

**PERCEIVED SCHOOL SUPPORT, INTERPERSONAL RELATIONSHIP AND
TEACHERS SENSE OF COMMUNITY IN GOVERNMENT-AIDED
SECONDARY SCHOOLS IN BUKWO DISTRICT, UGANDA**

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DECLARATION

I, Elizabeth Yeko, hereby attest that this dissertation was written ethically and in compliance with the guidelines of Directorate of Research and Graduate Training of Kyambogo University.

I attest that it has never been submitted to another institution for consideration for any kind of award.

Signature

Date

Elizabeth Yeko

APPROVAL

We the undersigned supervisors attest that this dissertation titled “Perceived School Support, Interpersonal Relationship and Sense of Community in Government-Aided Secondary Schools in Bukwo District, Uganda”, has been conducted under our guidance and supervision. We have reviewed it and are satisfied with its quality and integrity. We therefore recommend that it be submitted for examination and assessment.

Signature Date.....

Dr Wilson Mugizi

Signature Date.....

Dr Joseph Rwothumio

DEDICATION

I dedicate this dissertation to my daughters; Mary Shalom Chebet, Lucy Grace Cherop and Catherine Cherop.

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ABSTRACT

This study investigated the influence of perceived school support on teachers' sense of community moderated by interpersonal relationship in government-aided secondary schools in Bukwo district, Uganda. Specifically, the study assessed the influence of perceived school support on sense of community, examined the influence of interpersonal relationship on sense of community and tested the moderating effect of interpersonal relationship in the influence of perceived school support on teachers' sense of community in government-aided secondary schools in Bukwo District. Employing a quantitative approach, this study utilised a correlational research design. A self-administered questionnaire was used to collect data from a sample of 240 secondary school teachers, selected through simple random sampling. The data was analysed using descriptive statistics and Partial Least Squares Structural Equation Modelling (PLS-SEM). Descriptive statistics revealed that teachers' sense of community and perceived school support were moderate but interpersonal relationship was high. The SEM findings revealed that perceived school support had a positive and significant influence on sense of community; interpersonal relationship had a negative insignificant influence on sense of community while perceived school support moderated by interpersonal relationship had a positive but insignificant influence on sense of community. The findings led to the conclusion that school support is crucial for teachers' sense of community; interpersonal relationship is not crucial for the teachers' sense of community, and equal emphasis on perceived school support and interpersonal relationship does not necessarily lead to teachers' sense of community. The study recommends that education stakeholders should provide sufficient support to teachers in terms of fairness, supervisor support, rewards, good job conditions and school participation to enhance their sense of community; mutual acceptance and uplifting should be promoted among teachers and greater emphasis should be laid on school support compared to interpersonal relationship in fostering teachers' sense of community.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Sense of community as a concept has attracted the attention of scholars today. It is believed that sense of community connects employees in a collegial manner, encourages cooperative behaviour, increases engagement and participation (Pesonen et al., 2020), builds trust, increases level of confidence (Cevik & Sevilmis, 2022) and stimulates creativity (Ciambotti et al., 2022). As a consequence, sense of community positively impacts employees' mental health, social wellbeing, effectiveness, and efficiency (Chen & Zhang, 2022). Therefore, a research examining the predictors of sense of community in organisations especially in a school setting was worthwhile. This study sought to examine the influence of school support on teachers' sense of community moderated by interpersonal relationship.

1.1 Background of the Study

This section consists of the historical background on sense of community and how it is influenced by perceived school support and interpersonal relationship in secondary schools. It also includes the theoretical background, conceptual background, and contextual background.

1.1.1 Historical Background. The notion of sense of community was first highlighted by the work of Maslow (1943), an American psychologist who in his hierarchy of needs theory suggested desire for belonging as the third level thus need for friendship, intimacy, family and love or community membership. Without belonging, feelings of social isolation, alienation, and loneliness arise (Pesonen et al., 2020). Gusfield (1975) noted differences in the two major aspects of the term community; the geographical that deals with a neighbourhood, town, city or region, and the second was communities of interest which is of relational use, with emphasis on the nature and essence of relationships between people. Formally, in a working paper, the concept was first introduced by McMillan (1976). He defined it as an impression members of a group have that their needs will be met as long as they remain together, as well as a sense of belonging and importance to one another.

McMillan and Chavis (1986) described it as a multi-dimensional concept denoting membership, influence, integration and fulfilment of needs and shared emotional connection. Membership is a feeling of being part of a group and it consists of five interrelated components namely perimeters, emotional protection, sense of belonging and identification, personal investment and a collective symbolic framework (Lampinen et al., 2019). Influence means a feeling of individuals influencing the group and the group influencing the individuals while integration and fulfilment of needs satisfies the belief that needs will be met by existing resources due to group membership, there is mutual assistance among the members, and the group can go forward; Shared emotional connection depends on the hope that members of a group will continually share experiences of places and time spent together (Anli, 2019). Deci and Ryan (1991) proposed that the need for interconnectedness includes working towards; relating

and caring for others, others relating sincerely to an individual, and having a fulfilling and continuous engagement with the social world thus sense of community is marked by solid, continuous and emotionally satisfying relationships among members of a group.

Globally, teacher sense of community has been an issue of concern. A study done in the United States of America among educators in high schools with majority African American student populations revealed that 94.3% of respondents experienced low sense of community; males who participated in the study viewed similarities with others, sense of group responsibility, and interconnectedness as being unrelated to belonging and acceptance; females who self-identified as other experienced limited sense of community; new teachers indicated that they felt isolated by those who had been in the schools longer and teachers from different ethnic groups (Patrice et al., 2018). Across the United States, there has been great decline in the sense of community with low integration and fulfilment of needs resulting from the COVID-19 pandemic and change to contingency virtual teaching which led to a sharp decline in teachers' feelings of accomplishment due to weak communication, untargeted training, unproductive cooperation, unfair expectations, and none-authentic recognition during the pandemic (Kraft et al. 2021).

A study among high school science and mathematics teacher communities of practice across the United States of America equally indicated that mathematics teachers consistently reported lower identity (Polizzi et al. 2021). In Europe, teachers' sense of community is also of great concern. With the onset of COVID-19 in United Kingdom, lockdown and remote teaching reduced feelings of belonging among teachers; uncertainty, importance of relationships and teacher identity were common themes among teachers most of whom described their dismay at their job becoming an administration job and how remote reduced their feeling of sense of

community (Mulrooney & Kelly, 2020). In a study involving teachers done in Sweden, Karlsudd (2021) revealed that shared emotional connection was lacking with 40% of teachers expressing discomfort during discussions about inclusion, hence teachers' experiences of openness and belonging was unpredictable.

In the Asian continent, contrary to what is in the Western World, in Philippines, teachers of secondary school exhibit a high sense of community (Jimenez, 2020). However, in some Asian countries, the sense of community remains low exhibited by growing isolationism. For instance, in Korea there is limited social networking especially among international school teachers (Santos, 2019). In South Korea, there are fragmented teacher identities as a result of power instability coupled with inadequate cultural capital in schools (Hwang & Yim, 2019). In Africa, teachers' sense of community is also low. A study conducted in Eritrea indicated that teachers of middle and secondary schools exhibited minimal sense of community showcased by high teacher attrition (Fessehatsion & Peng, 2021). In South Africa, positive attitude towards rural communities resulted in engagement in healthy, enjoyable and kindling interactions among teachers despite many demeaning views about rural learning ecologies; similar sense of belonging, membership, shared emotional connection and influence was established in both teachers who originated from urban areas but were employed in rural schools and those who stayed and worked in rural learning ecologies (Hlalele & Mosia, 2020).

In Tanzania, secondary school teachers feel bad about their profession, do not want to be identified with the teaching profession and they neither influence nor are influenced by the teaching profession because society takes teaching as the last resort for people with poor living and working conditions (Kihwele & Kihwele, 2023). This creates a low sense of community among teachers. In Kenya, there is loss of a sense of positive connection among secondary

school teachers of public schools (Wanyonyi & Ouda, 2019). Kamundi (2021) further revealed that in Kenya, the number of secondary school teachers that left schools perennially outnumbered those who were employed because some administrators were not cooperative, not understanding, not appreciative, did not recognise teachers' efforts, were not caring and did not treat teachers with dignity.

In Uganda, the situation is not any different! A study among teachers of private secondary schools in Mbale showed that staff retention in schools was a nightmare evidenced by recruitment of fresh teachers every year (Wambede & Bisaso, 2020). Further, with the recent discriminated increase in salaries of science teachers, the sense of community among teachers in secondary schools has been taken aback. The Uganda national teachers' union secretary general during teachers' day celebrations noted in his speech that this inequitable pay demotivated and divided the teaching fraternity (Kazibwe, 2022). On their part, most science teachers associate themselves more as scientists and not as teachers evidenced by formation of a separate Uganda professional science teachers' union curved out from the original Uganda national teachers' union (UPSTU, 2022). This implied a low sense of community among teachers of government-aided secondary schools.

Owing to the importance of sense of community, scholars have examined factors relating to it. Lampinen et al. (2018) revealed that support and encouragement, open interaction, conversation culture, unified values, shared work vision, objectives management and leadership structure, work atmosphere, and common time in an organisation affected a sense of belonging among social and health care managers in Finland. Kitreerawutiwong et al. (2020) indicated that sense of community predictive factors include social support, neighbourhood environment, length of residency in the area, and education level. Sriram (2020) revealed that the factors

include deeper life engagements, academic interfaces, social dialogue and sense of community. Anli (2019) reported that the factors include interpersonal sensitivity and sense of community. Polizzi et al. (2021) studied social influences and discipline-based identity and self-efficacy belief among science and mathematics teachers in the United States. Kirkhus (2011) studied influences to teachers' sense of community in Public Urban Elementary Schools across the United States and found that principal leadership activities, enabling school guidelines and frameworks for teacher networking and exchange contributed to teachers' sense of community; teacher capacity building mediated the relationship between principal leadership behaviours and teachers' sense of community. Admiraal and Lockhorst (2011) studied the sense of community in school scale in Dutch and found that group identity, meaningful relationships, shared practices embracing individuality, appreciation of uniqueness, and significant relationships affect teachers' sense of community.

Most of the studies on sense of community alluded to above were carried out among students for example that of Sriram (2020) and Anli (2019) while Kitreerawutiwong et al. (2020) carried out a study among older adults. In a workplace setting, Lampinen et al. (2018) carried out a study among social and health care managers. The study by Polizzi et al. (2021) was carried out among teachers yet it was restricted to only science and mathematics teachers in the United States. The inclusive study by Kirkhus (2011) related aspects of school support to teachers' sense of community. However, the above studies related aspects of organisational support with sense of community, leaving out interpersonal relationship except the study by Anli (2019). However, Anli (2019) studied interpersonal relationship as an antecedent to sense of community, not as a moderator. All the above investigations were schemed outside Uganda. In the Ugandan perspective, school support and interpersonal relationships need attention because of arts

teachers feeling discriminated by the government and divisionism being propagated by leaders of the union of science teachers. This study therefore examined the influence of school support on sense of community moderated by interpersonal relationship among secondary school teachers in Bukwo district in Uganda.

1.1.2. Theoretical Background . This study was anchored on and explained by the perceived organisational support theory and relational systems theory. Perceived organisational support theory was proposed by Eisenberger et al. (1986). The theory assumes that the enthusiasm of employees to remain in the organisation and harness their expertise largely depends on perceived organisational support (Jing & Yan, 2022). According to Cropanzano et al. (1997), a profound sense of organisational support enhances employees' job-based self-identity. Perceived organisational support theory posits that the maturation of perceived organisational support is encouraged by employees' personification of the organisation (Eisenberger et al., 1986). Accordingly, favourable or unfavourable treatment indicates favour or disfavour of individuals by the organisation. Rewards given to employees in an organisation and suitable job circumstances such as remuneration, promotions, job enhancement, and say in organisational strategic decisions yield to perceived organisational support. Voluntary rewards and conducive job conditions from the organisation satisfy employees more than those obtained after compulsion from outside pressures such as employer-employee negotiations or regulatory requirements for safety (Eisenberger et al., 1986).

Perceived organisational support theory puts forward three consequences of perceived organisational support; production of an impulse to mind about the organisation's thriving and attainment of objectives, fulfilment of emotional and relational needs and employees identifying

with organisational roles (Santos & Gonçalves, 2018). The authors note that these consequences result from care, approval, and respect accorded to individuals by the institution. According to Eisenberger et al. (1986), perceived favourable treatment that increase perceived organisational support received from the organisation are fairness, supervisor support, organisational rewards, job conditions and participation. According to Rhoades and Eisenberger (2002), fairness is a measure for apportionment of resources among employees, formal rules and policies about decision making and implementation, receiving of exact information, and the quality of dignity in interactions while apportioning resources; supervisor support means the degree of valuing of the efforts of workers and prioritisation of workers' their welfare while organisational rewards and job conditions include acknowledgement, remuneration, career progression, confidence in job continuity, independence, role stressors, and training. This study examined the influence of perceived school support in terms of fairness, supervisor support, organisational rewards, job conditions and participation on teachers' sense of community.

Perceived Organisational Support Theory does not explicitly explain the relationship between interpersonal relationship and sense of community. Relational Systems Theory was used to expound the linkage between interpersonal relationship and sense of community. Relational systems theory can be dated back to the work of Khan (1998) who studied relational systems at work. Relational systems standpoint proposes that alliances at work are key in giving rise to sought-after mindsets and behaviours in employees (Kahn, 2007) and that staff build relationships at work to satisfy of their needs (Fiaz and Qureshi, 2023). Relationships at work are created and maintained based on experience (Kahn, 2007). If the relationships are positive, employees are motivated to build them at work (Fiaz & Qureshi, 2023). Khan (1998) established that work relationships vary in strength of their emotional attachments. Employees who are

strongly attached to their organisations felt joined, recognised and not alone in their jobs while those with weak attachments were superficially connected and their extreme form was detachment.

Relationships fulfil varied relational needs. Relational needs are those that employees intend to obtain from networks with colleagues at work (Kahn, 2007). The author put forward five categories of human connection needs as; task achieving goals, advancing in career, gaining clarity, finding significance and personal encouragement. Interpersonal relationships consist of interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony (Singh & Aggarwal, 2022). Interpersonal regard means accepting other people's perspective because they are valuable; mutual acceptance and uplifting refers to raising others in an organisation; mutual trust is the affective feeling between individuals as a result of transparency between individuals in the organisation while harmony is about mutual cooperation (Singh & Aggarwal, 2022). This study examined the influence of interpersonal relationship variables identified by Singh and Aggarwal (2022) on sense of community.

1.1.3 Conceptual Background. The variables for this study were perceived school support (independent variable), interpersonal relationship (moderating variable) and sense of community (dependent variable). Perceived school support means how school employees interpret the extent their input is valued by the school (Maan et al., 2020). For this study, perceived school support referred to fairness (Delvin et al., 2014), supervisor support (Yang et al., 2016), institutional rewards (Mugizi & Bakkabulindi (2018), job conditions (Channa, 2016), and participation (Mugizi & Bakkabulindi, 2018). Interpersonal relationship denoted the association between two

or more individuals who have like aims, ambitions, or goals, whose coming together achieves larger goals (Ayofe & Akinbo, 2022).

Interpersonal relationship in this referred to interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony (Singh & Aggarwal, 2022). For the dependent variable of sense of community, it is defined as a perception of belonging to a group with common interests and shared believes, a feeling of mutual importance with the viewpoint that the group will meet its members' needs because of their membership and accountability to others in the group; it entails walking the talk and taking responsibility for ones's actions (Yang et al., 2020). In this study, the constructs of the variable of sense of community were based on the work of on Chavis et al. (2008) thus; needs fulfilment, group membership, influence and emotional connection.

1.1.4 Contextual Background. The ten government- aided secondary schools in Bukwo District provided the study context. The schools were Amanang, Chepkwasta, Chesower, Tulel, St Joseph's, and Eastern College Chebinyiny, Kapyoyon High school, Kabei seed, Kortek Girls' school and Kamet Secondary School. In Uganda, secondary school teachers have formed savings and credit cooperative organisations (SACCOs) which increases their level of savings, offers them loans at a low interest rate, improves their standards of living and which makes them feel that they belong to a community of teachers (Nantongo, 2022). In the schools, there are activities done that can result in a sense of sense of community and good interpersonal connections amongst teachers. For instance, teachers support each other financially and materially during weddings and burials of relatives, are involved in cash rounds and schools occasionally organise

get together parties for teachers. These endeavours are expected which create unity amongst them hence sense of community.

With respect to school support, schools pay teachers Parents Teachers Association (PTA) allowances, allowances for extra teaching and duties beyond regular hours, duty allowance, and hard to reach allowances for teachers in hard-to-reach areas. These allowances are aimed at fulfilling the needs of teachers. National teachers' day is also celebrated annually and outstanding teachers are awarded while annual general meetings are conducted in schools. In addition, there is delegation of authority and assignment of responsibilities, performance appraisal, training and promotion (Mugizi, 2018). Nonetheless, in secondary schools, sense of community among teachers in Uganda remains low. The teachers like others in the country engage in industrial action periodically over pay (Kambasu, 2021), arrive late for work and do not complete their tasks like scheming, lesson planning and carrying out weekly duty (Mugizi et al., 2019). Some go to class late, some just teach and leave abruptly, and some neglect meeting the required learning outcomes for students (Ashaba et al., 2022). All these indicate that teachers lack a sense of community. The unanswered empirical question that emerged that was studied was whether perceived school support moderated by interpersonal relationship had an influence on teachers' sense of community.

1.2 Statement of the Problem

Sense of community is very critical for the success of an organisations (Ciambotti et al., 2022). It fosters the creativity required to come up with fresh concepts and solve issues (Ciambotti et al., 2022), fosters a sense of reciprocal reliance, attachment, and belonging among the people, connecting them in a collegial way (Cevik & Sevilmis, 2022). Collective efficacy, solidarity and cohesion, greater mental awareness and lower depressive tendencies are the results of perceived

sense of community (Chen & Zhang, 2022). Due to its importance, efforts have been made to create and increase sense of community of secondary school teachers in Uganda. For instance, teachers are part of PTA and Board of Governors committees with representatives (The Education Act, 2008). Teachers have also formed savings and credit cooperative organisations for savings and loan facilities among them (Nantongo, 2022). In schools, secondary school teachers even have revolving funds and teachers support each other financially and materially during functions.

However, even with efforts to boost teachers' sense of community, it stays depressed. Many secondary school teachers have abandoned classes, arrive at their respective schools early and record their daily attendance and vanish from the schools (Mugizi, et al., 2019). The teaching fraternity is divided (Kazibwe, 2022) with science teachers associating themselves more as scientists and not as teachers (UPSTU, 2022) while arts teachers feel that they do not belong to the teaching fraternity indicating a low sense of belonging. If these issues pertinent for the attainment of sense of community among secondary school teachers are not addressed, there will be very limited commitment and engagement in school activities, and eventually persistent burnout among the secondary school teachers and which in turn would hinder achievement of school goals, aims and objectives. Previous studies have not studied the impact and magnitude of institutional support on teachers' sense of community. This study investigated the influence of perceived school support on teachers' sense of community in secondary schools moderated by interpersonal relationship.

1.3 Purpose of the Study

The study investigated the influence of perceived school support on teachers' sense of community moderated by interpersonal relationship in government-aided secondary schools in Bukwo District in Uganda.

1.4 Objectives of the Study

The specific objectives of the study were;

- i. To assess the influence of perceived school support on teachers' sense of community in government-aided secondary schools in Bukwo District
- ii. To examine the influence of interpersonal relationship on teachers' sense of community in government-aided secondary schools in Bukwo District
- iii. To test the moderating effect of interpersonal relationship in the influence of perceived school support on teachers' sense of community in government-aided secondary schools in Bukwo District.

1.5 Research Hypotheses

The following hypotheses guided the study;

- i. Perceived school support has a significant influence on teachers' sense of community in government-aided secondary schools.
- ii. Interpersonal relationship has a significant influence on teachers' sense of community in government-aided secondary schools.
- iii. Interpersonal relationship has a moderating effect in the influence of perceived school support on teachers' sense of community in government-aided secondary schools.

1.6 Scope of the Study

1.6.1 Content Scope. The study covered perceived school support, interpersonal relationship and sense of community. Perceived school support covered fairness, supervisor support, institutional rewards, job conditions and participation. Interpersonal relationship covered interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony while sense of community covered needs fulfilment, group membership, influence and emotional connection.

1.6.2 Geographical Scope. Bukwo District in Eastern Uganda provided the geographical scope. The study was schemed in the government-aided secondary schools in the district. The schools were Amanang, Chepkwasta, Chesower, Tulel, Kamet, St Joseph's Secondary School, Eastern College Chebinyiny, Kapyoyon High school, Kabei seed and Kortek Girls' school. These schools provided a sufficient sample of teachers.

