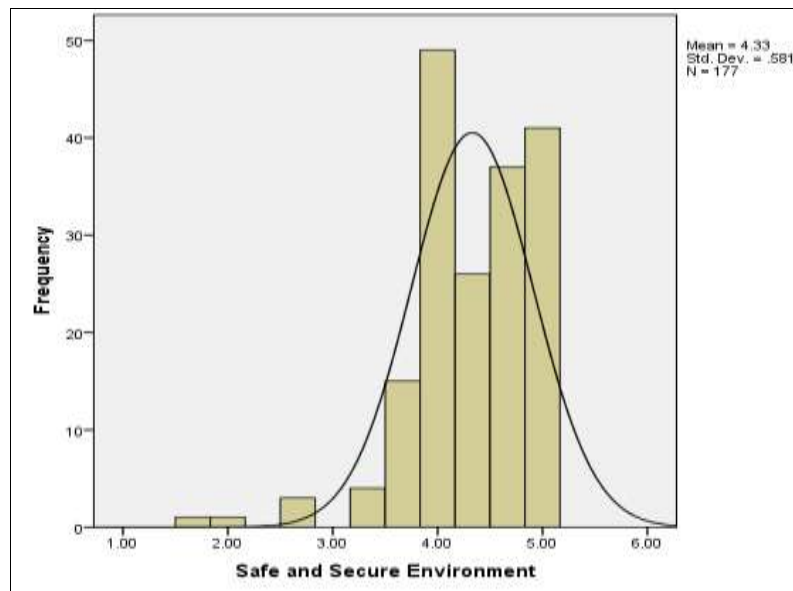


Figure 4.9

The Histogram on Safe and secure environment

4.3.2.2 Description of Classroom Arrangement.

The construct was considered as the second measure of physical work environment. The constructs were studied using six items (CAC1- CAC6), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). Factor analysis and reliability analysis showed that all six items (CAC1-CAC6) were valid and reliable. Table 4.18 gives the descriptive results on those six items.

Table 4.20

Frequencies, Percentages and Means of Items on Classroom Arrangement

Classroom Arrangement	SD	D	NS	A	SA	Means
Classrooms are clean and tidy	1 0.6%	7 4.0%	11 6.2%	110 62.1%	48 27.1%	4.11
There is enough space in the classrooms to allow for movement and different teaching activities	6 3.4%	45 25.4%	17 9.6%	72 40.7%	37 20.9%	3.50
There is enough light to work in the classrooms	4 2.3%	13 7.3%	12 6.8%	91 51.4%	57 32.2%	3.89
The technology used for teaching is easily visible to all students in the classroom	5 2.8%	9 5.1%	25 14.1%	99 55.9%	39 22.0%	3.96
Students can hear the teacher clearly from anywhere in the classroom	2 1.1%	19 10.7%	14 7.9%	91 51.4%	51 28.8%	3.92
I like the way the classroom from which I teach is arranged	2 1.1%	13 7.3%	20 11.3%	104 58.8%	38 21.5%	4.11

The question item in the first row (Table 4.20) required the teachers to tell whether the classrooms are clean and tidy. Cumulatively, their responses showed that the highest percentage (89.2%) agreed while 6.2% were not sure and 1.0% was not sure. The high mean = 4.11 meant that classrooms are clean and tidy. As to whether there were enough spaces in the classrooms to allow for movement and different teaching activities, the majority (61.6%) agreed with 28.8% disagreeing and 9.6% not sure. The mean = 3.50 was high, implying that there were enough spaces in the classrooms to allow for movement and different teaching

activities. As to whether there was enough light to work in the classrooms, the larger percentage (83.6%) agreed while 9.6% disagreed and 6.8% were not sure. The high mean = 3.89 suggested that there was enough light to work in the classrooms.

Concerning whether the technologies used for teaching were easily visible to all students in the classroom, the majority percentage (77.9%) agreed while 14.1% were not sure and 7.9% disagreed. The high mean = 3.96 suggested that the technologies used for teaching were easily visible to all students in the classroom. With respect to whether students could hear the teacher clearly from anywhere in the classroom, the higher percentage (70.2%) agreed with 11.8% disagreeing and 7.9% not sure. The high mean = 3.92 meant that students could hear the teacher clearly from anywhere in the classroom. As to whether teachers liked the way the classrooms from which they taught were arranged, the highest percentage (80.3%) agreed while 11.3% were not sure and 8.4% disagreed. The high mean = 4.11 meant that teachers liked the way the classrooms from which they taught were arranged. To find out how the teachers rated classroom arrangement, an average index for it was computed for the six indicators measuring the same. The summary results on descriptive statistics in Table 4.21 follow.

Table 4. 21

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Classroom Arrangement

Descriptive	Statistic
Classroom Arrangement	Mean
	Median
	Std. Deviation
	Minimum
	Maximum
	Range

Table 4.21 reveals that overall mean = 3.90 and median = 4.00. The mean being close to 4 suggest that classroom arrangement was good. The median (4.00) which is close to the mean

suggest a normal distribution as confirmed by the histogram reflected in figure 4.10. The minimum value of how respondents rated themselves on classroom arrangement was 1.50, and the maximum was 5.00. This gave a range of 3.50 which shows high disparities in the rating among respondents on items of classroom arrangement.