1.6.3 Time Scope. This study was carried out from June 2024 to August 2024. This period was appropriate because the researcher had access to the secondary school teachers and head teachers during the second term of the schools' academic calendar.

1.7 Significance of the Study

This study makes a contribution to policy makers, schools and the body of knowledge. To schools, the research will contribute knowledge of best school support practices and how they can be implemented. To the head teachers, the study provide insights on how to foster sense of community and good interpersonal relationship among teachers and teachers will get insights on establishing and maintaining good interpersonal relationship and consequently increase their sense of community at school. To policy makers, the study provides insights on key priority areas as regard school support components. Support to be provided by the head teachers to

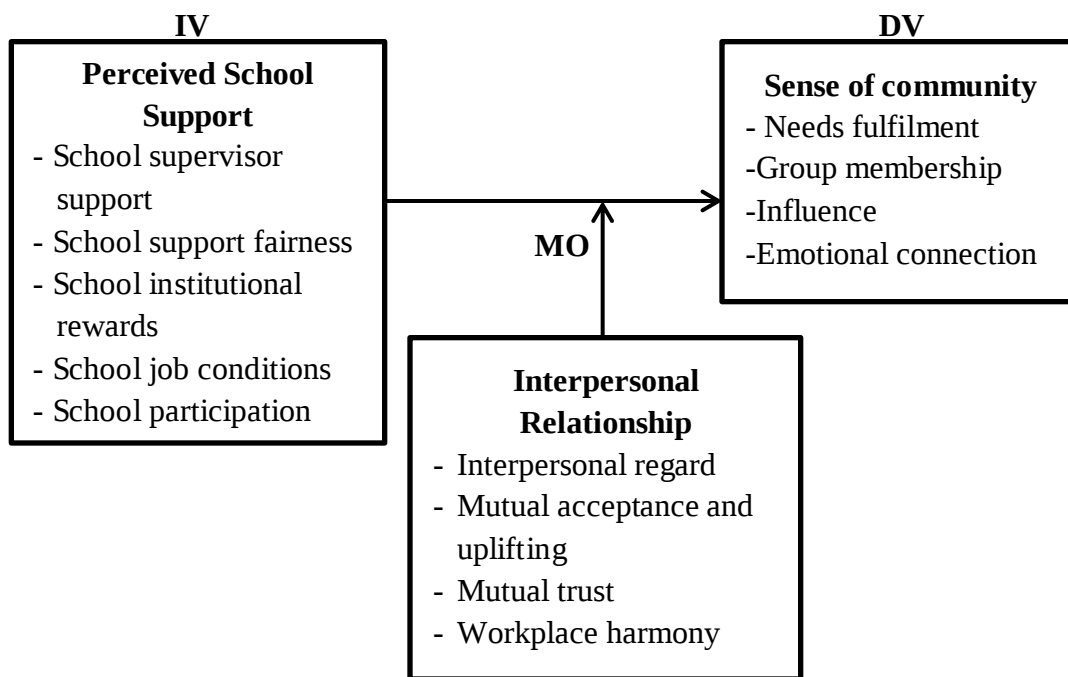
teachers will thus be well spelt in policy. To scholarly sphere, the research will establish the nature of relationship between school support and sense of community in a Ugandan context. The study will thus be a basis for further research on the study variables.

1.8 Conceptual Framework

The conceptual framework (Figure 1.1) describes the influence of perceived school support on sense of community moderated by interpersonal relationship.

Figure 1. 1

Conceptual Framework



Source: Conceptual framework basing on ideas adapted from Maan et al. (2020), Ayofe and Akinbo (2022) and Chavis et al. (2008).

The conceptual framework (Figure 1.1) shows that perceived school support in terms of supervisor support, school support fairness, institutional rewards, job conditions and participation leads to sense of community in terms of needs fulfilment, group membership, influence and emotional connection. The framework also shows that the relationship between perceived school support and sense of community is moderated by interpersonal relationship. Interpersonal relationship is in terms of interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony.

1.9 Operational Definitions of Study Variables

Interpersonal relationship: This denotes interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony.

Perceived school support: This referred to fairness, supervisor support, institutional rewards, job conditions and participation.

Sense of community: This refers to needs fulfilment, group membership, influence and emotional connection.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature on perceived school support, interpersonal relationship and sense of community. It contains theoretical review and review of related literature. Existing literature on perceived school support, interpersonal relationship and sense of community is analysed and gaps which this study filled identified.

2.1 Theoretical Review

The theoretical review is on the theory of Perceived Organisational Support and Relational systems Theory. Perceived organisational support theory was proposed by Eisenberger et al. (1986). The theory assumes that the enthusiasm of employees to remain in the organisation and harness their expertise largely depends on perceived organisational support (Jing & Yan, 2022). According to Cropanzano et al. (1997), a profound sense of organisational support enhances employees' job-based self-identity. Perceived organisational support theory posits that the maturation of perceived organisational support is encouraged by employees' personification of the organisation (Eisenberger et al., 1986). Accordingly, favourable or unfavourable treatment indicates favour or disfavour of individuals by the organisation. Rewards given to employees in an organisation and suitable job circumstances such as remuneration, promotions, job enhancement, and say in organisational strategic decisions yield to perceived organisational support. Voluntary rewards and conducive job conditions from the organisation satisfy

employees more than those obtained after compulsion from outside pressures such as employer-employee negotiations or regulatory requirements for safety (Eisenberger et al., 1986).

Perceived organisational support theory puts forward three consequences of POS; production of an impulse to mind about the organisation's thriving and attainment of objectives, fulfilment of emotional and relational needs and employees identifying with organisational roles (Santos & Gonçalves, 2018). The authors note that these consequences result from care, approval, and respect accorded to individuals by the institution. According to Eisenberger et al. (1986), perceived favourable treatment that increase perceived organisational support received from the organisation are fairness, supervisor support, organisational rewards, job conditions and participation. According to Rhoades and Eisenberger (2002), fairness is a measure for apportionment of resources among employees, formal rules and policies about decision making and implementation, receiving of exact information, and the quality of dignity in interactions while apportioning resources; supervisor support means the degree of valuing of the efforts of workers and prioritisation of workers' their welfare while organisational rewards and job conditions include acknowledgement, remuneration, career progression, confidence in job continuity, independence, role stressors, and training. This study examined the influence of perceived school support in terms of fairness, supervisor support, organisational rewards, job conditions and participation on teachers' sense of community.

Perceived Organisational Support Theory does not explicitly explain the relationship between interpersonal relationship and sense of community. Relational Systems Theory was used to expound the linkage between interpersonal relationship and sense of community. Relational systems theory can be dated back to the work of Khan (1998) who studied relational systems at work. Relational systems standpoint proposes that alliances at work are key in giving rise to

sought-after mindsets and behaviours in employees (Kahn, 2007) and that staff build relationships at work to satisfy of their needs (Fiaz and Qureshi, 2023). Relationships at work are created and maintained based on experience (Kahn, 2007). If the relationships are positive, employees are motivated to build them at work (Fiaz & Qureshi, 2023). Khan (1998) established that work relationships vary in strength of their emotional attachments. Employees who are strongly attached to their organisations felt joined, recognised and not alone in their jobs while those with weak attachments were superficially connected and their extreme form was detachment.

Relationships fulfil varied relational needs. Relational needs are those that employees intend to obtain from networks with colleagues at work (Kahn, 2007). The author put forward five categories of human connection needs as; task achieving goals, advancing in career, gaining clarity, finding significance and personal encouragement. Interpersonal relationships consist of interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony (Singh & Aggarwal, 2022). Interpersonal regard means accepting other people's perspective because they are valuable; mutual acceptance and uplifting refers to raising others in an organisation; mutual trust is the affective feeling between individuals as a result of transparency between individuals in the organisation while harmony is about mutual cooperation (Singh & Aggarwal, 2022).

Relational systems theory has its strength in the fact that it focuses on need fulfillment (Ehrhardt, 2014). It posits that employees have distinct needs for connection and support in workplace that may be met or unmet. The level to which relationship needs are satisfied determines psychological bonding to people in one's workplace life (Ehrhardt, 2014). However, the theory lacks clear guidelines for assessing whether an individual's relational needs are

undoubtedly satisfied by workers' web of connections. This study assessed the casual linkages between interpersonal relationship variables and sense of community.

2.2 Concept of Sense of Community

Sense of Community implies a feeling of being part of a group, a sense of mutual importance, and a common belief that being together meets needs through shared dedication (Yang et al., 2020). It is an appreciation of resonance with others, acknowledged mutual reliance and the sensation of being embedded in a secure framework; a feeling of being valued and impactful to a group, with confidence in the community's nurturing environment (Ciambotti et al., 2022). Sense of community involves giving to or doing for others what one expects from them (Chen & Zhang, 2022). According to Yang et al. (2020), a disposition of being accountable for one's actions towards others in the group, empathetic engagement with others and walking the talk constitutes sense of community.

Sense of community is key as far as organisations are concerned. Sense of community creates an impression of fitting in a group, dependence on each other and interpersonal bonding among individuals resulting in collegiality (Cevik & Sevilmis, 2022) therefore it behaviourally fastens people to the community they belong to and leads them to act within it (Procentese et al., 2019). Sense of community is tied to beneficial results such as active involvement within the community and it leads to preparedness through development of sustainable and resilient communities (Procentese et al., 2019). Ciambotti et al. (2022) indicate that sense of community fuels creative potential needed to generate outside-the-box ideas and solutions to problems, increases level of confidence and the commitment it provides drives optimised resource mobilisation, even in tough situations (Ciambotti et al., 2022).

Chen and Zhang (2022) found that sense of community positively influences one's mental health and social wellbeing. According to Anli (2019), sense of community is important in empowering organisational characteristics, streamlining public policies, scaling up goodwill, fostering trustworthiness, lowering opportunism and oversight costs and understanding creativity, institutional evolution, and value-added outcomes.

2.3 Review of Related Literature

2.3.1 Perceived School Support and Sense of Community. Perceived school support is the teacher's feeling that their school genuinely cares about their well-being; it is the discernment that the school has an intense care for the school employees thus school support enables functional, social, and emotional backing (Rasool et al., 2021). Perceived school support is fundamental in building teachers' sense of community thus different scholars have studied organisational support and sense of community. In a study on workplace belongingness, Hau (2023) examined the consequence of supervisor support on employee belongingness in a health organisation New Zealand. It was established that perceived supervisor support significantly led to workplace belongingness. The study also indicated that full-time permanent workforce continually more attached to their workplace than part-time employees.

In their study, Hombrados-Mendieta et al. (2019) examined the casual effect of social support on sense of community among immigrants. The study indicated that increased social support was linked to a greater sense of community. In a study done in Chinese enterprises, Jing and Yan (2022) studied the casual effect of organisational support on sense of belonging and self-identification which point to sense of community. The results indicated that perceived organisational support positively affected psychological ownership. In a study in India,

Kachchhap and Horo (2021) assessed determinants of sense of belonging among teachers in schools. Perceived school support significantly predicted sense of belonging. A very strong sense of belonging was noted among employees who perceived support from their organisations (Rasool et al., 2021). Perceived organisational support helps members of the workforce to develop an emotional bond to their organisation (Tetteh et al., 2020). Contextual, empirical and population gaps arose from the above literature. First, the studies did not capture the African context and few studies were carried out in the school context hence the need for this study in the local school context.

2.3.2 Interpersonal Relationship and Sense of Community. Interpersonal relationships are connections between people who have similar goals, objectives, and aims and who in concert seek to achieve larger goals beyond what each person can accomplish alone (Ayofe & Akinbo, 2022). Some studies have investigated casual linkages between interpersonal relationship and sense of community. In a study done in Finland involving international students, Pesonen et al. (2020) looked at sense of belonging in co-teaching relationship. The study established that close collegial relationship between teachers built a sense of belonging. Akindele (2020) studied emotional intelligence and interpersonal skills training as strategies for fostering psychological sense of community among teachers in Ogun State, Nigeria. The results showed that Interpersonal skills training programs fostered teacher's psychological sense of community.

In a study assessing the influence of social and higher interactions with psychological sense of community in the United States, Sriram (2020) reported that higher life, academic and social interactions led to psychological sense of community. Sriram (2020) while studying the influence of academic, social, and deeper life interactions on the psychological sense of

community in the United States found that deeper life interactions, academic interactions and social interactions influenced the psychological sense of community of international students. Singh (2022) studied the predictors of organisational embeddedness: An investigation into perceived organisational support and organisational trust among employees in Trinidad. The results showed that experiences of organisational support and trust each predict the three dimensions of organisational embeddedness that is links, fit and sacrifices thus sense of community. Accordingly, organisational support leads to a sense of community. Singh (2017) carried out a study titled developing organisational embeddedness: employee personality and social networking in service sector companies in Carribea. Findings indicate that conscientiousness, emotional stability and extraversion predict organisational embeddedness and social networking leads to embeddedness thus employees who engage in free and open interpersonal relationship experience sense of community in their workplaces.

In a review, Longaretti (2020) assessed the views and experiences of inclusion as students move from elementary to secondary education. Findings showed that nature of school-based interpersonal relationship determined school sense of belonging. In their study involving Nigerian bank employees, Ayofe and Akinbo (2022) assessed the impact of interpersonal relationships. The study indicated that relationship led to employees sharing of thoughts, feelings, and engaging in activities together. Thus good interpersonal relationship created sense of community. Similarly, sense of community has been explained as feelings of belongingness and a shared belief that community members meet one another's needs (Cevik & Sevilmis, 2022). Accordingly, sense of community is facilitated by interpersonal relationship. In a study done in the USA, Burcher et al. (2021) examined the influence of interpersonal support as a

predictor of sense of community among youth in mentoring programs. The study findings indicated that greater interpersonal support resulted in parents' sense of community.

However, these studies raised contextual, methodology and population gaps. For instance, Longaretti (2020) carried out a review thus necessitating an empirical study. Additionally, most of the studies were carried out among other populations that are not teachers. For example, the study by Sriram (2020) was carried out among international students, Burcher et al. (2021) carried out a study among parents while Ayofe and Akinbo (2022) carried out a study among bank employees. Hence, this study that involved secondary school teachers in schools in Uganda and it assessed the predictive power of interpersonal relationship on sense of community.

2.3.3 Perceived School Support, Interpersonal Relationship and Sense of Community.

Perceived school support denotes employees' view of whether the school minds about their input and welfare and their evaluation of whether the organisation facilitated their career growth (Rasool et al., 2021). Employees who perceive supportive relationships experience security on their jobs and offer their dedication toward achievement of school goals because they believe they are part of something greater than themselves. Further, collaborative work and learning enhance teachers' professional development through formal and informal teacher groups (Admiraal et al., 2021). Interpersonal relationship denotes to the ability to establish and sustain mutually satisfying relationships with a wide range of people in a variety of situations (Lengieza et al., 2023). The authors have documented that interpersonal relationships lead to fulfilment of individual primary requirements heightening and enhancing the availability of resources and fulfil the basic need to belong and to feel associated others.

Interpersonal relationship nurtures an ambiance where originality and forward-thinking blossom and eventually increase organisational productivity, interpersonal support fosters a sense of community within the organisation by lowering employee turnover (Ayofe & Akinbo, 2022). In a study done in China, Zhang et al. (2020) assessed the intervening role of psychological empowerment and supportive role of interpersonal trust among primary school teachers in China. The results demonstrated that interpersonal relationships were a positive moderator of the relationship between teacher empowerment and teacher outcomes. Also, the findings showed that interpersonal relationship positively moderated the relationship between teacher empowerment and teachers' voice behaviour. Teachers who perceived higher levels of interpersonal trust felt that they influenced affairs in their schools as a result of principal's authentic behaviour. Thus, teachers who felt supported at school and trusted each other consequently experienced sense of community. In general, there was a dearth of empirical data supporting the moderating role of interpersonal relationships on the association between sense of community and perceived school support. Therefore, this study examined how interpersonal relationships among Ugandan secondary school teachers moderate the relationship between perceived school support and sense of community to provide empirical data on the same.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodologies that were used to carryout investigations of this empirical study are presented in this section. These methodologies were the basis for data collection, analysis and subsequent presentation of the findings.

3.1 Research Design

This study used a correlational research design. Using this design, the researcher investigates relationships between predictor and criterion variables (Mugizi et al, 2022). Further, the authors posit that a correlational research design provides an evaluation of the strength and direction of relationship between two or more variables. Quantitative approach was used. This approach examines relationship among variables that can be measured typically on instruments to obtain numeric data that can be analysed using statistical procedures (Mohajan, 2020). According to the authors, quantitative approach is used in relational questions of variables within research and it was preferred because it protected against bias and the findings can be generalised and replicated.

3.2 Study Population

The study collected data representative of teachers in Bukwo District. The target population was 256 teachers from ten government-aided secondary schools in Bukwo district. These schools were deemed sufficient to provide data necessary for generalisation of the results.

3.3 Sample Size Determination

The sample size comprised 240 teachers. The researcher determined the sample size using the sampling table by Krejcie and Morgan (1970) (see Appendix D). The sample size of teachers from each school was determined using proportionate sampling to ensure that each school is equitably represented. The sample is presented in Table 3.1.

Table 3.1

Target Population and Sample Size

School	Target population	Sample size
Amanang Secondary School	55	51
St Joseph's Secondary School	24	22
Chepkwasta Secondary School	20	18
Eastern College Chebinyiny	24	22
Kabei Seed Secondary School	24	22
Kortek Girl's School	23	22
Kamet Secondary School	18	17
Tulel Secondary School	23	22
Chesower Secondary School	26	24
Kapyoyon High School	19	18
Total	256	240

Table based on ideas adopted from Krejcie and Morgan (1970)

3.4 Sampling Technique

The study was quantitative seeking to produce generalisable findings, therefore, it employed the simple random sampling technique. The technique is probabilistic hence every component of the population has an independent and equal opportunity of being included in the sample (Mohajan, 2020).). Thus, it enabled the researcher to ensure that all respondents had an equal chance of being selected. The technique led to results that are generalisable.

3.5 Measurement of Variables

The study variables were sense of community (DV), perceived school support (IV) and interpersonal relationship (Moderating variable). The variables' characteristics and sources are indicated in Table 3.2.

Table 3.2

Variable Characteristics and Source

Variable	Nature of Variable	Indicators	Source
Sense of community	Dependent variable	- Needs fulfilment - Group membership - Influence - Emotional connection	Chavis et al. (2008)
Perceived school support	Independent variable	- School support fairness - School supervisor support - School institutional rewards - School job conditions - School participation	Delvin et al. (2014) Yang et al. (2016) Mugizi and Bakkabulindi (2018) Channa (2016) Mugizi and Bakkabulindi (2018)
Interpersonal relationship	Moderating variable	- Interpersonal regard - Mutual acceptance and uplifting - Mutual trust - Workplace harmony	Singh and Aggarwal (2022)

3.6 Research Instrument

A close ended self-administered questionnaire (SAQ) was used to collect numeric data because useful data is obtained quickly, participants get ample time for quality answers and teachers' efficacy in English was good (Mohajan, 2020). The questionnaire comprised sections A, B, C and D. Section A was on demographic characteristics of the respondents, section B was on sense of community, section C was on perceived school support and section D on interpersonal relationship. The indicators were measured using the agreement scale where 1 = strongly disagree (minimum) and 5 = strongly agree (maximum).

3.7 Quality Control of Data Collection Instruments

Validity and reliability of the data collection instruments was calculated. High validity of the instrument led to collection of accurate data while high reliability ensured consistency in the question items for the different constructs.

3.7.1 Validity. The concept indicates the degree to which the study's data collection and analysis accurately reflect the reality under study (Surucu & Maslakci, 2020). Validity of the instrument ensured that the question items used measured the constructs in the conceptual framework (Figure 1.1). To evaluate the validity of the data, convergent and discriminant validity tests were conducted. Convergent validity, which assesses whether the constructs effectively measure the intended variable, was examined using Average Variance Extracted (AVE). Discriminant validity, which determines whether the constructs are distinct and independent, was evaluated using Heterotrait Monotrait (HTMT) ratio correlations. Table 3.3 presents the validity results.

Table 3.3

Heterotrait Monotrait (HTMT) Ratio Correlations for Discriminant Validity

Measures	AVE	SOC	EC	GM	IFI	NF	
SOC							
EC	0.517	0.458					
GM	0.515	0.561	0.528				
IF	0.596	0.525	0.539	0.656			
NF	0.520	0.799	0.794	0.844		0.860	
Measures		PSS	SIR	SJC	SP	SSF	PSS
PSS							
SIR	0.773	0.870					
SJC	0.738	0.873	0.717				
SP	0.741	0.892	0.823	0.726			
SSF	0.584	0.894	0.654	0.736	0.700		
SSS	0.641	0.870	0.667	0.657	0.722	0.729	
Measures		IPR	IPRN	M	MUT	WPH	
IPR							
IPRN	0.772	0.835					
M	0.672	0.565	0.853				
MUT	0.695	0.544	0.845	0.575			
WPH	0.695	0.610	0.865	0.675	0.593		

SOC = Sense of community, EC= Emotional connection, GM= Group membership, IFI= Influence, NF= Needs fulfilment, PSS= Perceived school support, SIR= School institutional rewards, SJC= School job conditions, SP= School Participation, SSF= School support Fairness, SSS= School supervisor support, IPR= Interpersonal relationship, IPRN= Interpersonal regard, M= Mutual acceptance and uplifting, MUT= Mutual trust and WPH = Workplace harmony.

The results showed that the AVE values exceeded the recommended threshold of 0.50, indicating adequate convergent validity. Additionally, the HTMT ratio correlations were below the maximum threshold of 0.90, supporting discriminant validity. These findings suggest that the constructs demonstrated sufficient convergent and discriminant validity, providing confidence in the accuracy and distinctness of the measured variables (Hair et al., 2021).

3.7.2 Reliability. The reliability of the instrument was carried out to ensure internal relatedness of the indicators of the construct by calculating Cronbach's Alpha and Composite Reliability which was attained at the benchmark of 0.70. The reliabilities were calculated using SmartPLs for both Cronbach's Alpha and Composite Reliability (Surucu & Maslakci, 2020). Composite reliability countered the bias of Cronbach's Alpha and increased reliability of the indicators (Surucu & Maslakci, 2020). Chronbach's alpha tends to render some indicators unreliable because it expects all the items to have similar characteristics. The results were thus reliable.

Table 3.4

Reliability, Convergent Validity (AVE) and Collinearity (VIF)

Measures	α	CR	VIF
EC	0.805	0.862	1.435
GM	0.764	0.840	1.355
IFI	0.830	0.880	1.655
NF	0.815	0.866	1.595
SIR	0.853	0.911	2.244
SJC	0.822	0.894	2.037
SP	0.825	0.896	2.390
SSF	0.897	0.918	2.228
SSS	0.888	0.915	2.129
IPR	0.706	0.871	1.395
M	0.755	0.860	1.526
MUT	0.780	0.872	1.434
WPH	0.781	0.872	1.609

The reliability results presented in Table 3.4 demonstrate that all composite reliability values exceeded the recommended threshold of 0.70 (Hair Jr. et al., 2021), indicating a high level of

internal consistency among the indicators for each construct. This suggested that the measures used to operationalise the variables were reliable and produced consistent results. Furthermore, the high inter-item correlations among the indicators imply that the data collected was reliable. Table 3.4 also presents the results of the collinearity diagnostic test, which was conducted to detect the presence or absence of multicollinearity among the predictor variables. Multicollinearity occurs when two or more independent variables exhibit a high correlation, leading to unstable regression estimates. To assess this, the Variance Inflation Factor (VIF) was computed, with values above 0.5 indicating no multicollinearity (Hair et al., 2021). As shown in Table 3.4, all VIF values exceeded this threshold, indicating that the independent variables were not highly correlated and did not exhibit multicollinearity. Therefore, the linear test results were accurate.

3.8 Procedure of Data Collection

Data collection was carried out after the proposal had been approved. A letter was obtained from the Directorate of Research and Graduate Training which was presented to head teachers who then introduced the researcher to the teachers from whom data was collected directly by the researcher. Data was collected directly by distributing the questionnaires to the teachers.

3.9 Data Management

Data management involved processing and analysis of the data. The processing of data involved coding, entering and summarising them using frequency tables. This helped in identifying and removing errors. Normality and linearity of the data was therefore established. Data analysis involved descriptive analysis using frequencies, percentages, means and standard deviations, and

inferential analysis in form of Partial Least Squares Structural Equation modelling (PL-SEM) using SmartPls. PL-SEM determined links between variables and produced results for generalisation.

3.10 Ethical Considerations

Besides Informed consent; copy right, anonymity, confidentiality and honesty were considered in reporting. Informed consent involved ensuring that all the respondents participated in the study knowingly, voluntarily and intelligently. Where someone's work was included, it was cited. Copyright and patenting was respected and plagiarism of any form was vehemently avoided. Anonymity and confidentiality was assured by keeping respondents' identities private

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This part is a presentation, analysis, and interpretation of study results on perceived school support, interpersonal relationship and teachers' sense of community in government-aided secondary schools in Bukwo District, Uganda. The results include the response rate, background profiles of the respondents and the results pertaining to the dependent variable, sense of community. The subsequent sections are organised according to the study objectives, with findings on perceived school support, interpersonal relationship, and the moderating effect of interpersonal relationship on perceived school support and sense of community presented under their respective subthemes.

4.1 Response Rate

The study achieved an exceptionally high response rate, with fully completed questionnaires received from 235 out of 240 teachers (97.7%). This indicates that nearly all planned participants provided usable data, resulting in a highly representative sample. Moreover, according to Pielsticker and Hiebl (2020), a response rate of 50% is considered sufficient in social science research, making the current study's response rate notably robust. This high response rate enhances the reliability and generalisability of the findings, providing a strong foundation for the study's conclusions.

4.2 Background Characteristics of the Respondents

This section presents data on the demographic characteristics of the teachers, which are gender, age group, level of education, responsibility in the school, and teaching experience. The results are presented in Table 4.1.

Table 4.1

Respondents' Background Characteristics

Variables	Categories	Frequency	Percent
Gender	Male	142	60.4
	Female	93	39.6
	Total	235	100.0
Age groups	Up to 30 years	71	30.2
	31-40 Years	118	50.2
	41-50 Years	37	15.7
	50 Years and above	9	3.8
Highest level of education achieved	Diploma	106	45.1
	Bachelor's degree	112	47.7
	Post graduate diploma	15	6.4
	Master's degree	2	.9
Responsibility within the school	Subject teacher	118	50.2
	Class Teacher	47	20.0
	Head of subject	23	9.8
	Head of department	29	12.3
	Others	18	7.7
	Total	235	100.0
Teaching experience	Less than 5 years	104	44.3
	5-10 years	76	32.3
	10 years and above	55	23.4
	Total	235	100.0

The findings in Table 4.1 show that 60.4% of the teachers were males, with females being 39.6%. The findings suggest that the larger percentage of teachers was of males. Nevertheless, responses of both female and male teachers were captured, since the number of female teachers was also high. The data on the age group of teachers showed that a greater percentage of 50.2% were aged 31 to 40 years, followed by those of up to 30 years with a percentage of 30.2%, then those between 41-50 years were 15.7%, and only 3.8% were above 50 years. These results imply that teachers of different categories of age were involved in the study. Thus, the results were representative of teachers of different ages. The results on the education level of teachers revealed that the majority, 47.7% were bachelor's degree holders, followed by 45.1% with diplomas, 6.4% had a post graduate diploma and 0.9% were master's degree holders. This implied that teachers were extremely trained and thus could capably respond to the question items in the questionnaire because of proficiency in English.

The results showed that the teachers held various responsibilities in the schools with 50.2% being subject teachers, 20.0% being class teachers, 9.8% being heads of subjects, 12.3% being heads of departments while 7.7% belonged to other categories especially head teachers and deputy head teachers. These results meant that teachers with diverse observations according to their responsibilities in the schools participated in the study. Additionally, the representative teachers each had different years of teaching experience. Teachers who had taught for less than 5 years were 44.3% with the highest numbers, followed by those who had taught between 5-10 years with a percentage of 32.3% and those who had taught for more than 10 years were 23.4%. Therefore, the results were representative of teachers of different educational experiences, which provided a more comprehensive understanding of their perception of various age groups of teachers, enhancing the quality and validity of the research.

4.3 Sense of Community

Sense of community was studied as a multi-dimensional concept covering needs fulfilment, group membership, influence and emotional connection. The descriptive results on these constructs were as follows.

4.3.1 Needs Fulfilment. This construct of sense of community was studied using six items, as shown in Table 4.2.

Table 4.2

Table for Needs Fulfilment

Item	SD	D	MA	A	SA	Mean
This school meets my essential needs that are for my comfort	17 (7.2%)	35 (14.9%)	100 (42.6%)	71 (30.2%)	12 (5.1%)	3.11
The things colleagues and I value in this school are the same	19 (8.1%)	42 (17.9%)	75 31.9 (28.9%)	85 (36.2%)	14 (6.0%)	3.14
My school meets my requirements as a teacher	19 (8.1%)	32 13.6% (13.6%)	79 (33.6%)	86 (36.6%)	19 (8.1%)	3.23
I feel good because of being part of this school	20 (8.5%)	18 (7.7%)	68 (28.9%)	94 (40.0%)	35 (14.9%)	3.45
In this school, I easily share my problems with most teachers	31 (13.2%)	39 (16.6%)	67 (28.5%)	80 (34.0%)	18 (7.7%)	3.06
The needs, priorities, and goals of individuals in this school are largely the same	28 (11.9%)	55 (23.4%)	67 (28.5%)	76 (32.3%)	9 (3.8%)	2.93

The results in table 4.2 indicate that cumulatively, 35.3% of teachers agreed that their schools met their essential needs for their comfort while 42.6% moderately agreed. The average mean, mean = 3.11 which was close to three on the five-point Likert scale used suggested that fairly,

schools met teachers' essential needs for their comfort. Concerning whether the things the teachers and their colleagues valued were the same, 42.2% of the teachers agreed while 31.9% of the teachers moderately agreed. The average mean 3.14 indicated that fairly, teachers agreed that their colleagues valued the same things like them. In addition, 44.7% of the teachers agreed that their schools met their requirements, 33.6% moderately agreed and 21.7% disagreed. The corresponding mean of 3.23 showed that the schools somewhat met the requirements of teachers.

The majority of teachers, 54.9%, agreed that they felt good because of being part of their schools whereas 16.2% disagreed with a moderate mean of 3.45. This implied that the teachers felt rather good because of being part of their schools. A fairly large proportion of teachers, 41.7%, indicated that they shared their problems with most teachers, while 29.8% disagreed about the same with a moderate mean of 3.06. This meant that most teachers quite shared their problems with other teachers. For whether the needs, priorities, and goals of teachers in the schools were largely the same, 36.1% of teachers cumulatively agreed, while 35.4% disagreed with a moderate mean of 2.93. The mean of 2.93 indicated that the needs, priorities, and goals of teachers in their schools were largely the same. To ascertain the overall level of needs fulfilment among teachers, a composite index was calculated by averaging the responses to the seven items measuring needs fulfilment. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.1). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.1

Histogram for Needs Fulfilment

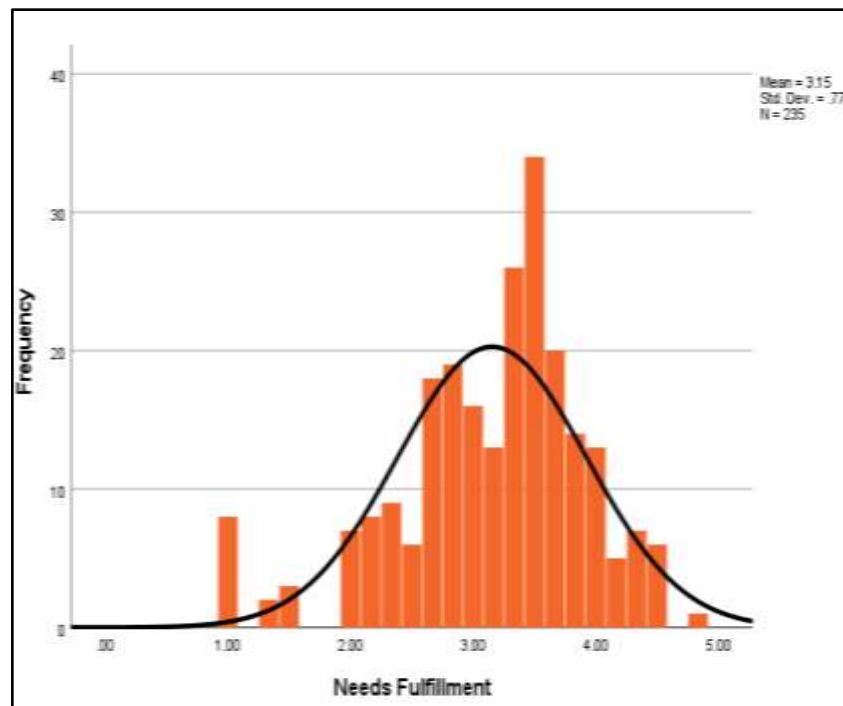


Figure 4.1 displays an average mean score of 3.15, indicating that teachers generally exhibited a moderate level of needs fulfilment. The accompanying standard deviation of 0.77 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and testing of hypotheses.

4.3.2 Group Membership. The second construct of sense of community was group membership.

It was studied using six items as shown in Table 4.3

Table 4.3

Table for Group Membership

Item	SD	D	MA	A	SA	Mean
I find it easy to trust most people in this school	10 (4.3%)	59 (25.1%)	75 (31.9%)	76 (32.3%)	15 (6.4%)	3.11
I easily recognise every colleague by voice or even by their hand writing	15 (6.4%)	30 (12.8%)	80 (34.0%)	85 (36.2%)	25 (10.6%)	3.32
I feel that most of my colleagues understand me	11 (4.7%)	40 (17.0%)	77 (32.8%)	83 (35.3%)	24 (10.2%)	3.29
This school uses recognisable logos, landmarks, flags, artwork, apparel, signs, and architecture as symbols and expressions of its membership	10 (4.3%)	36 (15.3%)	74 (31.5%)	72 (30.6%)	43 (18.3%)	3.43
I put a lot of time and effort into being part of this school	4 (1.7%)	25 (10.6%)	62 (26.4%)	100 (42.6%)	44 (18.7%)	3.66
I comfortably and proudly identify myself with this school	4 (1.7%)	20 (8.5%)	55 (23.5%)	89 (37.9%)	67 (28.5%)	3.83

The results in table 4.3 indicate that cumulatively, 38.7 % of teachers agreed that they found it easy to trust most people in their school, 31.9% moderately agreed while 29.4% disagreed. The mean of 3.11 indicates that most of the teachers found it easy to trust most people in their school. Concerning whether the teachers easily recognised every colleague by voice or even by their hand writing, 46.8% of the teachers agreed, 34.0% agreed moderately while 19.2% of the

teachers disagreed. The average mean of 3.32 indicates that the teachers and their colleagues relatively valued the same things. For whether the teachers felt that most of their colleagues understood them, a reasonable percentage, 46.5%, of teachers agreed, while 32.8% disagreed with a moderate mean of 3.29. This meant teachers fairly perceived that their colleagues understood them.

Additionally, 48.9% of the teachers agreed that their schools used recognisable logos, landmarks, flags, artwork, apparel, signs, and architecture as symbols and expressions of its membership, while 19.6% disagreed about the same with a moderate mean of 3.43. This meant that the schools considerably used recognisable logos, landmarks, flags, artwork, apparel, signs, and architecture as symbols and expressions of its membership. A high percentage of 61.3% of the teachers put a lot of time and effort into being part of their schools. The high mean of 3.66 showed that most teachers put a lot of time and effort into being part of their schools.

A substantial proportion, 66.4% of the teachers comfortably and proudly identified themselves with their schools while 10.2% indicated that they did not comfortably and proudly identify themselves with their schools with a high mean of 3.83 affirming the fact that the teachers comfortably and proudly identify themselves with their schools. To ascertain the overall level of group membership among teachers, a composite index was calculated by averaging the responses to the seven items measuring group membership. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.2). This graph displays the overall mean and the normality curve provides a visual representation of the data's distribution.

Figure 4.2

Histogram for Group Membership

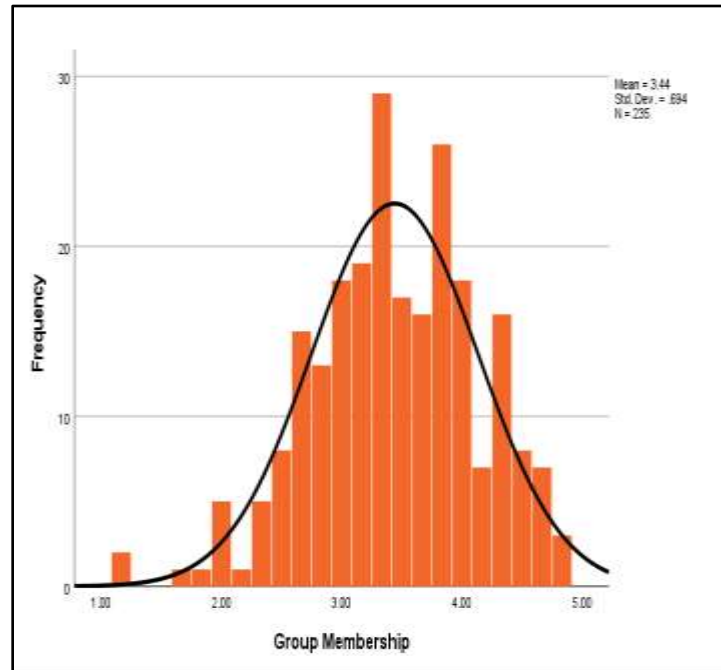


Figure 4.2 displays an average mean score of 3.44, indicating that teachers generally exhibited a moderate level of group membership. The accompanying standard deviation of 0.69, close to 0.70, suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to probe into the relationships between variables and test hypotheses.

4.3.3 Influence. Influence was the third construct of sense of community. The construct was studied using six items as shown in Table 4.4.

Table 4.4

Table for Influence

Item	SD	D	MA	A	SA	Mean
Being part and parcel of this school is important for me	11 (4.7%)	31 (13.2%)	65 (27.7%)	81 (34.5%)	47 (20.0%)	3.52
I look forward to working with this school for a longer time if provided the opportunity	8 (3.4%)	24 (10.2%)	64 (27.2%)	102 (43.4%)	37 (15.7%)	3.58
I care about what administrators of this school thinks about me	13 (5.5%)	23 (9.8%)	67 (28.5%)	101 (43.0%)	31 (13.2%)	3.49
I have a say on what shapes this school	14 (6.0%)	33 (14.0%)	72 (30.6%)	92 (39.1%)	24 (10.2%)	3.34
Teachers are involved in providing solutions to the problems of the school	15 (6.4%)	27 (11.5%)	68 (28.9%)	95 (40.4%)	30 (12.8%)	3.42
The leaders of this school inspire me as an individual	8 (3.4%)	30 (12.8%)	80 (34.0%)	83 (35.3%)	34 (14.5%)	3.45

Table 4.4 reveals that 54.5% of teachers reported that being part and parcel of their school was important for them, with a high mean score of 3.52, indicating that the teachers somewhat valued being part and parcel of their school. Additionally, the higher percentage of teachers, 59.1%, stated that they looked forward to working with their current schools for a longer time if provided the opportunity with a high mean score of 3.58, confirming that most teachers generally looked forward to working with their current schools for a longer time if provided the opportunity. Furthermore, a significant proportion of the teachers, 56.2% indicated that they cared about what administrators of their school thought about them with a moderate mean score of 3.49. This implied that most teachers fairly cared about what administrators of their school thought about them. 49.3% of the teachers indicated that they had a say on what shaped their

schools with a moderate mean of 3.34. This showed that the teachers sometimes had a say on what shaped their schools.

Most of the teachers, 53.2%, indicated that were involved in providing solutions to the problems of their schools. The moderate mean of 3.42 indicates that the teachers were moderately involved in providing solutions to the problems of their schools. Concerning whether leaders of their schools inspired the teachers individually, most of the teachers, 49.8%, agreed with an average mean of 3.45 thus the leaders of the schools fairly inspired the teachers individually. To find out how overall teachers rated the level of influence in their schools, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.3). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.3

Histogram for Influence

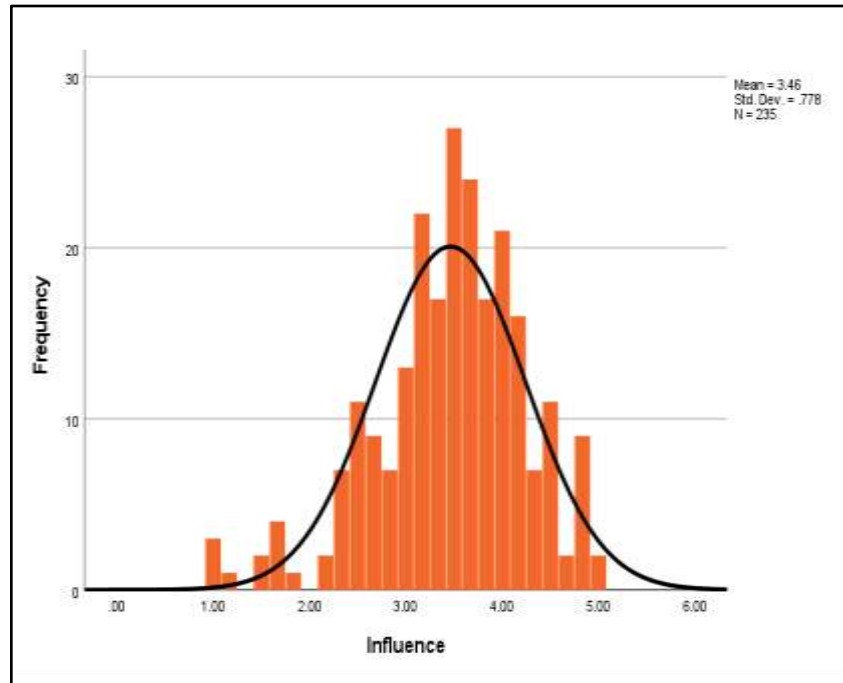


Figure 4.3 displays a mean score of 3.46, indicating that teachers generally exhibited an average level of influence. The accompanying low standard deviation of 0.78 suggested a tight clustering of responses around the mean, implying homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.3.4 Emotional Connection. This was the fourth construct of sense of community. The construct was studied using six items as shown in Table 4.5.