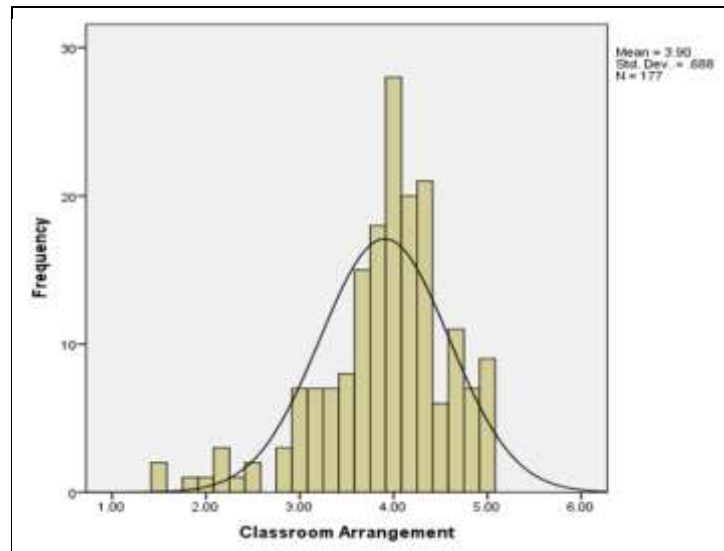


Figure 4. 10

The Histogram on Classroom Arrangement

4.3.2.3 Description of Accessible Classroom Resources

The construct was considered as the third measure of physical work environment. The constructs were studied using five items (ACR1- ACR5), each scaled using the five Likert scale where 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). Factor analysis and reliability analysis showed that all six items (ACR1-ACR5) were valid and reliable. Table 4.22 gives the descriptive results on those five items.

Table 4. 22*Frequencies, Percentages and Means of Items on Accessible Classroom Resources*

Accessible Classroom Resources	SD	D	NS	A	SA	Means
The classroom space we teach in facilitates our teaching practice	5 2.8%	16 9.0%	14 7.9%	110 62.1%	32 18.1%	3.56
As teachers, we have the space to get together in casual manner	8 4.5%	27 15.3%	25 14.1%	92 52.0%	25 14.1%	3.55
Teachers have abundant access to adequate material resources to accomplish their teaching duties in this school	6 3.4%	15 8.5%	26 14.7%	83 46.9%	47 26.6%	3.85
Teachers have enough access to office hardware and supplies, for example, copiers, paper, pens, and so on	7 4.0%	13 7.3%	18 10.2%	100 56.5%	39 22.0%	3.85
Teachers have plenty admittance to instructional technology, including computers, printers and internet access	9 5.1%	18 10.2%	46 26.0%	71 40.1%	33 18.6%	3.57

The question item in the first row (Table 4.22) required the teachers to tell whether the classroom spaces they teach in facilitated teaching practice. Cumulatively, their responses showed that the highest percentage (80.2%) agreed while 11.8% disagreed and 7.9% was not sure. The high mean = 3.56 meant that teachers to tell whether the classroom spaces they teach in facilitated teaching practice. As to whether teachers had the space to get together in casual manner, the majority (66.1%) agreed with 19.8% disagreeing and 14.1% not sure. The mean = 3.55 was high, implying that teachers had the space to get together in casual manner. As to whether teachers had enough access to office hardware and supplies, for example, copiers, paper, pens, and so on, the larger percentage (78.5%) agreed while 11.3% disagreed and 10.2% were not sure. The high mean = 3.85 suggested that teachers had enough access to office hardware and supplies, for example, copiers, paper, pens, and so on.

As to whether teachers had abundant access to adequate material resources to accomplish their teaching duties in the schools, the larger percentage (73.5%) agreed while 11.9% disagreed and 14.7% were not sure. The high mean = 3.85 suggested that teachers had abundant access to adequate material resources to accomplish their teaching duties in the schools. Concerning whether teachers had plenty admittance to instructional technology, including computers, printers and internet access, the majority percentage (58.7%) agreed while 26.0% were not sure 15.3% disagreed. The high mean = 3.57 suggested that teachers had enough access to office hardware and supplies. To find out how the teachers rated classroom arrangement, an average index for it was computed for the five indicators measuring the same. The summary results on descriptive statistics in Table 4.23 follow.

Table 4.23

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Accessible Classroom Resources

Descriptive	Statistic
Accessible Classroom Resources	Mean
	Median
	Std. Deviation
	Minimum
	Maximum
	Range

Table 4.23 reveals that overall mean = 3.73 and median = 4.00. The mean being close to 4 suggest that accessibility to classroom resources was good. The median (4.00) which is close to the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.11. The minimum value of how respondents rated themselves on classroom arrangement was 1.00, and the maximum was 5.00. This gave a range of 4.00 which shows high disparities in the rating among respondents on items of Accessible Classroom Resources.

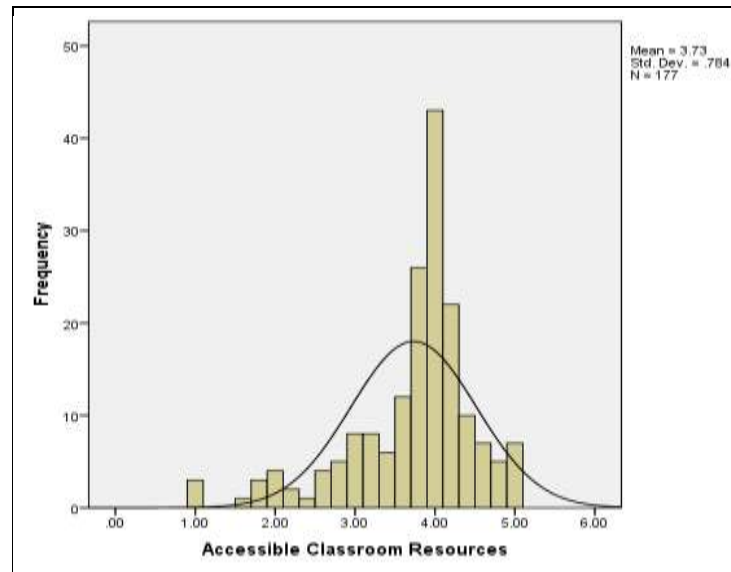


Figure 4. 11

The Histogram on Accessible Classroom Resources

4.3.2.4 Physical Work Environment Index

To determine how overall the teachers rated their physical work environment, an overall index was calculated for the indicators of the three measures, namely safe and secure environment, Classroom arrangement and Accessible classroom resources. The summary results on descriptive statistics in Table 4.24 follow.

Table 4. 24

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Physical Work Environment Index

Descriptive		Statistic
Physical Work Environment	Mean	3.93
	Median	4.00
	Std. Deviation	0.57
	Minimum	1.79
	Maximum	5.00
	Range	3.21

Table 4.24 reveals that overall mean =3.93 and median = 4.00. The mean being close to 4 suggest that physical work environment was good. The median (4.00) which is close to the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.12. The minimum value of how respondents rated themselves on classroom arrangement was

1.79, and the maximum was 5.00. This gave a range of 3.21 which shows high disparities in the rating among respondents on items of Physical work environment.

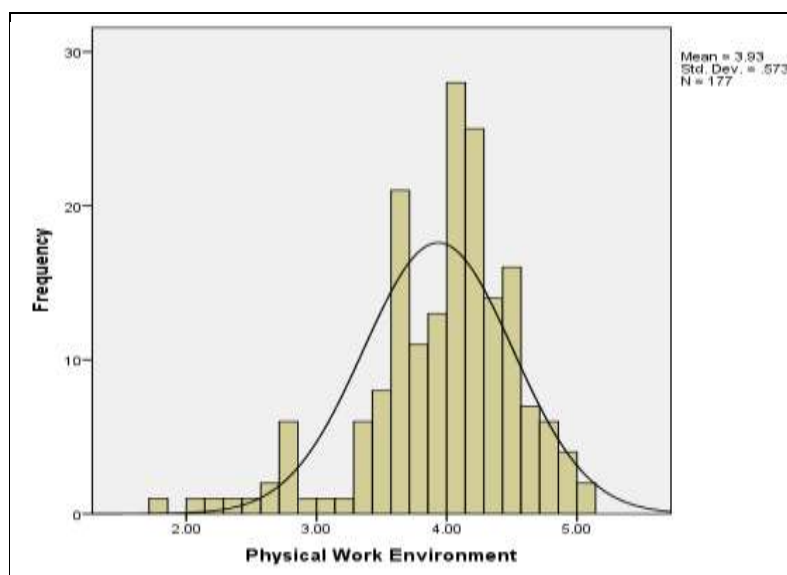


Figure 4.12

The Histogram on Physical Work Environment

4.3.2.5 Correlation of Physical Work Environment and Teacher Commitment.

To establish whether there was a correlation between physical work environment and teacher commitment, three sub-variables of physical work environment were subjected to correlation analysis in relation to teacher commitment. The results were given as in Table 4.25.

Table 4.25

Correlation Results of Physical Work Environment and Teacher Commitment

	Teacher Commitment	Safe and Secure Environment	Classroom Arrangement	Accessible Classroom Resources
Teacher Commitment	1			
Safe and Secure Environment	0.427**	1		
Classroom Arrangement	0.431**	0.506**	1	
Accessible Classroom Resources	0.202**	0.312**	0.536**	1

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.25 suggest that physical work environment aspects namely; safe and secure environment ($r = 0.427$, $p = 0.000 < 0.05$), classroom arrangement ($r = 0.431$, $p = 0.000 < 0.005$) and accessible classroom resources ($r = 0.202$, $p = 0.007 < 0.05$) had a positive and significant relationship with teacher commitment.

4.3.2.6 Regression of Teacher Commitment on Physical Work environment

To establish whether physical work environment sub-variables namely; safe and secure environment, classroom arrangement and accessible classroom resources influenced teacher commitment, a regression analysis was carried out. The results were as in Table 4.26.

Table 4. 26

Regression Coefficients of Teacher Commitment on Physical Work Environment

Physical work environment	Standardized Coefficients		Significance
	β		P
Safe and Secure environment	0.284		0.000
Classroom arrangement	0.319		0.000
Accessible classroom resources	-0.058		0.461

R² Adjusted = 0.234
F = 18.917, p = 0.000

a. Dependent Variable: Teacher Commitment

The results in Table 4.26 above show that physical work environment sub-variables namely; safe and secure environment, classroom arrangement and accessible classroom resources explained 23.4% of the variation in teacher commitment (adjusted R² = 0.234). This means that 76.6% of the variation in teacher commitment was accounted for by other factors not considered under this model. The model (F = 18.917, p = 0.000) was significant. However, only safe and secure environment ($\beta = 0.284$, $p = 0.000 < 0.05$) and the classroom arrangement sub-variable ($\beta = 0.319$, $p = 0.000 < 0.05$) had a positive and significant influence on teacher commitment. However, accessible classroom resources ($\beta = -0.058$, $p = 0.461 >$

0.05) had a negative and insignificant influence on teacher commitment. This means that while the first two sub-variables were supported, the third one was rejected.

4.3.3 Workload and Teacher Commitment. The third objective of the study investigated the influence of workload on teacher commitment in government aided secondary schools in Rubaga Division, KCCA. The variable of workload was perceived in terms of class size, and teaching hours. The results on the same follow beginning with descriptive results followed by inferential ones.

4.3.3.1 Description of Teaching Hours.

The construct was considered as the first measure of work load. The constructs were studied using three items (TH1-TH3), each scaled using the five Likert scale where 1= strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree (see Appendix B). Factor analysis and reliability analysis showed that only two items (TH1 & TH3) were valid and reliable. Table 4.27 gives the descriptive results on those two items.