Table 4.5

Table for Emotional Connection

Item	SD	D	MA	A	SA	Mean
This school is important to me as an individual	10 (4.3%)	26 (11.1%)	66 (28.1%)	92 (39.1%)	41 (17.4%)	3.54
I enjoy being in company of my colleagues in this school opportunity	4 (1.7%)	26 (11.1%)	67 (28.5%)	100 (42.6%)	38 (16.2%)	3.60
I hope to work in this school for a longer time	8 (3.4%)	32 (13.6%)	53 (22.6%)	119 (50.6%)	23 (9.8%)	3.50
We share significant events together in this school such as weddings among others	8 (3.4%)	26 (11.1%)	48 (20.4%)	101 (43.0%)	52 (22.1%)	3.69
I have hope about the future of this school	6 (2.6%)	27 (11.5%)	54 (23.0%)	112 (47.7%)	36 (15.3%)	3.62
In this school, teachers care for each other	3 (1.3%)	16 (6.8%)	57 (24.3%)	128 (54.5%)	31 (13.2%)	3.71

Table 4.5 reveals the majority of teachers, 56.5%, reported that their schools were important to them at individual level, evidenced by a high mean score of 3.54, indicating a strong tendency of teachers being attached to their schools. Also, most teachers cumulatively, 58.8%, enjoyed being in the company of their colleagues at school, with a high mean score of 3.6 indicating that the teachers highly enjoyed being in the company of their colleagues at school. Furthermore, a significant proportion of teachers, 60.4%, indicated that they hoped to work their schools for a longer time, with a high mean score of 3.50 showing that the teachers notably hoped to work their schools for a longer time. Concerning whether they shared significant events together such as weddings among others, a larger percentage of teachers, 62.1%, agreed. The high mean of 3.65 affirmed that teachers always shared significant events with each other. The teachers indicated that they had hope about the future of their schools, represented by a percentage of

63.0% with the high mean of 3.62 affirming the fact that the teachers were highly hopeful about the future of their schools. Regarding whether the teachers cared for each other in their schools, a greater percentage of teachers, 67.7% agreed. The high mean of 3.71 confirmed that the teachers cared for each other. To ascertain the overall level of emotional connection among teachers, a composite index was calculated by averaging the responses to the seven items measuring emotional connection.

The resulting distribution was then examined for normality using a visual inspection of the normality graph shown in Figure 4.4. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.4

Histogram for Emotional Connection

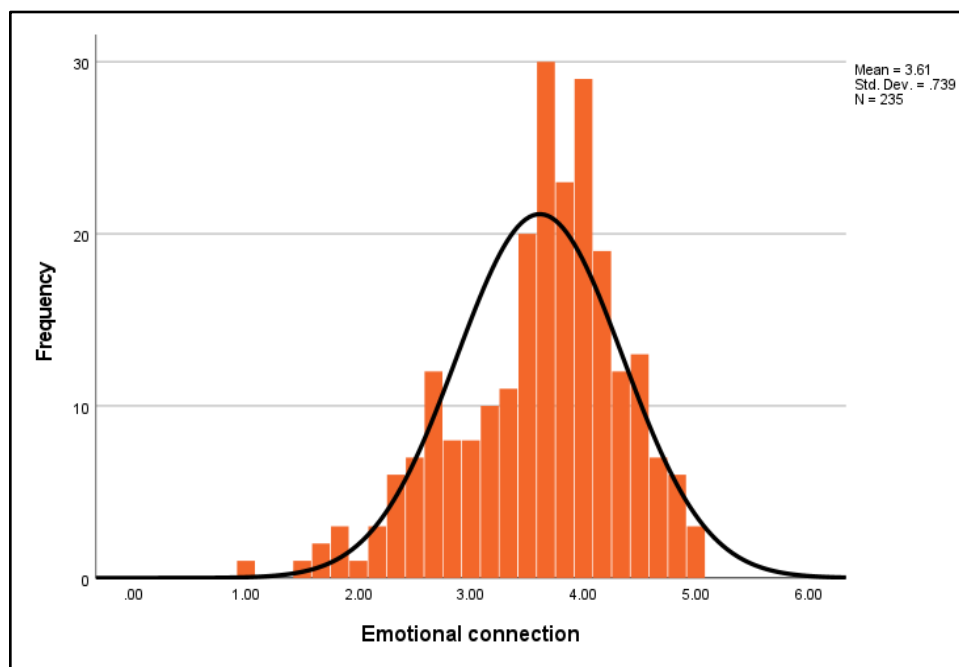


Figure 4.4 displays a high mean score of 3.64, indicating that teachers generally exhibited a high level of emotional connection. The accompanying standard deviation of 0.88 suggested a tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to discover relationships between variables and test hypotheses.

4.3.5 Sense of Community Index. To determine how overall the teachers rated their sense of community, an overall index was calculated for the indicators of the four measures, namely needs fulfilment, group membership, influence and emotional connection. The resulting distribution was then examined for normality using a visual inspection of the normality graph in Figure 4.5. This graph displays the overall mean and the normality curve, providing a visual representation of the distribution of the data.

Figure 4.5

Histogram for Teachers' Sense of Community

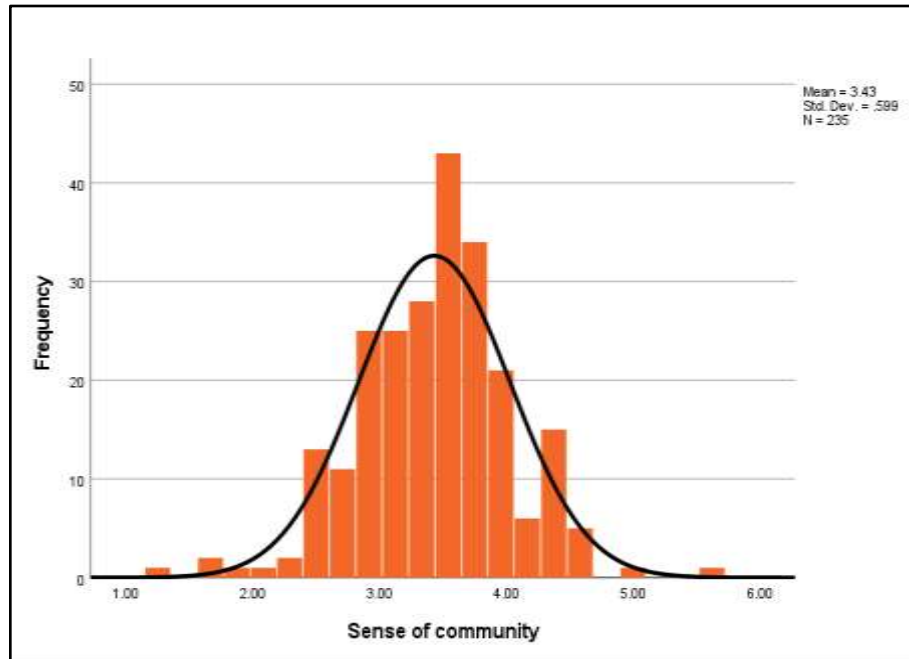
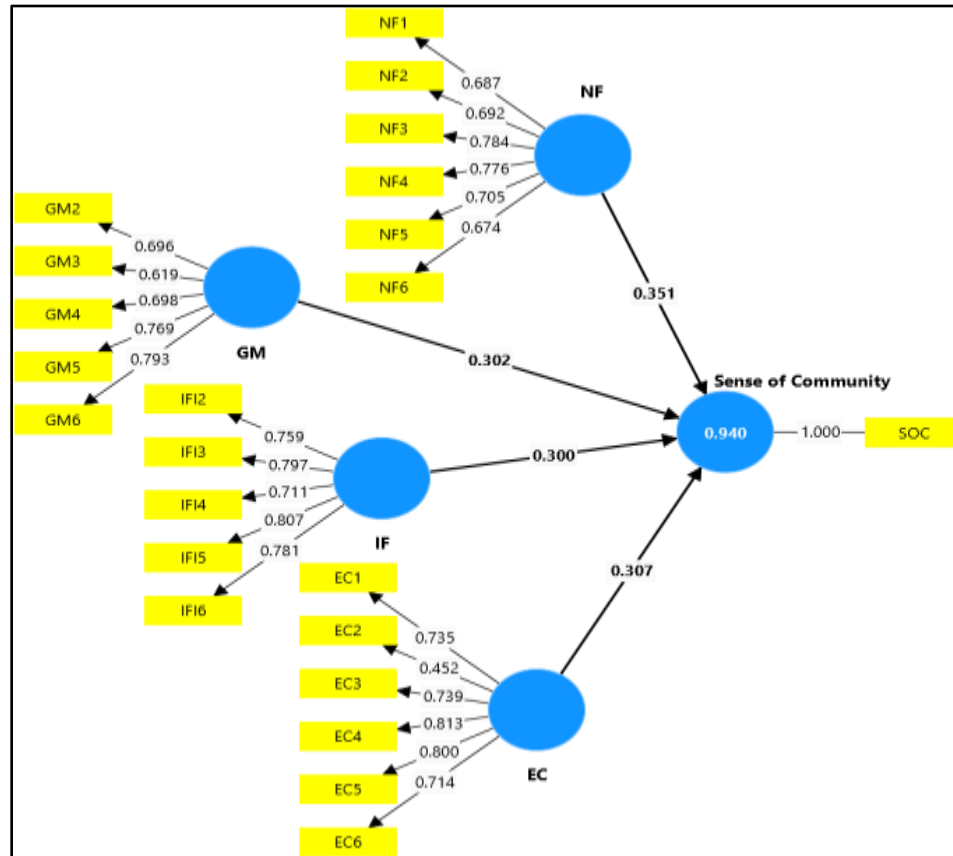


Figure 4.5 reveals a moderate mean score of 3.43, accompanied by a relatively low standard deviation (Std. = 0.60). The mean suggested that teachers exhibited an average degree of sense of community, while the low standard deviation indicates that the results followed a normal distribution. Consequently, the data are suitable for linear analysis.

4.3.6 Sense of Community Structural Equation Model. To identify the constructs of sense of community, a structural equation model (SEM) was developed. The resulting model, depicted in Figure 4.6, reveals the underlying indicators that measure sense of community. The SEM model provides a comprehensive and nuanced understanding of the underlying factors that contribute to sense of community, offering a valuable framework for future research and practical applications.

Figure 4.6

Sense of Community Structural Equation Model



The results in Figure 4.6 reveal that sense of community is a four-construct variable, comprising needs fulfilment, group membership, influence and emotional connection. Factor analysis retained all the six indicators for needs fulfilment, five out of six indicators of group membership, five out of six indicators of influence and all the six indicators for emotional connection. The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, four constructs, namely per needs fulfilment, group membership, influence and emotional connection measured teachers' sense of community.

4.4 Perceived School Support and Teachers' Sense of Community

The independent variable in this study was perceived school support, which was operationalised through five distinct measures namely; fairness, supervisor support, institutional rewards, job conditions and participation.

4.4.1 School Support Fairness. The construct of school support fairness, one of the dimensions of perceived school support was assessed through eight indicators. The results presented in Table 4.6 offer analysis of school support fairness, including g frequency distributions, percentage scores, and mean values.

Table 4.6

Table for School Support Fairness

Item	SD	D	MA	A	SA	Mean
Administration of this school treats everybody equal	25 (10.6%)	46 (19.6%)	80 (34.0%)	65 (27.7%)	19 (8.1%)	3.03
I feel I am treated like any other teacher in this school	15 (6.4%)	45 (19.1%)	78 (33.2%)	77 (32.8%)	20 (8.5%)	3.18
Administration shares with me policies and other information that enables me to work well	22 (4.4%)	42 (18.3%)	63 (26.4%)	83 (35.3%)	25 (10.6%)	3.20
I feel administration of this school makes effort to understand me and treats me accordingly	12 (5.1%)	45 (19.1%)	70 (29.8%)	87 (37.0%)	21 (8.9%)	3.26
Our head teacher attends to my needs as much as possible	9 (3.8%)	51 (21.7%)	77 (32.8%)	78 (33.2%)	20 (8.5%)	3.21
My point of view is listened to in this school	11 (4.7%)	35 (14.9%)	80 (34.0%)	90 (38.3%)	19 (8.1%)	3.30
Our head teacher treats teachers with respect in this school	10 (4.3%)	19 (8.1%)	92 (39.1%)	87 (37.0%)	29 (11.5%)	3.43
Our head teacher makes effort to fulfil stipulated items in the school policies	7 (3.0%)	24 (8.9%)	74 (31.5%)	110 (46.8%)	23 (9.8%)	3.51

Table 4.6 reveals that of the teachers, 35.8% cumulatively reported that the administration of their schools treated everybody equal while 34.0% of the teachers moderately agreed with the assertion. The moderate mean score = 3.03, indicated a fair treatment of the teachers by the school administration. In addition, 41.3% of the teachers stated that they were treated like other teachers in the school, with a moderate mean score of 3.18. This meant that comparatively similar treatment was accorded to teachers in their schools by the school administrators. Furthermore, a significant proportion of teachers, 45.9%, indicated that administration of their schools shared with them policies and other information that enabled them to work well, with a

moderate mean score of 3.20. Thus, administration of the schools partially shared policies and other information with teachers that enabled them to work well. The teachers indicated that their head teachers attended to their needs as much as possible with a percentage of 41.7% while 32.8% indicated that their head teachers moderately attended to their needs as much as possible. The moderate mean of 3.21 indicated that the head teachers moderately attended to teachers' needs.

Pertaining to whether teachers' views were listened to, 46.4% of the teachers agreed. This was affirmed by the moderate mean of 3.30 implying that teachers' views were noticeably listened to. An average percentage of teachers, 48.5%, cumulatively agreed that their head teacher treated teachers with respect in their school. The moderate mean of 3.43 confirms that the head teachers fairly respected their teachers. Concerning whether head teachers made efforts to fulfil stipulated items in the school policies, 56.6% of the teachers agreed. This was backed up by the high mean of 3.51. Thus the head teachers often made efforts to fulfil stipulated items in the school policies. To establish the overall rating of school support fairness, a composite index was calculated by averaging the responses to the eight items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.7). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.7

Histogram for School Support Fairness

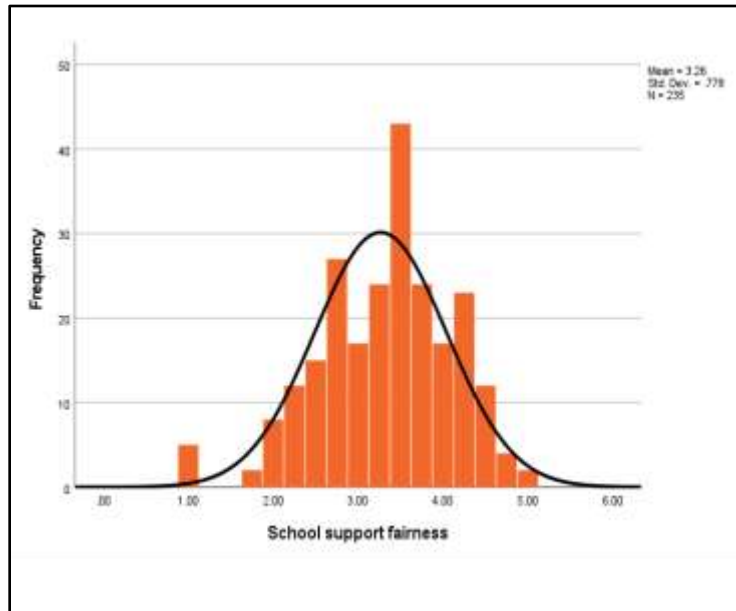


Figure 4.7 displays a moderate mean score of 3.26, implying that teachers generally rated the level of school support fairness accorded to them as moderate. The accompanying standard deviation of 0.708 implied a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.2 School Supervisor Support. The school supervisor support dimension of perceived school support was examined through six indicators, and the results are presented in Table 4.7. The table provides an analysis of school supervisor support, including frequency counts, percentages, and mean scores.

Table 4.7

Table for School Supervisor Support

Item	SD	D	MA	A	SA	Mean
Our head teacher is helpful to me in getting the job done	24 (6.0%)	30 (12.8%)	79 (33.6%)	89 (37.9%)	23 (9.8%)	3.33
Our head teacher extends a hand to ensure that every teacher accomplishes his or tasks	8 (3.8%)	26 (11.1%)	67 (28.5%)	101 (43.0%)	32 (13.6%)	3.51
Our head teacher takes pride in my accomplishments at work	13 (5.5%)	27 (11.5%)	56 (23.8%)	95 (40.4%)	44 (18.7%)	3.55
Our head teacher tries to make the job interesting	12 (5.1%)	35 (14.9%)	77 (32.8%)	86 (36.6%)	25 (10.6%)	3.33
Our head teacher values my contributions	8 (3.8%)	51 (21.7%)	77 (32.8%)	78 (33.2%)	20 (8.5%)	3.56
If I do well, my head teacher notices my effort	9 (3.8%)	16 (6.8%)	61 (26.0%)	114 (48.5%)	35 (14.9%)	3.64

The findings in Table 4.7 on whether the head teacher was helpful to teachers in getting the job done cumulatively indicated that most teachers, 47.7%, agreed, and (18.8%) disagreed. The mean (mean = 3.33), which was moderate, meant that head teachers were helpful to teachers in getting the job done. With regard to whether the head teacher extended a hand to ensure that every teacher accomplished their tasks, cumulatively a substantive number of teachers, 56.6%

agreed. The high mean (mean = 3.51), showed that the head teachers greatly helped teachers to accomplished their tasks. As to whether the head teacher took pride in teachers' accomplishments at work, cumulatively, the highest percentage, 59.1% agreed, with a high mean of 3.55 showing that the head teachers took much pride in their teachers' accomplishments at work.

As regards whether the head teacher tried to make the job interesting, the bigger number of teachers, 47.2%, agreed while 32.8% moderately agreed. The moderate mean (mean = 3.33) showed that the head teachers somewhat tried to make the job interesting for teachers. Regarding whether the head teacher valued teachers' contributions, 41.7% agreed. The high mean (mean = 3.56), showed that the head teachers notably tried to make the job interesting. As to whether the head teacher noticed teachers' effort if they did well, a high percentage of teachers, 63.4%, agreed, with a high mean of 3.64, indicating that the head teachers often noticed teachers' effort if they did well. To establish the overall rating of school supervisor support offered to the teachers, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph in Figure 4.8. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.8

Histogram for School Supervisor Support

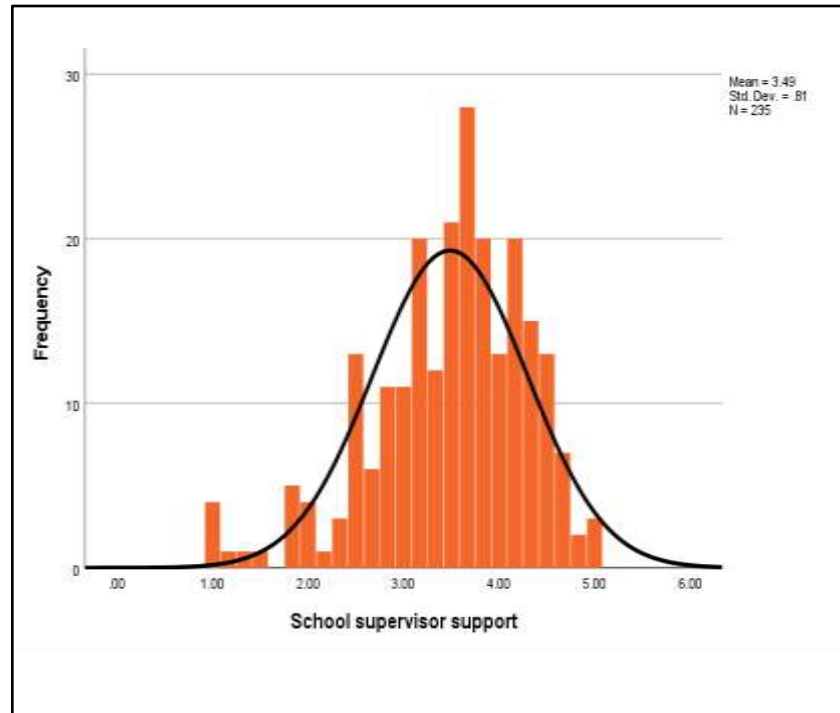


Figure 4.8 displays a moderate mean score of 3.49, indicating that supervisors in schools moderately supported the teachers. The accompanying standard deviation of 0.81 suggested a very tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.3 School Institutional Rewards. The school institutional rewards dimension of perceived school support was examined through six indicators and the results are presented in Table 4.8. The table provides an analysis of school institutional rewards, including frequency counts, percentages, and mean scores.