Table 4.27
Frequencies, Percentages and Means of Items on Teaching Hours

Teaching Hours	SD	D	NS	A	SA	Means
The non-instructional time provided for teachers is adequate to build meaningful relationships with students	3 1.7%	22 12.4%	40 22.6%	80 45.2%	32 18.1%	3.66
Teachers are protected from obligations which hinder their important role of instructing learners	1 0.6%	18 10.2%	47 26.6%	92 52.0%	19 10.7%	3.62

The question item in the first row (Table 4.27) required the teachers to tell whether the non-instructional time provided to teachers was adequate to build meaningful relationships with students. Cumulatively, their responses showed that the higher percentage (63.3%) agreed

while 22.6% were not sure and 24.2% disagreed. The high mean = 3.66 meant that the non-instructional time provided to teachers was adequate to build meaningful relationships with students. Regarding whether teachers were protected from obligations which hindered their important role of instructing learners, the larger percentage (62.7%) agreed while 26.2% were not sure and 10.8% disagreed. The high mean = 3.62 suggested that teachers were protected from obligations which hindered their important role of instructing learners. To find out how teachers rated teaching hours, an average index for it was computed measuring the same. The summary results on descriptive statistics in table 4.28 follow;

Table 4. 28

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items of Teaching Hours

Descriptive		Statistic
Teaching Hours	Mean	3.64
	Median	4.00
	Std. Deviation	0.77
	Minimum	1.50
	Maximum	5.00
	Range	3.50

Table 4.28 reveals that overall mean =3.64 and median= 4.00. The mean being close to 4 suggest that the class size was rated highly. The median (4.00) which is close to the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.13. The minimum value of how respondents rated themselves on teaching hours was 1.50, and the maximum was 5.00. This gave a range of 3.50 which shows high disparities in the rating among respondents on items of teaching hours.

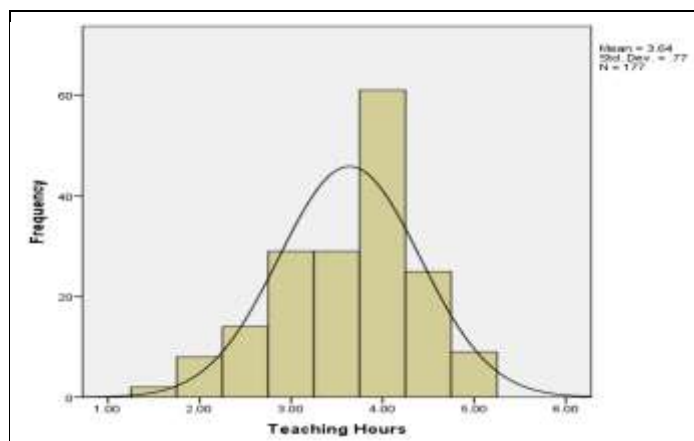


Figure 4. 13
The Histogram on teaching hours

4.3.3.2 Description of Class Size.

The construct was considered as the second measure of workload. The constructs were studied using three items (CS1-CS3), each scaled using the five Likert scale where 1= strongly disagree, 2= disagree, 3= not sure, 4= agree and 5= strongly agree (see Appendix B). Factor analysis and reliability analysis showed that only two items (CS2 & CS3) were valid and reliable. Table 4.29 gives the descriptive results on those two items.

Table 4. 29
Frequencies, Percentages and Means of Items on Class size

Class size	SD	D	NS	A	SA	Means
I find it challenging to keep strong teacher-student relationships in larger classes	10 5.6%	33 18.6%	16 9.0%	94 53.1%	24 13.6%	3.50
I find it hard to provide adequate consideration and support to each student in larger class sizes	11 6.2%	25 14.1%	13 7.3%	98 55.4%	30 16.9%	3.63

The question item in the first row (Table 4.29) required the teachers to tell whether teachers found it challenging to keep strong teacher-student relationships in larger classes, the majority (66.7%) agreed with 24.2% disagreeing and 9.0% not sure. The high mean = 3.50 suggested that teachers found it challenging to keep strong teacher-student relationships in larger classes.

Regarding if teachers found it hard to provide adequate consideration and support to each student in larger class sizes, the larger percentage (72.3%) agreed while 20.3%% disagreed and 7.3% were not sure. The high mean = 3.63 suggested that teachers found it hard to provide adequate consideration and support to each student in larger class sizes. To find out how the teachers rated, class size an average index for it was computed for the two indicators measuring the same. The summary results on descriptive statistics in Table 4.30 follow.

Table 4. 30

Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items of Class Size

Descriptive		Statistic
Class Size	Mean	3.56
	Median	4.00
	Std. Deviation	1.03
	Minimum	1.00
	Maximum	5.00
	Range	4.00

Table 4.30 reveals that overall mean =3.56 and median= 4.00. The mean being close to 4 suggest that the class sizes were high. The median (4.00) which is close to the mean suggest a normal distribution as confirmed by the histogram reflected in figure 4.14. The minimum value of how respondents rated themselves on class size was 1.00, and the maximum was 5.00. This gave a range of 4.00 which shows high disparities in the rating among respondents on items of class size.

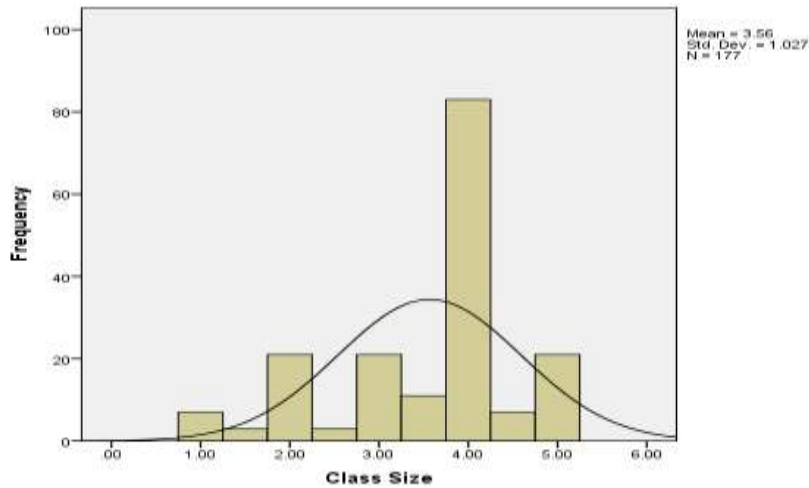


Figure 4. 14
The Histogram on Class Size

4.3.3.3 Workload Index

To determine how overall the teachers rated their workload, an overall index was calculated for the indicators of the two measures, namely teaching hours and class size. The summary results on descriptive statistics follow in Table 4.31).