Table 4.8

School Institutional Rewards

	SD 14	D 30	M 79	A 89	SA 23	Mean
My supervisors are helpful to me in getting the job done in this school besides salary are comparable to those of other schools	14 (62.0%)	30 (62.8%)	79 (33.6%)	89 (37.9%)	23 (9.8%)	2.93
Our head teacher extends a hand to ensure that every teacher accomplishes his or her work	9 (3.8%)	26 (11.1%)	67 (28.5%)	101 (43.0%)	32 (13.6%)	3.51
The rewards beyond salary provided in this school are satisfying	28 (11.9%)	50 (21.3%)	74 (31.5%)	69 (29.4%)	13 (5.5%)	3.12
Our head teacher takes pride in my accomplishments at work	13 (5.5%)	27 (11.5%)	56 (23.8%)	95 (40.4%)	44 (18.7%)	3.55
The rewards well provided to teachers are equitably offered	26 (11.1%)	55 (23.4%)	57 (24.3%)	88 (37.4%)	9 (3.8%)	3.00
Supervisors in this school try to make the job interesting	12 (5.1%)	35 (14.9%)	77 (32.8%)	86 (36.6%)	25 (10.6%)	3.33
The rewards given in this school are comparable to the work I do	26 (11.1%)	60 (25.5%)	61 (26.0%)	76 (32.3%)	12 (5.1%)	2.95
The rewards on top of salary depend on each individual's performance level	29 (12.5%)	39 (16.6%)	74 (31.2%)	88 (37.4%)	17 (7.3%)	3.46
Our head teacher values my contributions	29 (12.5%)	39 (16.6%)	74 (31.2%)	88 (37.4%)	17 (7.3%)	3.46
The rewards offered to teachers in this school are paid in time	26 (11.1%)	38 (16.2%)	64 (27.2%)	84 (35.7%)	23 (9.8%)	3.17
If I do well, my head teacher notices my effort	9 (3.8%)	16 (6.8%)	61 (26.0%)	114 (48.5%)	35 (14.9%)	3.64

Table 4.8 reveals that 34.5% of the teachers cumulatively agreed that the rewards offered in their school besides salary were comparable to those of other schools while 30.6% of the teachers moderately agreed with a moderate mean score of 2.93, close to 3.0 indicating that on average, the rewards offered to teachers in their school besides salary were moderately comparable to

those of other schools. Additionally, a higher percentage of teachers, 34.9%, stated that rewards beyond salary provided in their schools were satisfying while 31.5% of the teachers moderately agreed with an average mean score of 3.12. This meant that rewards beyond salary provided to teachers were quite satisfying. Furthermore, 41.2% of the teachers reported that rewards provided to teachers were equitably offered with a moderate mean score of 3.00, implying that the rewards provided to teachers were quite equitable. In addition, 37.4% of the teachers indicated that the rewards given in their school were comparable to the work they did, with 36.6% indicating that the rewards they received were not comparable to the work they did. The moderate mean of 2.95 suggested that the rewards teachers received were fairly comparable to the work they did.

Concerning rewards on top of salary, 43.8% of the teachers indicated that it depended on each individual's performance. The moderate mean of 3.14 showed that the rewards on top of salary approximately depended on each teacher's performance. Pertaining to whether rewards offered to teachers in their schools were paid in time, cumulatively, 45.5% of the teachers agreed with a moderate mean of 3.17 confirming that the teachers' rewards were offered in time quite often. To establish the overall rating of school institutional rewards offered to the teachers, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph (Figure 4.9). This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.9

Histogram for School Institutional Rewards

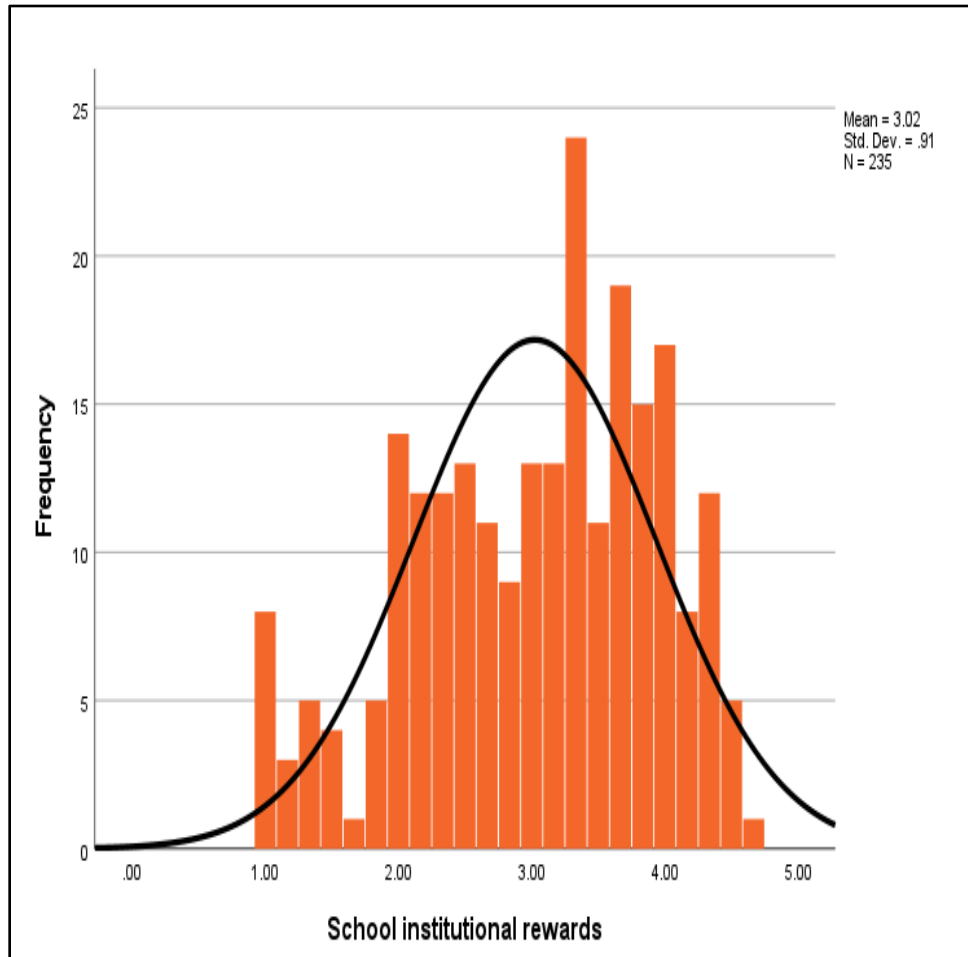


Figure 4.9 displays an average mean score of 3.02, indicating that teachers rated the school institutional rewards offered to them as average. The accompanying standard deviation of 0.91 suggested a very tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. Consequently, the data meets the

assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.4 School Job Conditions. The school job conditions dimension of perceived school support was examined through eight indicators, and the results are presented in Table 4.9. The table provides an analysis of school job conditions, including frequency counts, percentages, and mean scores.

Table 4. 9

Table for School Job Conditions

Item	SD	D	MA	A	SA	Means
Teachers' safety and security in this school is guaranteed	9 (3.8%)	29 (12.3%)	84 (35.7%)	87 (37.0%)	26 (11.1%)	3.39
The working environment of this school provides peaceful atmosphere	11 (4.7%)	19 (8.1%)	74 31.5%)	103 (43.8%)	28 (11.9%)	3.50
It is pleasant to work in this school	11 (4.7%)	27 11.5%)	74 (31.5%)	97 (41.3%)	26 (11.1%)	3.43
The facilities for teaching and welfare are satisfying	13 (5.5%)	25 (10.6%)	84 (35.7%)	82 (34.9%)	31 (13.2%)	13
In this school, teacher professionalism is promoted	10 (4.3%)	24 (10.2%)	65 (27.7%)	110 (46.8%)	26 (11.1%)	3.50
Teacher creativity is facilitated in this school	10 (4.3%)	37 (15.7%)	70 (29.8%)	91 (38.7%)	27 (11.5%)	3.37
The time table in this school is made in a way that promotes flexibility for teachers	9 (3.8%)	19 (8.1%)	63 (26.8%)	101 (43.0%)	43 (18.3%)	3.64
The head teacher in this school makes efforts to provide further training to teachers	15 (6.4%)	27 (11.5%)	54 (23.0%)	117 (49.8%)	22 (9.4%)	3.44

Table 4.9 reveals that an average percentage of teachers, 48.1%, cumulatively agreed that their safety and security in their schools was guaranteed with a moderate mean score of 3.39, indicating that teachers' safety and security was fairly guaranteed. Additionally, a higher percentage of teachers, 55.7%, stated that the working environment of their schools provided peaceful atmosphere, with a high mean score of 3.50, confirming this finding. Furthermore, a significant proportion of teachers, 52.4%, indicated that it was pleasant working in their schools, with a moderate mean score of 3.43. This implied that it was pretty pleasant for the teachers to work in their schools. The facilities for teaching and welfare were satisfying with a teacher percentage of 48.1% agreeing with the assertion. The moderate mean of 3.40 indicated that facilities for teaching and welfare were partially satisfying.

In their schools 57.9% of the teachers agreed that teacher professionalism was promoted. The high mean Of 3.50 showed that teacher professionalism was significantly promoted. Regarding facilitation of teacher creativity, 50.2% of the teachers agreed that it was exercised in their schools. The moderate mean of 3.37, implied that the facilities in the schools fairly facilitated teacher creativity. Concerning the way the time table in the schools was made, 61.3% of the teachers indicated that it promoted flexibility. The high mean of 3.64 indicated that the make of the time tables in the schools greatly promoted teacher flexibility. As for whether the head teachers of the schools made efforts to provide further training to teachers, most teachers, 59.2%, cumulatively agreed. The moderate mean of 3.44 showed that head teachers of the schools reasonably made efforts to provide further training to teachers. To find out how overall teachers rated job conditions in their schools, a composite index was calculated by averaging the responses to the eight items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph shown in Figure 4.10. This graph

displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.10

Histogram for School Job Conditions

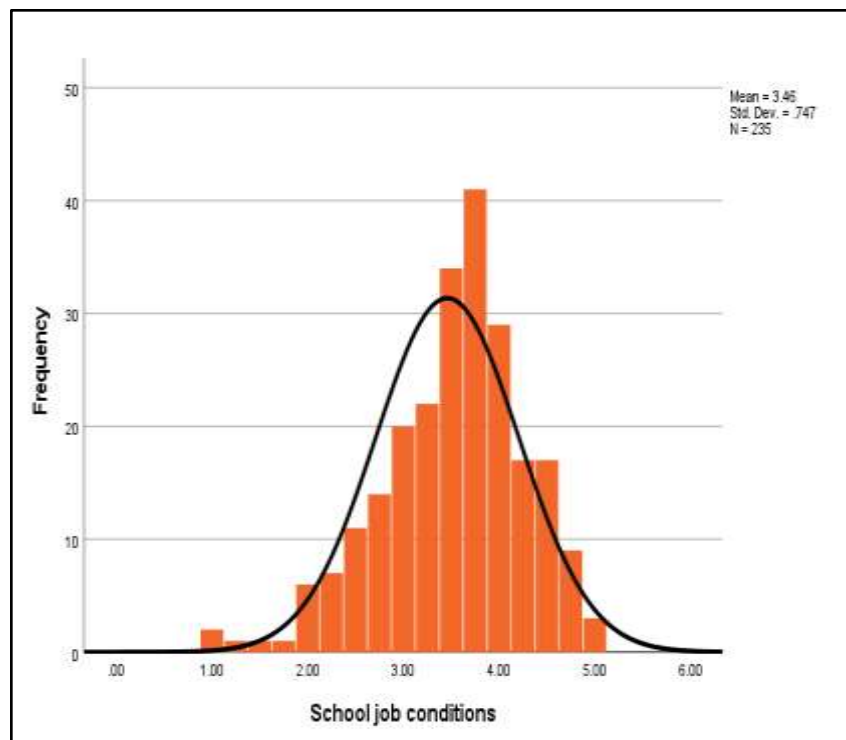


Figure 4.10 displays a moderate mean score of 3.46, indicating that the school job conditions in their schools was average. The accompanying low standard deviation of 0.75 suggested a tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric

statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.5 School Participation. The school participation dimension of perceived school support was examined through seven indicators, and the results are presented in Table 4.10. The table provides an analysis of school participation, including frequency counts, percentages, and mean scores.

Table 4.10

School Participation

Item	SD	D	MA	A	SA	Mean
I believe that my involvement in the school's activities is equitable	14 (6.0%)	28 (11.9%)	85 (36.2%)	92 (39.1%)	16 (6.8%)	3.29
I'm encouraged to take part in this school's problem-solving activities	17 (7.2%)	28 (11.9%)	62 (26.4%)	106 (45.1%)	22 (9.4%)	3.37
In this school, self-expression that is sincere and open is encouraged	20 (8.5%)	29 (12.3%)	71 (30.2%)	96 (40.9%)	19 (8.1%)	3.28
I have the chance to recommend changes to the way this school operates	20 (8.5%)	30 (12.8%)	75 (31.9%)	100 (42.6%)	10 (4.3%)	3.21
I participate in this school's decision-making process	17 (7.2%)	51 (21.7%)	74 (31.5%)	80 (34.0%)	13 (5.5%)	3.09
I freely take part in the various administrative tasks at this school	23 (9.8%)	37 (15.7%)	73 (31.1%)	88 (37.4%)	14 (6.0%)	3.14
When it comes to how this school handles its operations, I am respected	14 (6.0%)	35 (14.9%)	79 (33.6%)	96 (40.9)	11 (4.7%)	3.23

The results in Table 4.10 on whether teachers believed that their involvement in the school's activities was equitable, cumulatively, 17.9% of the teachers disagreed while 45.9% agreed. The

moderate mean of 3.29 meant that teachers moderately believed that their involvement in the school's activities was equitable. Regarding whether the teachers were encouraged to take part in the school's problem-solving activities, 19.1% of the teachers disagreed while 54.5% agreed. The mean was moderate, mean = 3.37, showing that a remarkable number of teachers were encouraged to take part in problem-solving activities in schools. As to whether self-expression that was sincere and open was encouraged, the larger percentage, 49.0%, of the teachers agreed. The moderate mean of 3.28 shows that self-expression that was sincere and open was fairly encouraged. As concerns whether teachers had the chance to recommend changes to the way their school operated, 46.9% agreed. The moderate mean of 3.21 showed that teachers sometimes had the chance to recommend changes to the way their school operated.

Regarding participation in the school's decision-making process, 31.5% of the teachers moderately agreed, whereas 39.5% cumulatively agreed. The mean, 3.09, showed that teachers rated participation in the school's decision-making process to be fair. Regarding whether teachers freely took part in the various administrative tasks at their schools, 31.1% of the teachers moderately agreed, while 43.4% agreed. The moderate mean, 3.14 showed that the teachers rated their participation in various administrative tasks at their schools as fair. Regarding whether the teachers were handled with respect in school operations, cumulatively, 45.6 agreed. The mean was moderate, mean=3.23, showing that the teachers were somehow respected in the handling of school operations. To find out how overall teachers rated school participation, a composite index was calculated by averaging the responses to the eight items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph as shown in Figure 4.11. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.11

Histogram for School Participation

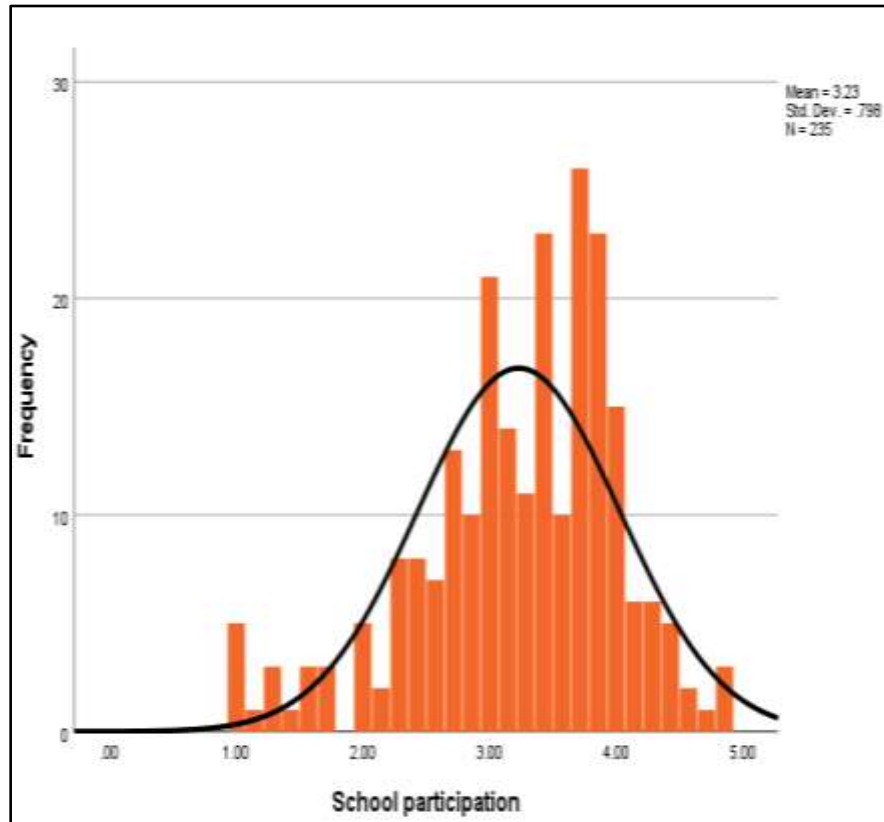


Figure 4.11 displays a moderate mean score of 3.23, indicating that teachers' participation in their schools was average. The accompanying low standard deviation of 0.80 suggested a tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This moderate mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.4.6 Perceived School Support Index. To determine how overall the teachers rated the level of school support in their schools, an overall index was calculated for the indicators of the five measures, namely fairness, supervisor support, institutional rewards, job conditions and participation. The resulting distribution was then examined for normality using a visual inspection of the normality graph shown in Figure 4.12. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.12

Histogram for Perceived School Support

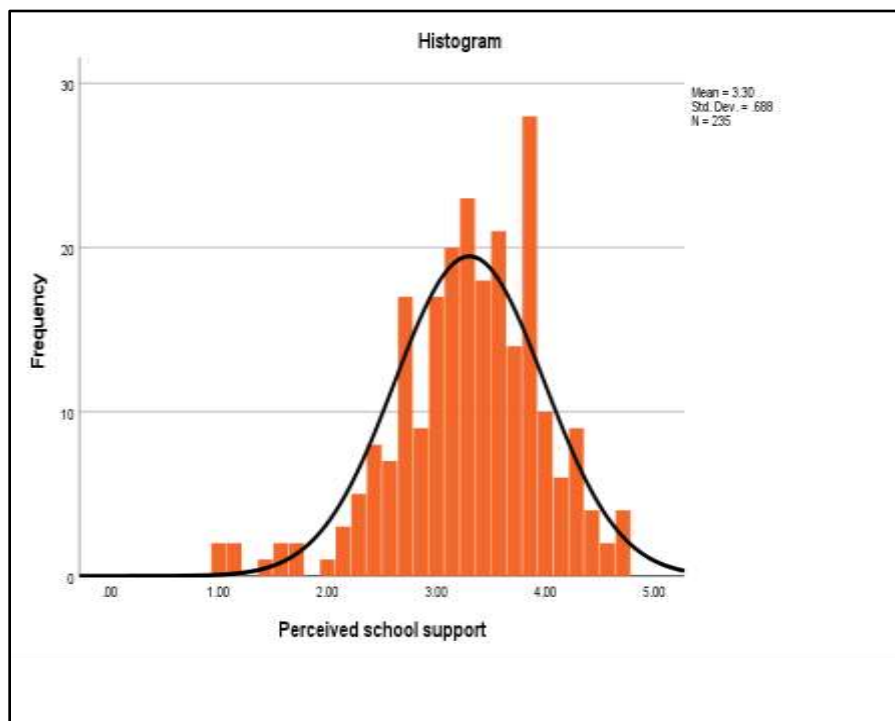


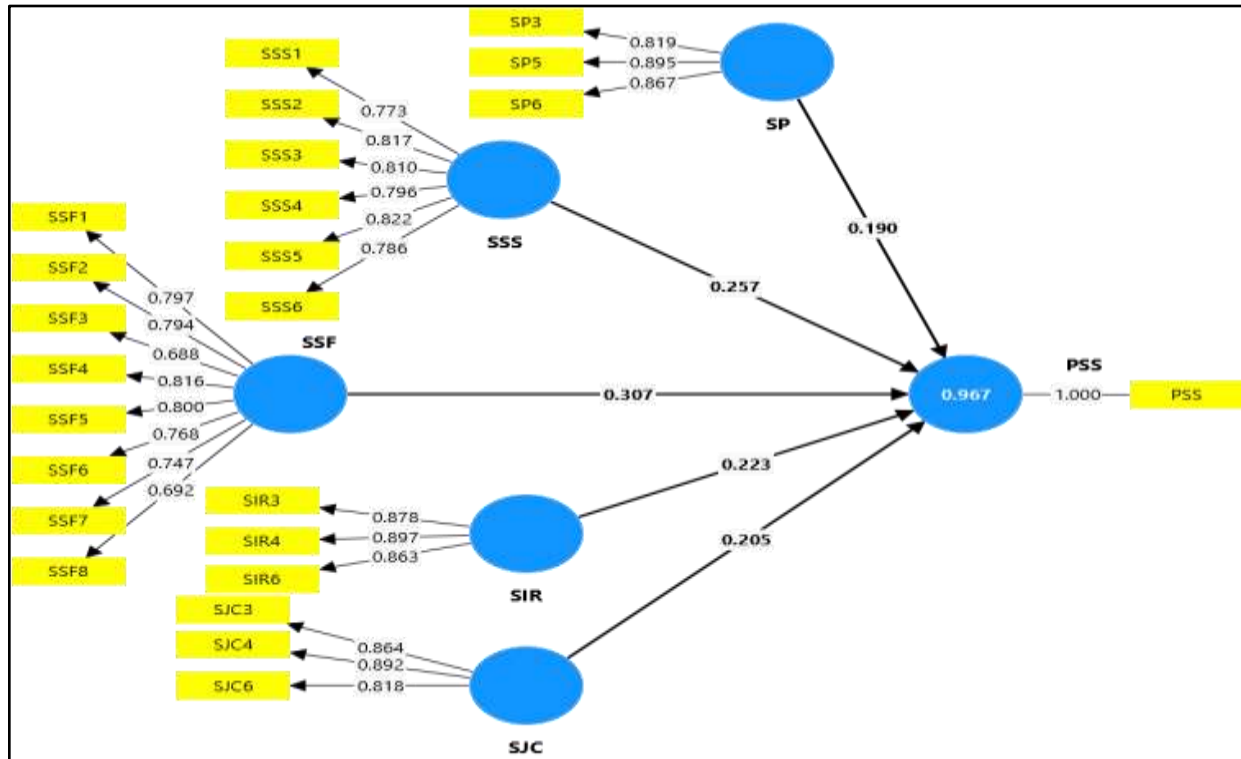
Figure 4.12 reveals a moderate mean score of 3.30, accompanied by a relatively low standard deviation of 0.69. The mean suggests that teachers experienced a moderate level of school

support, while the low standard deviation indicates that the results followed a normal distribution. Consequently, the data are suitable for linear analysis.

4.4.7 Perceived School Support Structural Model. To identify the constructs of perceived school support, a structural equation model (SEM) was developed. The resulting model, depicted in Figure 4.13, reveals the underlying indicators that measure perceived school support. The SEM model provides a comprehensive and nuanced understanding of the underlying factors that contribute to perceived school support, offering a valuable framework for future research and practical applications.

Figure 4.13

Perceived School Support Structural Model

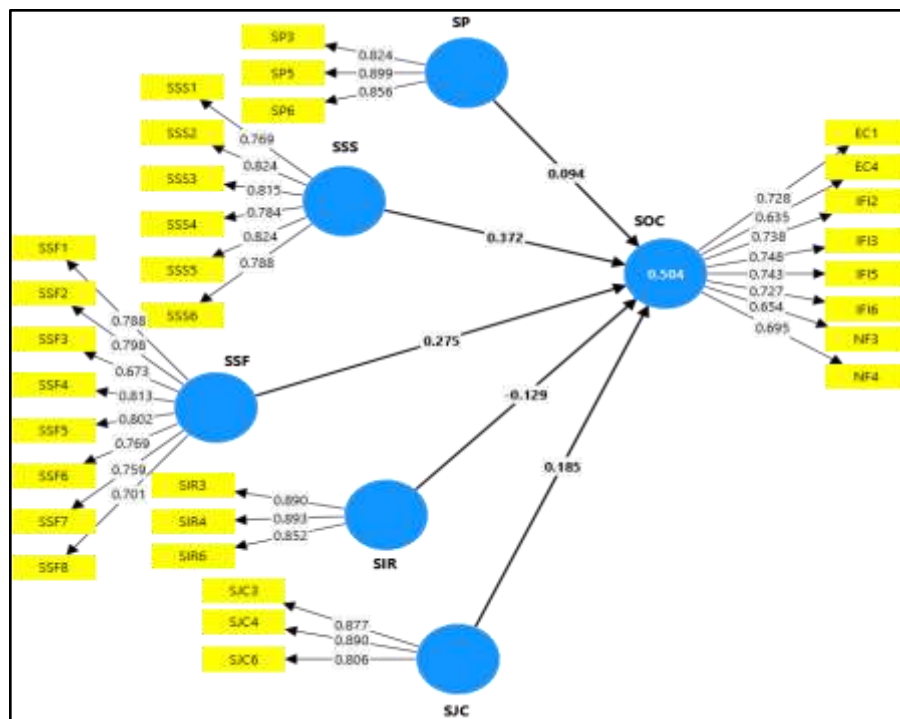


The results in Figure 4.13 revealed that perceived school support is a five construct variable, comprising fairness, supervisor support, institutional rewards, job conditions and participation. Factor analysis retained all the eight indicators of school support fairness, all the six indicators of school supervisor support, three out of six indicators of school institutional rewards, three out of seven indicators of school job conditions and three out of six indicators of school participation. The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, five constructs, namely school support fairness, school supervisor support, school institutional rewards, school job conditions and school participation measured perceived school support.

4.4.8 Perceived School Support and Teachers' Sense of Community. To establish the effect of perceived school support on teachers' sense of community, a structural model showing causal linkages between perceived school support and teachers' sense of community was developed. The structural model tested the hypothesis to the effect that perceived school support has a significant influence on teachers' sense of community in secondary schools. The results follow in Figure 4.14 and in the path estimates table, Table 4.11.

Figure 4.14

Perceived School Support and Sense of Community



The structural model (Figure 4.14) illustrates the association between perceived school support and teachers' sense of community. The model reveals that perceived school support encompasses

five factors: school support fairness, school supervisor support, school institutional rewards, school job conditions and school participation, while teachers' sense of community is comprised of three factors; emotional connection, influence and needs fulfilment. The model indicates that the five factors collectively explain 50.4% (0.504) of the variance in teachers' sense of community. Furthermore, the coefficients presented in the path model in Table 4.11 provide insight into the specific influence of each perceived school support factor on teachers' sense of community.

Table 4.11

Path Estimates for Perceived School Support and Sense of Community

	β	Mean	STD	t	P
SIR -> SOC	-0.129	-0.126	0.071	1.808	0.071
SJC -> SOC	0.185	0.188	0.085	2.169	0.030
SP -> SOC	0.094	0.091	0.090	1.040	0.298
SSF -> SOC	0.275	0.278	0.066	4.180	0.000
SSS -> SOC	0.372	0.371	0.075	4.963	0.000
R ² = 0.504					
R ² Adjusted = 0.493					

Key: SOC = Sense of community, SIR= School institutional rewards, SJC= School job conditions, SP= School Participation, SSF= School support Fairness, SSS= School supervisor support.

The structural equation estimates presented in Table 4.11 reveal that, of the five aspects of perceived school support, three constructs; school support fairness ($\beta = 0.275$, $t = 4.180$, $p = 0.000 < 0.05$), school supervisor support ($\beta = 0.372$, $t = 4.963$, $p = 0.000 < 0$) and school job

conditions ($\beta = 0.185$, $t = 2.169$, $p = 0.030 < 0.05$) had a positive and statistically significant impact on teachers' sense of community. However, school participation had a positive but non-significant influence on teachers' sense of community ($\beta = 0.094$, $t = 4.963$, $p = 0.298 > 0$) whereas school institutional rewards a negative insignificant influence on teachers' sense of community ($\beta = -0.129$, $t = 1.808$, $p = 0.071 > 0$). The R-squared value indicated that the five perceived school support aspects collectively explained 50.4% ($R^2 = 0.504$) of the variance in teachers' sense of community. The significant factors namely; school support fairness, school supervisor support, and school job conditions contributed immensely that is to say 49.3% (0.493).

4.5 Interpersonal Relationship and Teachers' Sense of Community

The moderating variable in this study was interpersonal relationship, which was operationalised through four distinct measures, namely; interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony. These measures collectively provided a comprehensive assessment of interpersonal relationship.

4.5.1 Interpersonal Regard. The construct of interpersonal regard, one of the dimensions of interpersonal relationship was assessed through six indicators. The results presented in Table 4.12 offer analysis of interpersonal regard, including frequency distributions, percentage scores, and mean values.

Table 4.12

Interpersonal Regard

Item	SD	D	MA	A	SA	Mean
Colleagues hardly backbite others	18 (7.7%)	52 (22.1%)	66 (28.1%)	77 (32.8%)	22 (9.4%)	3.14
Teachers in this school respect my values	7 (3.0%)	24 (10.2%)	74 (31.5%)	100 (42.6%)	30 (12.8%)	3.52
In this school, knowledge is shared freely between colleagues	5 (2.1%)	13 (5.5%)	66 (28.1%)	110 (46.8%)	41 (17.4%)	3.72
Members own up to their mistakes in this school	5 (2.1%)	25 (10.6%)	79 (33.6%)	102 (43.5%)	24 (10.2%)	3.49
I feel respected by the teachers in this school	7 (3.0%)	15 (6.4%)	78 (33.2%)	98 (41.7%)	37 (15.7%)	3.61
Teachers in this school typically look out for each other	8 (3.4%)	23 (9.8%)	67 (28.5%)	120 (51.1%)	17 (7.2%)	3.49

Table 4.12 reveals that of the teachers, 42.2% hardly backbite others, with a moderate mean score of 3.14 indicating that teachers sometimes backbite their colleagues. Also, the higher percentage of teachers, 55.4% stated that teachers in their school respected their values, with a high mean score of 3.52 indicating that the teachers respected the values of their colleagues. Furthermore, a significant proportion of teachers, 64.2%, indicated that knowledge was shared freely between colleagues, with a high mean score of 3.72 showing that the teachers profoundly shared knowledge with each other. Also, 53.7% of the teachers indicated that teachers owned up to their mistakes in their schools with 12.7% of the teachers noting that teachers did not own up to their mistakes. The moderate mean of 3.49 affirmed that teachers fairly owned up to their mistakes in their schools.

Furthermore, 57.4% of the teachers revealed that they felt respected by the teachers in their schools with a high mean of 3.61 confirming the teachers highly respected each other.

Concerning whether teachers typically looked out for each other at school, 58.3% of the teachers cumulatively agreed. The high mean of 4.24 confirmed that the teachers always typically looked out for each other at school. To establish how overall teachers rated the level of interpersonal regard among them, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph shown in Figure 4.14. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.15

Histogram for Interpersonal Regard

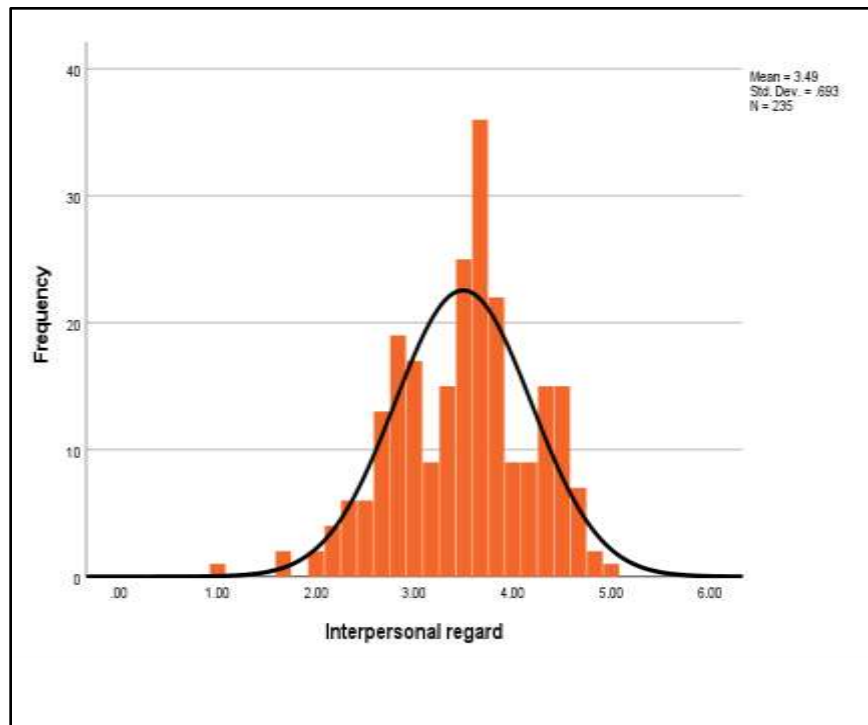


Figure 4.15 displays a moderate mean score of 3.49, indicating that the teachers' level of interpersonal regard among them was moderate. The accompanying standard deviation of 0.70

suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.2 Mutual Acceptance and Uplifting. This dimension of interpersonal relationship was examined through six indicators, and the results are presented in Table 4.13. The table provides an analysis of mutual acceptance and uplifting, including frequency counts, percentages, and mean scores.

Table 4.13

Mutual Acceptance and Uplifting

Item	SD	D	MA	A	SA	Mean
Teachers in this school are empathetically ready to help one another overcome problems	8 (3.4%)	19 (8.1%)	76 (32.3%)	104 (44.3%)	28 (11.9%)	3.53
I have been able to identify my strength and weakness because of the help of colleagues	7 (3.0%)	15 (6.4%)	64 (27.2%)	124 (52.8%)	25 (10.6%)	3.62
My colleagues appreciate my good work effort	3 (1.3%)	16 (6.8%)	78 (33.2%)	115 (48.9%)	23 (9.8%)	3.59
Teachers help one another to achieve progress in this	6 (2.6%)	15 (6.4%)	77 (32.8%)	108 (46.0%)	29 (12.3%)	3.59
It is joyous to be with colleagues in this school	3 (1.3%)	8 (3.4%)	76 (32.3%)	111 (47.2%)	37 (15.7%)	3.73
Teachers portray friendliness and collegiality in this school	3 (1.3%)	8 (3.4%)	69 (29.4%)	124 (52.8%)	31 (13.2%)	3.73

Table 4.13 reveals that a higher percentage of teachers, 56.2%, agreed that teachers in their schools were empathetically ready to help one another overcome problems, with a high mean score of 3.53 showing that teachers always helped each other empathetically. Additionally, higher percentage of the teachers, 63.4%, stated that they had been able to identify their strength and weakness because of the help of colleagues, with a high mean score of 3.62, confirming that the teachers were usually able to identify their strength and weakness because of the help of colleagues. Furthermore, a significant proportion of teachers, 58.3%, cumulatively indicated that teachers helped one another to achieve progress in their schools, with a high mean score of 3.59, indicating that teachers considerably helped one another to achieve progress in their schools. Most teachers, 62.9%, indicated that it was joyous to be with colleagues in their school with a small percentage of teachers indicating that it was not joyous to be with colleagues at school. The high mean of 4.05 affirmed that the teachers were highly joyous of being with colleagues in their schools.

Concerning whether teachers portrayed friendliness and collegiality in their school, 66.0% of the teachers cumulatively agreed. The mean score of 3.73 showed that the teachers highly teachers portrayed friendliness and collegiality in their school. To establish how overall teachers rated the level of mutual acceptance and uplifting among them, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph depicted in Figure 4.16. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.16

Histogram for Mutual Acceptance and Uplifting

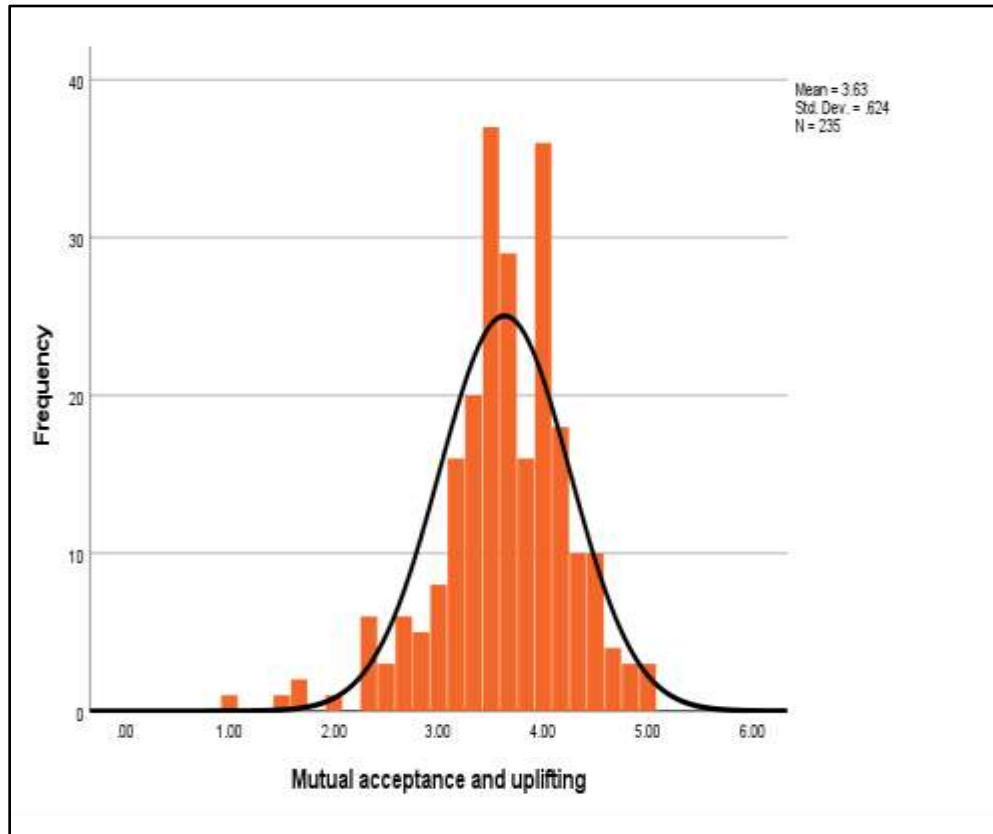


Figure 4.16 displays a high mean score of 3.53, indicating that teachers exhibited a high level of mutual acceptance and uplifting. The accompanying standard deviation of 0.62 suggested a relatively tight clustering of responses around the mean, implying a degree of homogeneity in the data. This mean standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.3 Mutual Trust. The construct of Mutual trust, one of the dimensions of interpersonal relationship was assessed through six indicators. The results presented in Table 4.14 offer analysis of expectations, including frequency distributions, percentage scores, and mean values.

Table 4.14

Table for Mutual Trust

Item	SD	D	MA	A	SA	Mean
Teachers help one another complete tasks when necessary	4 (1.7%)	20 (8.5%)	83 (35.3%)	107 (45.5%)	21 (8.9%)	3.51
It is easy to trust a colleague in this school	3 (1.3%)	35 (14.9%)	90 (38.3%)	93 (39.6%)	14 (6.0%)	3.34
Teachers portray friendliness and collegiality in this school	7 (3.0%)	18 (7.7%)	73 (31.1%)	107 (45.5%)	30 (12.8%)	3.57
Colleagues in this school are trustworthy	9 (3.8%)	23 (9.8%)	77 (32.8%)	100 (42.6%)	26 (11.1%)	3.47
Teachers in this school are not suspicious of each other	6 (2.6%)	28 (11.9%)	75 (31.9%)	102 (43.4%)	24 (10.2%)	3.47
Teachers in this school are open to each other	4 (1.7%)	18 (7.7%)	84 (35.7%)	108 (46.0%)	21 (8.9%)	3.53

Table 4.14 reveals that a slightly higher percentage of teachers, 54.4%, reported that teachers helped one another complete tasks when necessary, with a high mean score of 3.51. This meant that the teachers considerably helped one another complete tasks when necessary. Additionally, the higher percentage of teachers, 45.6%, stated that it was easy to trust a colleague in their school, with a moderate mean score of 3.34, indicating that teachers moderately found it easy to

trust their colleagues at school. Furthermore, a significant proportion of teachers, 58.3%, indicated that their teachers portrayed friendliness and collegiality in their school, with a high mean score of 3.57, showing that the teachers profoundly portrayed friendliness and collegiality in their school. In addition, 53.7% of the teachers indicated that Colleagues in their school were trustworthy. The high mean of 3.57 affirmed that the teachers were exceptionally trustworthy.