Table 4. 31
Mean, Median, Standard Deviation, Minimum Value, Maximum Value and Range of Items on Workload Index

Descriptive		Statistic
Workload	Mean	3.23
	Median	3.27
	Std. Deviation	0.68
	Minimum	1.27
	Maximum	5.00
	Range	3.73

Table 4.31 reveals that the overall mean = 3.23 and median =3.27. The mean being close to 3 suggests that workload was rated fairly. The median (3.27) which is close to the mean suggests a normal distribution as confirmed by the histogram reflected in Figure 4.15. The minimum value of how respondents rated themselves on workload was 1.27, and the maximum was 5.00. This gave a range of 3.73 which shows high disparities in the rating among respondents on items of workload

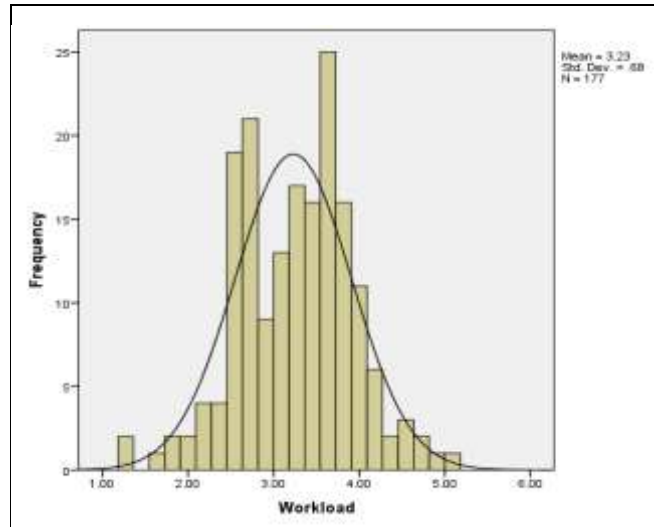


Figure 4. 15

The Histogram on Workload

4.3.3.4 Correlation of Workload and Teacher Commitment.

To establish whether there was a correlation between workload and teacher commitment, the two sub-variables of workload were subjected to correlation analysis in relation to teacher commitment. The results were given as in Table 4.32.

Table 4. 32

Correlation Results of Workload and Teacher Commitment

	Teacher Commitment	Class size	Teaching hours
Teacher Commitment	1		
Class size	0.088	1	
Teaching hours	0.278 **	0.089	1
	0.000	0.238	

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.32 suggest that the work load aspect of teaching hours ($r = 0.278$, $p = 0.000 < 0.05$) had a positive and significant relationship with teacher commitment.

However, the sub variable of class size ($r = 0.088$, $p = 0.246 > 0.05$) had a positive but insignificant relationship with teacher commitment.

4.3.3.5 Regression of Teacher Commitment on Workload

To establish whether workload had influence on teacher commitment, a regression analysis was carried out. The results were as in Table 4.33,

Table 4. 33

Regression coefficients of Teacher Commitment on Workload

Workload	Standardized Coefficients	Significance
	β	P
Class size	0.062	0.419
Teaching hours	0.272	0.000
R ² Adjusted = 0.065		
F = 5.110, p = 0.002		

a. Dependent Variable: Teacher Commitment

The results in Table 4.33 show that the workload sub variables namely class size and teaching hours explained 6.5% of the variation in teacher commitment (adjusted R² = 0.065). This means that 93.5% of the variation in teacher commitment was accounted for by other factors not considered under this model. The model (F = 5.110, p = 0.002) was significant. Only the second sub variable of teaching hours ($\beta = 0.272$, p = 0.000 < 0.05) had a positive and significant influence on teacher commitment. The first and third sub variables of class size ($\beta = 0.062$, p = 0.419 > 0.05) had a positive but insignificant influence on teacher commitment. This means that while the second sub-variable was supported, the first and third sub-variables were rejected.

CHAPTER FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

The discussion on teacher working conditions and teacher commitment in government-aided secondary schools is covered in this chapter. This was carried cross-referencing with literature and showing the significance of the study's findings.

5.1 Discussion of the Findings

This section presents and discusses the study's findings, drawing connections to existing literature in relation to the research objectives.

5.1.1 Collegiality and Teacher Commitment. The first objective sought to examine the influence of collegiality on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA. The hypothesis developed from this objective stated that collegiality has a significant positive influence on teacher commitment in government-aided secondary schools. The hypothesis test revealed that two aspects of collegiality namely, effective communication and recognition & celebration had a positive and significant influence on teacher commitment. Therefore, the hypothesis that collegiality has a significant influence on teacher commitment in government-aided secondary schools was supported. This finding was consistent with previous scholars. For example, Shah (2012) in a study carried out in Islamabad, Pakistan on the influence of teachers' collegiality on their organisational commitment in high-and low-accomplishing secondary schools reported that teacher collegiality positively impacted organisational commitment. Kiiza and Picho (2015) in their study of the relationship between effective communication and commitment within the staff of School of Finance and Banking in Kigali, Rwanda also revealed a positive correlation between effective communication and staff commitment. In the same vein, Orji and Nwidi (2017) in a study to establish the relationship between interpersonal relationship

and teachers' commitment indicated that interpersonal relationships among teachers had a positive significant effect on teacher commitment.

Further, consistent with the study finding, Baoc-Deguisonan (2018) reported a significant positive relationship between engaged teacher behaviour and organisational commitment. Similarly, Khan (2019) indicated collegial leadership emerged as a significant predictor of teachers' commitment. In the same vein, Sarwar et al. (2022) in his research to explore the relationship between collegial practices among secondary school teachers and their professional commitment in Pakistan found existence of a substantial association between the collegial practices of secondary school teachers and their professional commitment. With the finding of the study consistent with the findings of previous scholars, it can be deduced that collegiality in terms of effective communication and recognition and celebration is significant for teacher commitment.

In conclusion, the findings of this study, consistent with a body of previous research, strongly suggest that collegiality, as manifested through effective communication and recognition and celebration, plays a crucial role in fostering teacher commitment within the context of government-aided secondary schools.

5.1.2 Physical Work Environment and Teacher Commitment. The second objective sought to assess the influence of physical work environment on teacher commitment in government-aided secondary schools in Rubaga Division, KCCA. The hypothesis developed from this objective stated that physical work environment has a significant influence on teacher commitment in government-aided secondary schools. The study revealed that the physical work environment was in terms of safe and secure environment, classroom arrangement, and accessible classroom resources. However, test results revealed that a safe and secure environment and classroom arrangement had a significant positive influence on

teacher commitment, while accessible classroom resources had a negative and insignificant one. The finding that safe and secure environment and classroom arrangement had a significant influence on teacher commitment concurred with previous scholars. Orji and Nwidi (2017) in their study to investigate the effect of work environment on teacher commitment in Nigeria reported that conducive physical working conditions had a substantial and positive influence on teacher commitment.

Further, concurring with the finding of the study, Dağlı and Gençdal (2019) in a study on the association between physical conditions of school buildings and organisational commitment in Turkey reported that maintenance of school buildings (hygiene of the classrooms, light in the classrooms and corridors and the size of classroom doors) had a positive relationship with teacher commitment. Relatedly, Neziri (2021) a study on teacher commitment in order to understand the relationship between the affective, continuance and normative commitment and the, social, physical, and psychological work conditions in the Republic of North Macedonia indicated existence of a positive relationship between physical work conditions and affective commitment. Also, Nkrumah (2023) in his study to assess the influence of academic facilities' conditions on teachers' commitment in the Cape Coast Metropolis, Ghana revealed a strong, positive, significant relationship between good academic facilities and teachers' commitment. With the finding on safe and secure environment and arrangement of classes consistent with the finding of the study, it can be inferred that classroom arrangement is essential for commitment of teachers.

The consistent positive influence of a safe and secure environment and classroom arrangement across these studies, including the present one, suggests that these aspects of the physical work environment are crucial for fostering teacher commitment. The unexpected negative and insignificant relationship with accessible classroom resources

warrants further investigation in future research to understand the underlying dynamics within this specific context

5.1.3 Workload and Teacher Commitment. The objective on these variables aimed at investigating the influence of workload on teacher commitment in government aided secondary schools in Rubaga Division, KCCA. The hypothesis derived from this objective stated that workload has a significant positive influence on teacher commitment in government-aided secondary schools. The study revealed that workload was in terms of teaching hours. Test results revealed that teaching hours had a positive significant influence on teacher commitment, implying that teachers become more committed when the non-instructional time provided for them to build meaningful relationships with students is adequate, and also when teachers feel that they are protected from obligations which hinder their important role of instructing learners. This finding agreed with Ni (2017) in a study carried out in the USA on teacher working conditions, teacher commitment and charter schools who found out that workload (in terms of teaching hours per week) had a significant negative relationship with teachers' organisational commitment. Also, Perryman and Calvert (2020) agreed by reporting that workload was a predominant and recurrently cited factor motivating teachers to consider leaving the profession or, in some cases, prompting their actual departure.

Findings were in congruence with Ibrahim and Aljneib (2022) whose study on the effect of work-related and personal factors on teacher commitment during educational change in Al Ain district revealed the existence of a significant negative relationship between teaching load and commitment whereby commitment reduced when teachers had heavy teaching loads, taught several subjects and were given strenuous extra- curricular duties. However, the finding was not in support of Orji and Nwidi (2017) whose study to establish

the relationship between interpersonal relationship and teachers' commitment established that workload had a positive significant influence on teacher commitment which implied that any amount of work added unto a teacher makes him more committed. Nonetheless, with the finding of the study agreeing with most scholars, it can be surmised that workload in terms of teaching hours has an insignificant influence on teacher commitment.

Therefore, while some prior research indicates a negative impact of workload on teacher commitment, the findings of this study suggest that, specifically in terms of teaching hours within the studied government-aided secondary schools, a manageable workload that allows for student interaction and focused instruction may positively contribute to teacher commitment. Further research is needed to explore the specific contextual understanding of workload and its impact on teacher commitment within the Ugandan context.

5.2 Conclusions

The conclusions of the study on teacher working conditions and teacher commitment in government-aided secondary schools were that;

1. Collegiality is very vital for teacher commitment. This is when there is effective communication and recognition and celebration. For effective communication, this is when subordinates openly chat with supervisors, get timely feedback from supervisors on performance, there is democracy and administration pays attention to teachers' ideas and requests. With recognition and celebration, teachers are committed when there is recognising of one another's achievements, teachers' work effort is recognised by administrators and successes and accomplishments are celebrated as groups.
2. Physical environment in form of classroom arrangement is crucial for teacher commitment. This is when classrooms are clean and tidy, have enough space in the

classrooms to allow for movement and different teaching activities, there is enough light, and technologies used for teaching are easily visible to all students in the classroom. Further, this is when students can hear the teacher clearly from anywhere and the classroom is properly arranged. A safe and secure environment which is clean, healthy with adequate and safe sanitary areas and safety equipment also enhances teacher commitment.

3. Teacher workload in terms of reasonable teaching hours enhance teacher commitment. This is when the non-instructional time provided for teachers is adequate to build meaningful relationships with students and also when teachers feel that they are protected from obligations which hinder their important role of instructing learners.

5.3 Recommendations

The study recommendations on teacher working conditions and teacher commitment in government-aided secondary schools as follows;

1. Head teachers should institutionalise collegial practices in schools. This should be through ensuring effective communication and recognition and celebration. Effective communication should involve openly chatting with subordinates, providing feedback, implementing democracy and paying attention to teachers' ideas and requests. Recognition and celebration should involve ensuring that one another's achievements are celebrated, work effort is recognised, and successes and accomplishments are celebrated as groups.
2. The Ministry of Education and Sports, head teachers, Board of Governors and parents among other stakeholders should establish good physical environment in the schools. This should involve, setting up clean, tidy and safe environment with safety equipment, putting in place classrooms with enough space, ensuring classrooms have

enough light, and technologies easily visible to all students in the classroom and properly arranged classrooms.