Furthermore, 53.6% of the teachers further indicated that teachers in their schools were not suspicious of each other. The moderate mean of 3.47 showed that the teachers were rather not suspicious of each other. Concerning whether teachers were open to each other, 54.9% of them agreed with a high mean of 3.53, indicating that the teachers were highly open to each other. To find out how overall teachers rated the level of mutual trust among them, a composite index was calculated by averaging the responses to the six items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph depicted in Figure 4.17. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.17

Histogram for Mutual Trust

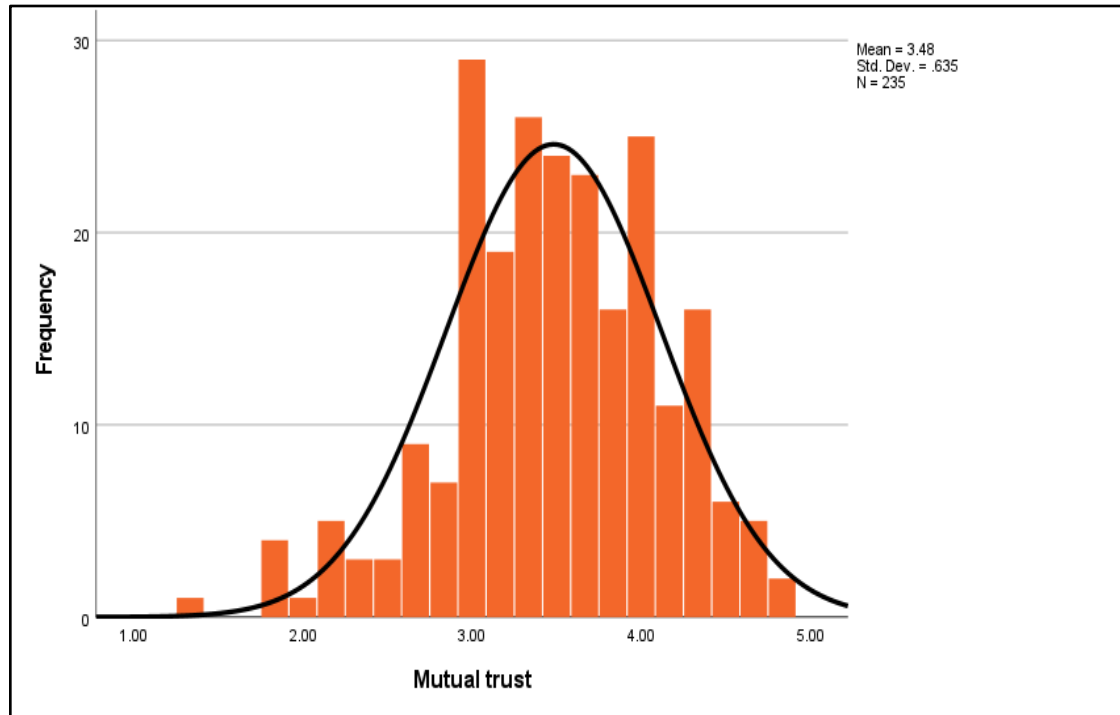


Figure 4.17 displays a moderate mean score of 3.48, indicating that teachers' level of mutual trust was average. The accompanying standard deviation of 0.64 suggested a relatively tight clustering of responses around the mean, implying a high degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.4 Workplace Harmony. This dimension of interpersonal relationship was examined through five indicators, and the results are presented in Table 4.15. The table provides an analysis of Workplace harmony, including frequency counts, percentages, and mean scores.

Table 4.15

Table for Workplace Harmony

Item	SD	D	MA	A	SA	Mean
I feel that colleagues understand me in this school	9 (3.8%)	15 (6.4%)	86 (36.6%)	109 (46.4%)	16 (6.8%)	3.46
Colleagues are always willing to share every important information	5 (2.1%)	20 (8.5%)	59 (25.1%)	124 (52.8%)	27 (11.5%)	3.63
Whenever I ask for help from colleagues, I receive it	4 (1.7%)	25 (10.6%)	65 (27.7%)	108 (46.0%)	33 (14.0%)	3.60
We work in harmony with one another in this school	5 (2.1%)	12 (5.1%)	73 (31.1%)	118 (50.2%)	27 (11.5%)	3.64
Whenever a colleague achieves something important, everybody in this school expresses pride	7 (3.0%)	18 (7.7%)	56 (23.8%)	117 (49.8%)	37 (15.7%)	3.68

Table 4.15 reveals that a slightly higher percentage, 53.2%, of teachers reported that their colleagues understood them in their school, with a moderate mean score of 3.46, indicating that teachers moderately understood each other. Also, the higher percentage of teachers, 64.3%,

stated that colleagues were always willing to share every important information consistent with a high mean score of 3.63 indicating that teachers considerably shared every important information with their colleagues. For whether teachers received help from colleagues whenever they asked for it, a great proportion of teachers, 60.0%, agreed. The high mean of 3.60 suggested that, teachers remarkably received help from colleagues whenever they asked for it. 61.7% of the teachers indicated that they worked in harmony with one another in their schools. The high mean of 3.64 affirmed that teachers highly worked in harmony with each other.

Also, 65.5% of the teachers indicated that whenever a colleague achieved something important, everybody in the school expressed pride. The high mean of 3.68 affirmed that the teachers exceptionally expressed pride in the achievements of their colleagues. To find out how overall teachers rated the level of Workplace harmony, a composite index was calculated by averaging the responses to the five items measuring the concept. The resulting distribution was then examined for normality using a visual inspection of the normality graph depicted in Figure 4.18. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.18

Histogram for Workplace Harmony

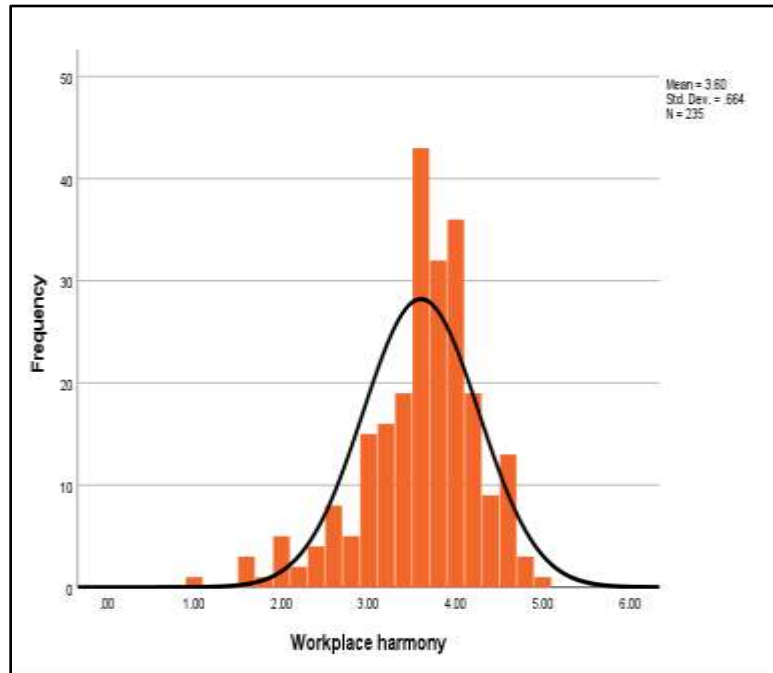


Figure 4.18 displays a high mean score of 3.60, indicating that teachers exhibited a high level of workplace harmony. The accompanying standard deviation of 0.66 suggested a relatively tight clustering of responses around the mean, implying a degree of homogeneity in the data. This combination of a high mean and low standard deviation suggested normality, which is visually confirmed by the normality graph. As a result, the data meets the assumptions for parametric statistical analysis, enabling the use of linear models to explore relationships between variables and test hypotheses.

4.5.5 Interpersonal relationship Index. To determine how overall the teachers rated the level of interpersonal relationship among them, an overall index was calculated for the indicators of the four measures, namely interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony. The resulting distribution was then examined for normality using a visual inspection of the normality graph depicted in Figure 4.19. This graph displays the overall mean and the normality curve, providing a visual representation of the data's distribution.

Figure 4.19

Histogram for Interpersonal Relationship

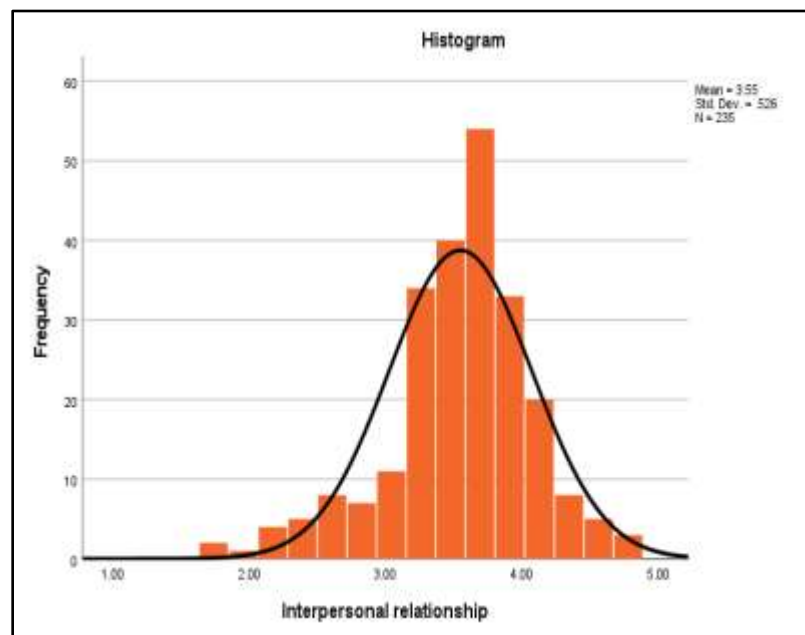


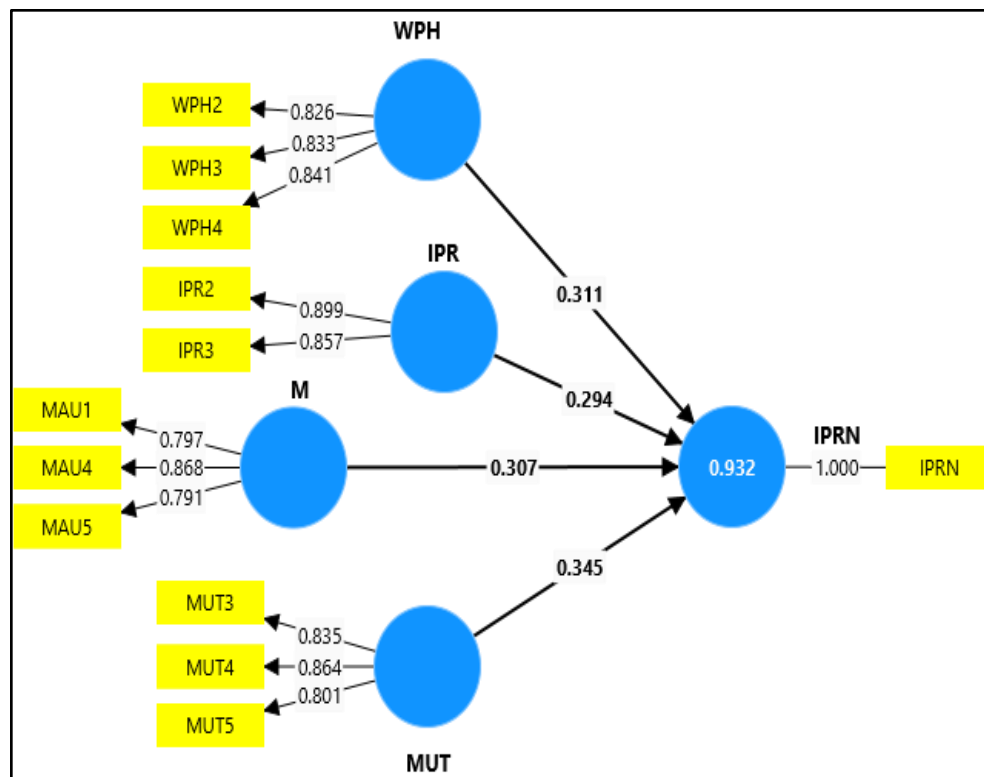
Figure 4.19 reveals a high mean score of 3.55, accompanied by a relatively low standard deviation of 0.53. The mean suggests that teachers exhibited a high level of interpersonal

relationship, while the low standard deviation indicates that the results followed a normal distribution. Consequently, the data are suitable for linear analysis.

4.5.6 Interpersonal Relationship Structural Model. To identify the constructs of interpersonal relationship, a structural equation model (SEM) was developed. The resulting model, depicted in Figure 4.20, reveals the underlying indicators that measure interpersonal relationship. The SEM model provides a comprehensive and nuanced understanding of the underlying factors that contribute to interpersonal relationship, offering a valuable framework for future research and practical applications.

Figure 4.20

Interpersonal Relationship Structural Model

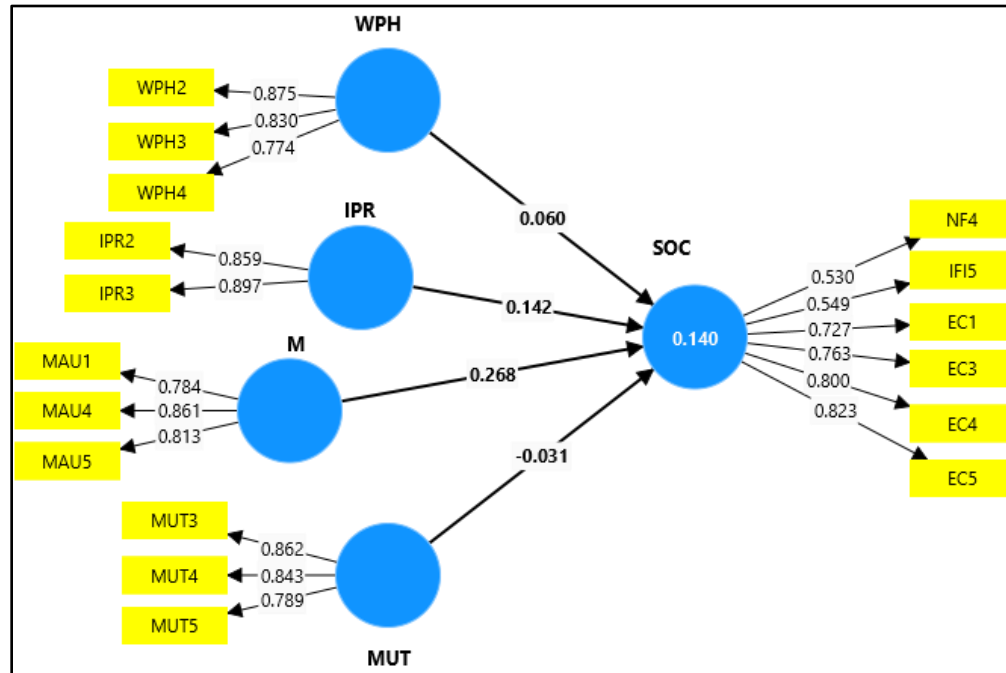


The results in Figure 4.20 reveal that interpersonal relationship is a four-construct variable, comprising interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony. Factor analysis retained two out of six indicators for interpersonal regard, three out of six for mutual acceptance and uplifting, three out of six for mutual trust and three out of five indicators for workplace harmony. The retained indicators had factor loadings above the minimum threshold of 0.4 (Hair et al., 2021). Therefore, four constructs, namely interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony measured interpersonal relationship

4.5.7 Interpersonal Relationship and Teachers' Sense of Community. To establish the influence of interpersonal relationship on teachers' sense of community, a structural model showing causal linkages between interpersonal relationship and teachers' sense of community was developed. The structural model tested the hypothesis to the effect that interpersonal relationship has a significant teachers' sense of community in secondary schools. The results follow in Figure 4.21 and in the path estimates table (Table 4.16).

Figure 4.21

Interpersonal Relationship and Sense of Community Structural Model



The structural model in Figure 4.21 illustrates the association between interpersonal relationship and teachers' sense of community. The model reveals that interpersonal relationship encompasses three factors: interpersonal regard, mutual acceptance and uplifting, mutual trust and workplace harmony, while teachers' sense of community is comprised three factors that is to say; needs fulfilment, influence and emotional connection. The model indicates that the four factors collectively explain 14.0% (0.140) of the variance in teachers' sense of community. Furthermore, the coefficients presented in the path model shown in Table 4.16 provide insight into the specific influence of each interpersonal relationship factor on teachers' sense of community.

Table 4.16

Path Estimates for Interpersonal Relationship and Sense of Community

	B	Mean	STD	t	P
IPR -> SOC	0.142	0.141	0.085	1.682	0.093
M -> SOC	0.268	0.274	0.068	3.926	0.000
MUT -> SOC	-0.031	-0.019	0.076	0.407	0.684
WPH -> SOC	0.060	0.069	0.078	0.764	0.445
$R^2 = 0.140$					
Adjusted $R^2 = 0.125$					

Key: SOC = Sense of community, IPR= Interpersonal regard, M= Mutual acceptance and uplifting, MUT= Mutual trust, WPH = Workplace harmony.

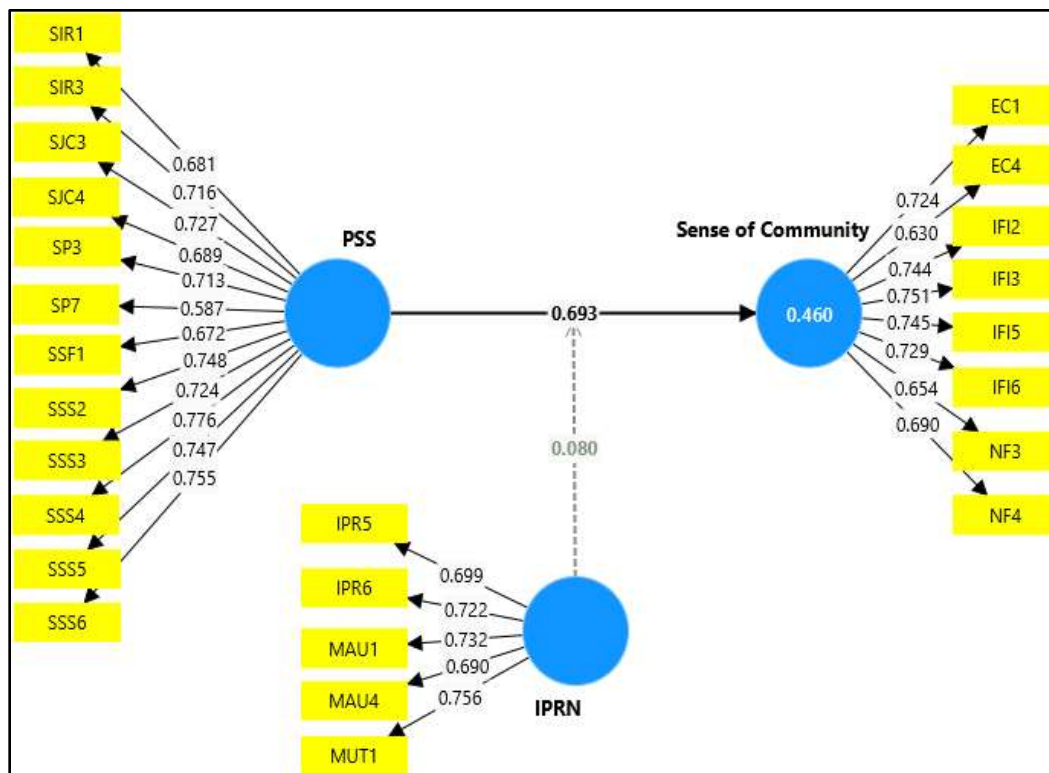
The structural equation estimates presented in Table 4.16 revealed that interpersonal regard ($\beta = 0.142$, $t = 1.682$, $p = 0.093 > 0.05$) had a positive and statistically insignificant impact on teachers' sense of community. Only one out of the four interpersonal relationship aspects, namely mutual acceptance and uplifting ($\beta = 0.268$, $t = 3.926$, $p = 0.000 < 0.05$), had a positive and statistically significant impact on teachers' sense of community. Mutual trust had a negative and statistically insignificant impact on teachers' sense of community ($\beta = -0.031$, $t = 0.407$, $p = 0.684 > 0.05$) while workplace harmony ($\beta = 0.060$, $t = 0.764$, $p = 0.445 > 0.05$) had a positive and statistically insignificant impact on teachers' sense of community while. The R-squared value indicates that all the four interpersonal relationship aspects collectively explained 14.0% ($R^2 = 0.140$) of the variance in teachers' sense of community. The respective betas (β s) showed that mutual acceptance and uplifting had more significant influence on teachers' sense of community followed by Interpersonal regard and workplace harmony respectively. The value of adjusted R-squared shows that mutual acceptance and uplifting contributed 12.5% (0.125) to teachers' sense of community

4.6 Moderating Effect of Interpersonal Relationship on Perceived School Support and Teachers' Sense of Community

The hypothesis derived from the objective was to the effect that interpersonal relationship has a moderating effect on the effect of perceived school support on Teachers' Sense of Community. The structural equation model in Figure 4.22 displays the moderating effect of interpersonal relationship on the effect of perceived school support on Teachers' Sense of Community.