3. The Ministry of Education and Sports, and head teachers should ensure that teachers have reasonable teaching hours to enable them create meaningful relationships with learners and also protect the teachers from obligations that would hinder their instructional time for learners

5.4 Limitations and Suggestions for Further Research

While this study provides valuable insights into how collegiality, physical work environment, and workload predict teacher commitment in Uganda's government-aided secondary schools, several limitations should be noted. First, its cross-sectional design precludes causal inferences and captures only a single moment in time; longitudinal research would better illuminate how changes in working conditions affect commitment over time. Second, data are self-reported, raising the possibility of response bias; future studies could triangulate survey responses with observational or administrative data. Third, although the sample covers multiple schools in Rubaga Division, findings may not generalize to other regions or private or rural schools; expanding research to diverse educational settings would enhance external validity. Finally, while this study operationalizes collegiality, physical work environment, and workload broadly, qualitative investigations could unpack the interpreted processes by which these factors interact to shape commitment. Subsequent research should therefore employ mixed-methods, designs, longitudinal tracking, and broader sampling frames to build a more comprehensive understanding of teacher commitment dynamics.

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APPENDICES

Appendix A: Table for Determining Sample Size From a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: *N* = population size *S* = sample size

Source: Krejcie and Morgan (1970).

Appendix B: Questionnaire

Teacher Perception Survey: Assessing the Influence of Working Conditions on Teacher Commitment

Dear respondent,

I am **Annet Kyasiimire** a student of Kyambogo University carrying out a research on *'Teacher working conditions and teacher commitment in government aided secondary schools in Rubaga division, Kampala Capital City Authority, Uganda'*. I am requesting for your sincere opinion by asking you to respond to the questions in this questionnaire. Your cooperation in this study is deliberate. The data you will furnish here will be treated with most extreme privacy. Kindly don't write your name and that of your school on this paper.

Do you agree to participate in this study? (1) Yes (2) No

Section A: Demographic data of the survey respondents

Thank you for accepting to partake in this survey. Your responses are invaluable to this research. In this section, I kindly ask you to provide some basic demographic information.

Kindly answer the following questions sincerely and supposedly.

1. Sex: Female Male
2. Age (Years): Below 25 25 - 34 35 - 44 45 - 54 55 and above
3. Highest Level of education: Diploma Degree Post graduate diploma Masters PhD
4. Years in service: <1 1-5 6 - 10 11 - 15 Above 15
5. Work schedule of the participant: Full-time Part-time
6. Designation/role of the participants: Head teacher Deputy Head teacher Director of Studies Head of Department Class teacher Teacher Others

SECTIONS B: Teacher Commitment

In this section, I am interested in understanding your level of commitment as a teacher. Please rate each statement below based on your own perceptions and experiences using a 5-point Likert scale, where: 1= strongly disagree (SD), 2= Disagree (D), 3 = not sure (NS), 4 = Agree (A) and 5 = strongly agree (SA). Tick the most appropriate response that relates to your experience.

AC	Affective Commitment	SD	D	NS	A	SA
		1	2	3	4	5
AC1	Being a member of this school makes me very happy					
AC2	I enjoy talking about my school with the individuals outside it					
AC3	I truly feel as though this school's concerns are my own					
AC4	I feel deeply connected to this school					
AC5	I feel part of the group of this school					
AC6	I feel warmly connected to this school					
AC7	This school has a lot of individual significance for me					
AC8	I feel a strong sense of belonging to my school					
CC	Continuance Commitment	SD	D	NS	A	SA
		1	2	3	4	5
CC1	I am worried of what could occur if I quit my place of employment in this school without having another one arranged					
CC2	It would be very difficult for me to leave my job in this school right now, even if I needed to					
CC3	If I chose to quit my employment in this school now, too much in my life would be disrupted					

CC4	leaving this school now, would be too costly for me					
CC5	Now it is a matter of necessity to stay on my job in this school					
CC6	I feel I have too few alternative to consider quitting this school					
CC7	One of the few serious costs of leaving this school would be the lack of available alternatives					
CC8	I continue to work for this school because leaving would require a considerable personal sacrifice, another school may not match the overall benefits I have here					
NC	Normative Commitment					
NC1	I believe that individuals these days seldom move from one school to another time and again					
NC2	I believe that a person must always be devoted to their school					
NC3	It seems wrong to Jump from this school to another					
NC4	I feel obliged to continue working in this school					
NC5	I would not feel it was right to leave this school even if I got another offer for a better job					
NC6	I was taught to believe in the value of remaining devoted to one organization					
NC7	Things were better in the days when individuals stayed in the same institution for nearly all their career					
NC8	Desiring to be a 'company man' or 'company woman' is realistic.					

SECTION C: Teacher Collegiality

In this section, I am interested in understanding your perceptions of teacher collegiality within your work environment. Please rate each statement below based on your own experiences and observations, using a 5-point Likert scale where: 1= strongly disagree (SD), 2= Disagree (D), 3 = not sure (NS), 4 = Agree (A) and 5 = strongly agree (SA). Tick the most appropriate response that relates to your experience.

TC	Teacher Collaboration	SD	D	NS	A	SA
		1	2	3	4	5
TC1	Teachers in this institution jointly prepare schemes of work and teaching syllabi					
TC2	Teachers in this school concur with each other to test new approach in teaching					
TC3	Instructors in our school encourage each other to contribute concepts and suggestions					
TC4	In this school, teachers often ask each other about classroom management strategies					
TC5	Trainers in this school like to share what they have realized or need to learn					
TC6	I can rely on majority of the teachers to help me out anywhere, anytime despite the fact that it may not be part of their official obligation					
TC7	Instructors in this school jointly draw up their lesson plans					
TC8	My colleagues and I share teaching materials					
TC9	Educators in this school frequently exchange materials like work sheets and lesson plans					
EC	Effective Communication					
EC1	We openly chat with supervisors, even when we are having issues					
EC2	The supervisors often give us feedback on our performance.					
EC3	There are regular relational confrontations between colleagues and administrators.					
EC4	The administrators abstain from being imposing and promote reaching agreements.					
EC5	The administrative team pays attention to our ideas and requests as teachers.					
REC	Recognition and Celebration					
REC1	we swiftly recognize our colleagues'					

	achievements in our school					
REC2	The administrators always recognize our work as teachers					
REC3	Teachers in this school celebrate successes and accomplishments as a group					

SECTION D: Physical Work Environment

In this section, I am interested in gathering your perceptions regarding the physical work environment. Please rate each statement below based on your own experiences and observations, using a 5-point Likert scale where: 1= strongly disagree (SD), 2= Disagree (D), 3 = not sure (NS), 4 = Agree (A) and 5 = strongly agree (SA). Tick the most appropriate response that relates to your experience.

SSE	Safe and Secure Environment	SD	D	NS	A	SA
		1	2	3	4	5
SSE1	The school has a clean and healthy environment with adequate and safe sanitary areas					
SSE2	My school is pleasant (disposition, layout and wellness)					
SSE3	I am satisfied with safety equipment					
CAC	Classroom Arrangement					
CAC1	Classrooms are clean and tidy					
CAC2	There is enough space in the classrooms to allow for movement and different teaching activities					
CAC3	There is enough light to work in the classrooms					
CAC4	The technology used for teaching is easily visible to all students in the classroom					
CAC5	Students can hear the teacher clearly from anywhere in the classroom					
CAC6	I like the way the classroom from which I teach is arranged					
ACR	Accessible Classroom Resources					
ACR1	The classroom space we teach in facilitates our teaching practice.					
ACR2	As teachers, we have the space to get together in casual manner					

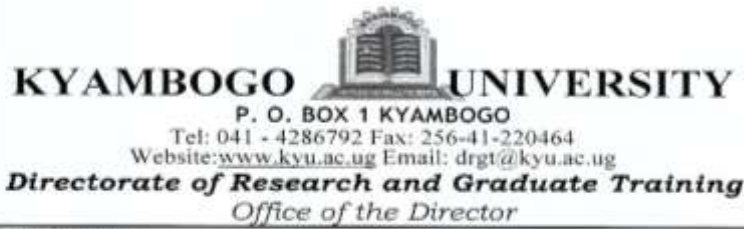
ACR3	Teachers have abundant access to adequate material resources to accomplish their teaching duties in this school					
ACR4	Teachers have enough access to office hardware and supplies, for example, copiers, paper, pens, and so on.					
ACR5	Teachers have plenty admittance to instructional technology, including computers, printers and internet access.					

SECTION E: Workload

In this section, I aim to understand your perceptions regarding workload. Please rate each statement below based on your own experiences and observations, using a 5-point Likert scale where: 1= strongly disagree (SD), 2= Disagree (D), 3 = not sure (NS), 4 = Agree (A) and 5 = strongly agree (SA). Tick the most appropriate response that relates to your experience.

TH	Teaching Hours	SD	D	NS	A	SA
		1	2	3	4	5
TH1	The non-instructional time provided for teachers is adequate to build meaningful relationships with students					
TH2	The quantity of teaching hours leaves me with limited time for collaborative and team-building activities with students					
TH3	Instructors are protected from obligations which hinder their important role of instructing learners					
CS	Class Size					
CS1	Teachers have reasonable class sizes giving them time to meet the learning needs of all students					
CS2	I find it challenging to keep strong teacher-student relationships in larger classes.					
CS3	I find it hard to provide adequate consideration and support to each student in larger class sizes."					

Appendix C: Introduction Letter



Date: 31/05/2024

TO WHOM IT MAY CONCERN

RE: KYASIIMIRE ANNET

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **21/U/GMED/14274/PE** pursuing Master of Education in Policy Planning and Management, Kyambogo University.

She intends to carry out research on ***"Working Conditions and Teacher Commitment in Government Aided Secondary School in Rubaga Division Kampala Capital City Authority."*** in partial fulfillment of the requirements for the award of Master of Education in Policy, Planning and Management of Kyambogo University.

The purpose of this letter therefore is to request you to grant her permission to carry out her study in your institution.

Any assistance rendered to her will be highly appreciated.

Yours sincerely

Prof. Bosco Bua
AG. DIRECTOR



Appendix D: Acceptance Letter

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug Email: drgt@kyu.ac.ug
Directorate of Research and Graduate Training
Office of the Director

Date: 31/05/2024

TO WHOM IT MAY CONCERN

RE: KYASIIMIRE ANNET

Dear Sir/Madam,

This is to introduce to you the above-named student No **21/U/GMED/14274/PE** pursuing Master of Education in Policy Planning and Management, Kyambogo University.

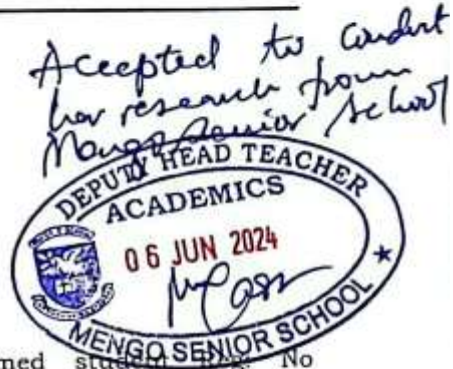
She intends to carry out research on **"Working Conditions and Teacher Commitment in Government Aided Secondary School in Rubaga Divison Kampala Capital City Authority."** in partial fulfillment of the requirements for the award of Master of Education in Policy, Planning and Management of Kyambogo University.

The purpose of this letter therefore is to request you to grant her permission to carry out her study in your institution.

Any assistance rendered to her will be highly appreciated.

Yours sincerely


Prof. Bosco Bua
AG. DIRECTOR



Appendix E: Plagiarism Clearance

WORKING CONDITIONS AND TEACHER COMMITMENT IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN RUBAGA DIVISION, KAMPALA CAPITAL CITY AUTHORITY, UGANDA

by Annet Kyasiimire

Submission date: 22-Nov-2025 07:39AM (UTC+01:00)

Submission ID: 2257000168

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