Figure 4.22

Perceived School Support and Sense of Community Moderated by Interpersonal Relationship



The structural equation model (Figure 4.22) describes the moderating effect of interpersonal relationship on the effect of perceived school support on teachers' sense of community. Table 4.17 presents structural equation path estimates for the moderating effect of interpersonal relationship on the effect of perceived school support on teachers' sense of community.

Table 4.17

Path Estimates for Perceived School Support and Sense of Community Moderated by Interpersonal Relationship

	β	Mean	STD	t	p
IPRN -> SOC	-0.072	-0.057	0.059	1.225	0.221
PSS -> SOC	0.693	0.689	0.061	11.395	0.000
IPRN x PSS -> SOC	0.080	0.079	0.046	1.766	0.078
$R^2 = 0.460$					
$R^2 \text{ Adjusted} = 0.458$					

The structural equation estimates (Table 4.17) indicate that perceived school support ($\beta = 0.693$, $t = 11.395$, $p = 0.000 < 0.05$) had a positive and significant influence on teachers' sense of community; interpersonal relationship ($\beta = -0.072$, $t = 1.225$, $p = 0.221 > 0.05$) had a negative and insignificant influence on teachers' sense of community while perceived school support moderated by interpersonal relationship ($\beta = 0.080$, $t = 1.766$, $p = 0.078 > 0.05$) had a positive but insignificant influence on teachers' sense of community. The path estimates show that interpersonal relationship had an insignificant moderating effect in the effect of perceived school support on teachers' sense of community. R^2 showed all the factors combined accounted for 46.0% of variation on teachers' sense of community ($R^2 = 0.460$) while adjusted R^2 showed that the significant factor, perceived school support accounted for 45.8% of the variation on teachers'

sense of community (adjusted $R^2 = 0.458$). Therefore, interpersonal relationship insignificantly moderated the effect of perceived school support on teachers' sense of community. Thus, while hypothesis one was supported, hypotheses two and three were rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter delves into the discussion of the findings on the impact of perceived school support on teachers' sense of community in government-aided secondary education schools moderated by interpersonal relationship. The discussion involves a comparison of the study's findings with present literature, pointing out the significance and implications of the results. The chapter also offers the deductions got from the study, recommendations and the limitations of the study.

5.1 Discussion of the Findings

The discussion of results was done based on the study objectives to the effect that; perceived school support influences teachers' sense of community, interpersonal relationship influences teachers' sense of community and interpersonal relationship as a moderating effect in the influence of perceived school support on teachers' sense of community.

5.1.1 Perceived School Support and Teachers' Sense of Community. The first objective of the study sought to assess the influence of perceived school support on teachers' sense of community in government- aided secondary. The hypothesis from the same stated that perceived school support had a significant influence on teachers' sense of community. The study findings showed that perceived school support had a positive significant influence on teachers' sense of community. This finding was in line with the Perceived Organisational Support theory on which the study was based which, according to Cropanzano et al. (1997), states that a high sense of organisational support enhances self-identity of workers. The finding is also consistent with previous scholars. For example, Kachchhap and Horo (2021) who found that perceived school support and school climate had a positive influence on teachers' sense of belonging.

Similarly, Hau (2023) established that perceived supervisor support significantly predicted workplace belongingness. In their study, Hombrados-Mendieta et al. (2019) indicated that higher social support was associated with a greater sense of community. Further, similar to the findings of this study, Jing and Yan (2022) found that perceived organisational support positively affected psychological ownership. In addition, when employees notice support from their workplaces, their sense of belonging to the organisation is solidified (Rasool et al., 2021). (Tetteh et al., 2020) propounds that perceived organisational support helps employees to develop an emotional attachment to their organisation. In the same vein, Singh (2022) showed that impression of organisational support predict the three scopes of organisational embeddedness that is links, fit and sacrifices thus sense of community.

Accordingly, organisational support leads to a sense of community. Relatedly, Kraft et al. (2021) found that encouraging professional atmosphere in schools greatly resulted in enhancing

and maintaining teacher's sense of success thus needs fulfilment, and consequently sense of community. The authors explain that teachers felt fulfilled at work when they worked in schools with clear communication, tailored growth, productive partnership, transparent guidelines, and sincere acknowledgement. With the finding of this study being consistent with the theory on which this study was anchored and the findings of earlier scholars that perceived school support has a significant influence on teachers' sense of community, it can be summarised that school support is important for the teachers' sense of community

5.1.2 Interpersonal Relationship and Teachers' Sense of Community. The second objective of the study sought to examine the influence of interpersonal relationship on teachers' sense of community in government-aided secondary schools. The hypothesis from the same stated that interpersonal relationship has a significant influence on teachers' sense of community. The study findings revealed that interpersonal relationship had an insignificant influence on teachers' sense of community. This finding was inconsistent with the Relational Systems Theory by Khan (1998) on which the study was based which proposes that employees develop and maintain relationships at work for the fulfilment of their needs (Fiaz & Qureshi, 2023).

The finding of this study was also inconsistent with the findings of previous scholars. For example, it was inconsistent with Pesonen et al. (2020) whose findings established that close collegial relationship between teachers built a sense of belonging. In the same vein, Sriram (2020) reported that social interactions thus interpersonal relationships led to psychological sense of community. Also, Singh (2017) found that conscientiousness, extraversion and social networking led to organisational embeddedness thus employees who engaged in free and open interpersonal relationship experienced sense of community in their workplaces. Further, different

from the finding of this study are the results of a review by Longaretti (2020) that demonstrated that nature of school-based interpersonal relationship determined school sense of belonging. Equally, the findings do not agree with Ayofe and Akinbo (2022) who indicated that relationships led to employees sharing of thoughts, feelings, and engaging in activities together and that good interpersonal relationship created sense of community. This study's findings indicated that greater interpersonal relationship did not result in sense of community. With the finding of this study disagreeing with the Relational Systems Theory on which the study was anchored and the findings of previous scholars, it can be inferred that, in the context of the area studied, placing emphasis on interpersonal relationship may not be as crucial as previously thought. This suggests that, in this particular setting, interpersonal relationship does not play a significant role in fostering teachers' sense of community, and prioritising it may not yield effective outcomes.

5.1.3 Perceived School Support and Teachers' Sense of Community Moderated by Interpersonal Relationship. The third objective of the study sought to test the moderating effect of interpersonal relationship in the influence of perceived school support on teachers' sense of community in government-aided secondary schools. The hypothesis derived from the same stated that interpersonal relationship had a moderating effect in the influence of perceived school support on teachers' sense of community. However, hypothesis test results indicated that the moderating effect was positive but insignificant. This finding was contrary with existing literature that indicated that the moderating effect was positive and significant. For example, Zhang et al. (2020) demonstrated that the relationship between teacher empowerment and teacher outcomes was positively moderated by interpersonal relationships. Teachers who

perceived higher levels of interpersonal trust felt that they influenced affairs in their schools as a result of principal's authentic behaviour. Thus, teachers who felt supported at school and trusted each other consequently experienced sense of community. However, given that the study's findings on the moderating effect of interpersonal relationship in the influence of perceived school support on teachers' sense of community contradict available literature, it can be inferred that, in the context of the area studied, placing equal emphasis on both perceived school support and interpersonal relationship may not be as crucial as previously thought. This suggests that, in this particular setting, perceived school support may play a more significant role in fostering teachers' sense of community, and prioritising this factor may yield more effective outcomes.

5.2 Conclusion

The preceding discussion led to the following conclusions regarding the effect of perceived school support on teachers' sense of community in government-aided secondary schools moderated by interpersonal relationship;

Perceived school support is essential for teachers' sense of community. This is when the school is fair to teachers, supervisors in schools are supportive, institutional rewards are offered to teachers equitably, school job conditions are conducive and teachers participate in school activities. School support fairness involves equal treatment of all teachers by school administrators. Supervisor support means that administrators in schools extend a hand to ensure that every teacher accomplishes their tasks, takes pride in accomplishments of teachers at work, and makes the job interesting, values contributions of teachers and notices teachers' effort. School institutional rewards offered to teachers should be equitable and the rewards beyond salary should be comparable to those of other schools. For school job conditions, it should be

pleasing to work in the school and the facilities for teaching and welfare should be satisfying. School participation involves encouragement of self-expression that is sincere and open, and respect of teachers in handling of school operations.

The mutual acceptance and uplifting aspect of interpersonal relationships is vital in promoting teachers' sense of community. This is because teachers are empathetically ready to help one another overcome problems and teachers help one another to achieve progress at school. Interpersonal regard has a positive but insignificant impact on teachers' sense of community. It involves teachers respecting values of other teachers and teachers typically looking out for each other. Mutual trust involves teachers helping one another to complete tasks when necessary.

Equal emphasis on perceived school support and interpersonal relationship does not necessarily lead to teachers' sense of community. Particularly, in the setting of this study, perceived school support may play a more significant role in fostering teachers' sense of community than interpersonal relationship.

5.3 Recommendations

The conclusions above led to the following recommendations regarding the effect of perceived school support on teachers' sense of community moderated by interpersonal relationship;

School administrators and managers should provide support to teachers to create a teachers' sense of community. This should be through ensuring fairness, supervision support, providing rewards, good job conditions and ensuring teacher participation. For school support fairness, equal treatment of all teachers by school administrators should be emphasised.

Supervisor support should entail administrators extending a hand to ensure that every teacher accomplishes their tasks, take pride in accomplishments of teachers at work, make the job interesting, value contributions of teachers, and notice teachers' effort. School institutional rewards offered to teachers should be equitable and the rewards beyond salary should be comparable to those of other schools. For school job conditions, they should be pleasing to work in the school and the facilities for teaching and welfare should be satisfying. School participation involves encouragement of self-expression that is sincere and open, and respect of teachers in handling of school operations.

Head teachers should promote mutual acceptance and uplifting amongst teachers. This pertains teachers helping one another empathetically to overcome problems and teachers helping one another to achieve progress.

Education stakeholders should prioritise school support over interpersonal relationship when promoting teachers' sense of community because perceived school support may have a more profound impact on fostering sense of community. While interpersonal relationship is necessary, perceived school support plays a more significant role in shaping teachers' sense of community. Therefore, greater emphasis on school support fairness, school supervisor support, school institutional rewards, school job conditions and school participation should be laid. By doing so, the power of school support to enhance teachers' sense of community se of community of teachers and ultimately improve their performance as teachers can be harnessed.

5.4 Limitations and Suggestions for Future Research

This study established that perceived school support has a positive significant influence on sense of community which is consistent with the findings of previous scholars. Further studies should

focus on school support fairness, school supervisor support and school job conditions because these constructs contributed immensely to teachers' sense of community. Interpersonal relationship was found to have a negative insignificant influence on sense of community contrary to the findings of most scholars. Therefore, these measures warrant retesting using diverse populations, potentially across multiple schools, including private institutions and higher education settings. This study's findings did not support the moderating effect of interpersonal relationship on sense of community, contrary to other scholars' conclusions. Future research should re-examine this hypothesis in different contexts and populations. In addition, this study relied only on quantitative methods for statistical inference. Upcoming studies should preferably take on mixed-methods or qualitative approaches to come up with an all-round understanding of the phenomena. If these limitations are worked on, a total understanding of sense of community can be achieved.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Kyambogo University

P.O. Box 1,

Kyambogo, Uganda

April 2024

Dear participant

I am Elizabeth Yeko, undertaking a Master's Degree at Kyambogo University in Education in Policy, Planning, and Management. I am collecting data on Perceived school support, Interpersonal Relationship and Sense of community of teachers of secondary schools in Bukwo district. The data provided will be used only for this study purposes. Confidentiality was ensured in the handling of data.

Yours sincerely,

.....

Elizabeth Yeko.

Section A: Background Variables.

Tick (✓) where appropriate

Please, provide on yourself on the following questions:

A1 Gender: 1 = Male (), 2 = Female ()

A2 Your age group: 1) = Up to 30 years (), 2 = 30-40 years (), 3 = 40-50 (), 4 = 50 and above

A3 Your highest level of education attained: 1= Diploma (), 2= Bachelor' degree (), 3 = Postgraduate ().

A4 Your responsibility in this school: 1= Subject teacher (), 2= Class teacher (), 3= Head of Subject (), 4= Head of department (), 5= Specify others.....

A5 Your teaching experience: 1= Less than 5 years (), 2= 5-10 years (),
3= 10 years and above ()

Section B: Sense of Community (DV)

Sense of community was studied as a multi-dimensional concept covering needs fulfilment (NF), group membership (GM), influence (IFI) and emotional connection (EC). Please, provide your responses basing on the questions provided using the scale where 1= Strongly Disagree (SD) 2= Disagree (D) 3= Moderately Agree (MA) 4= Agree (A) 5= Strongly Agree (SA)

NF	Needs fulfilment	SD	D	MA	A	SA
		1	2	3	4	5
NF1	This school meets my essential needs that are for my comfort					
NF2	The things colleagues and I value in this school are the same					

NF3	My school meets the requirements of the teachers					
NF4	I feel good because of being part of this school					
NF5	In this school, I easily share my problems with most teachers					
NF6	The needs, priorities, and goals of individuals in this school are largely the same					
GM	Group Membership	SD	D	MA	A	SA
		1	2	3	4	5
GM1	I find it easy to trust most people in this school					
GM2	I easily recognise every colleague by voice or even by their hand writing					
GM3	I feel that most of my colleagues understand me					
GM4	This school uses recognisable logos, landmarks, flags, artwork, apparel, signs, and architecture as symbols and expressions of its membership					
GM5	I put a lot of time and effort into being part of this school.					
GM6	I comfortably and proudly identify myself with this school					
IFI	Influence	SD	D	MA	A	SA
		1	2	3	4	5
IFI1	Being part and parcel of this school is important for					

	me					
IFI2	I look forward to working with this school for a longer time if provided the opportunity					
IFI3	I care about what management of this school thinks about me					
IFI4	I have a say on what shapes this school					
IFI5	Teachers are involved in providing solutions to the problems of the school					
IFI6	The leaders of this school inspire me as an individual					
	Emotional connection	SD	D	MA	A	SA
		1	2	3	4	5
EC1	This school is important to me as an individual					
EC2	I enjoy being in company of my colleagues in this school					
EC3	I hope to work in this school for a longer time					
EC4	We share significant events together in this school such as weddings among others					
EC5	I have hope about the future of this school					
EC6	In this school, teachers care for each other					

Section C: Perceived school support (IV)

Perceived school support was studied as a multi-dimensional concept covering fairness (SSF), supervisor support (SSS), institutional rewards (SIR), job conditions (SJC) and participation (SSP). Please, provide your responses on the same basing on the questions provided using the scale where 1= Strongly Disagree (SD) 2= Disagree (D) 3= Moderately Agree (MA) 4= Agree (A) 5= Strongly Agree (SA)

SSF	School support fairness	SD	D	MA	A	SA
		1	2	3	4	5
SSF1	Administration of this school treats everybody equal					
SSF2	I feel I am treated like any other teacher in this school					
SSF3	Administration shares with me policies and other information that enables me to work well					
SSF4	I feel that administration of this school makes effort to understand me and treats me accordingly					
SSF5	Our head teacher attends to my needs as much as possible					
SSF6	My point of view is listened to in this school					
SSF7	Our head teacher treats subordinates with respect in this school					
SSF8	Our head teacher make effort to fulfil stipulated items in the school policies					
SSS	School supervisor support	SD	D	MA	A	SA

		1	2	3	4	5
SSS1	Our head teacher is helpful to me in getting the job done.					
SSS2	Our head teacher extends a hand to ensure that every teacher accomplishes his or takes					
SSS3	Our head teacher takes pride in my accomplishments at work					
SSS4	Our head teacher tries to make the job interesting					
SSS5	Our head teacher values my contributions					
SSS6	If I do well, my head teacher notices my effort					
SIR	School institutional rewards	SD	D	MA	A	SA
		1	2	3	4	5
SIR1	The rewards offered in this school besides salary are comparable to those of other schools					
SIR2	The rewards beyond salary provided in this school are satisfying					
SIR3	The rewards provided to teachers are equitably offered					
SIR4	The rewards given in this school beyond salary are satisfying					
SIR5	The rewards on top of salary depend on each individual's performance level					
SIR6	The rewards offered to teachers in this school are paid					

	in time					
SJC	School job conditions	SD	D	MA	A	SA
		1	2	3	4	5
SJC1	Teachers' safety and security in this school is guaranteed					
SJC2	The working environment of the school provides peaceful atmosphere					
SJC 3	It is pleasing to work in this school					
SJC4	The facilities for teaching and welfare are satisfying					
SJC5	In this school, teacher professionalism is promoted					
SJC6	Teachers' creativity is facilitated in this school					
SJC7	The time table in this school is made in a way that promotes flexibility for teachers					
SJC8	Superiors in this school make efforts to provide further training to teachers					
SP	School participation	SD	D	MA	A	SA
		1	2	3	4	5
SP1	I believe that my involvement in the school's activities is equitable to that of other teachers					
SP2	I'm encouraged to take part in this school's problem-solving activities					
SP3	In this school, self-expression that is sincere and open					

	is encouraged					
SP4	I have the chance to recommend changes to the way this school operates					
SP5	I participate in this school's decision-making process					
SP6	I freely take part in the various administrative tasks at this school					
SP7	When it comes to how this school handles its operations, I am respected					

Section D: Interpersonal Relationship (MO)

The variable of interpersonal relationship was studied as a multi-dimensional concept covering interpersonal regard (IPR), mutual acceptance and uplifting (MAU), mutual trust (MUT) and workplace harmony (WPH). Please, provide your responses on the same basing on the questions provided using the scale where 1= Strongly Disagree (SD) 2= Disagree (D) 3= Moderately Agree (MA) 4= Agree (A) and 5= Strongly Agree (SA)

IPR	Interpersonal regard	SD	D	MA	A	SA
		1	2	3	4	5
IPR1	Colleagues hardly backbite others					
IPR2	Teachers in this school respect my values					
IPR3	In this school, knowledge is shared freely between colleagues					
IPR4	Members own up to their mistakes in this school					

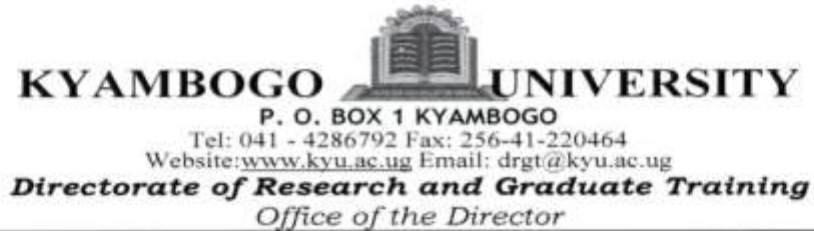
IPR5	I feel respected by the teachers in this school					
IPR6	Teachers in this school typically look out for each other					
MAU	Mutual acceptance and uplifting	SD	D	MA	A	SA
		1	2	3	4	5
MAU1	Teachers in this school are empathetically ready to help one another overcome problems					
MAU2	I have been able to identify my strength and weakness because of the help of colleagues					
MAU3	My colleagues appreciate my good work effort					
MAU4	Teachers help one another to achieve progress in this school					
MAU5	It is joyous to be with colleagues in this school					
MAU6	Teachers are willing to give each other a hearing ear in this school					
MUT	Mutual trust	SD	D	MA	A	SA
		1	2	3	4	5
MUT1	Teachers help one another complete tasks when necessary					
MUT2	It is easy to trust a colleague in this school					
MUT3	Teachers portray friendliness and collegiality in this school					

MUT4	Colleagues in this school are trustworthy					
MUT5	Teachers in this school are not suspicious of each other					
MUT6	Teachers in this school are open with each other					
WPH	Workplace harmony	SD	D	MA	A	SA
		1	2	3	4	5
WH1	I feel that colleagues understand me in this school					
WH2	Colleagues are always willing to share every important information					
WH3	Whenever I ask for help from colleagues, I receive it					
WH4	We work in harmony with one another in this school					
WH5	Whenever a colleague achieves something important, everybody in this school expresses pride					

End

Thank you for participating in the study

APPENDIX B: INTRODUCTORY LETTER



APPENDIX 8: INTRODUCTORY LETTER

Date: September 19th 2024

TO WHOM IT MAY CONCERN

RE: ELIZABETH YEKO

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **21/U/GMED/14669/PE** pursuing Master of Education Policy Planning and Management, Kyambogo University.

She intends to carry out research on ***"Perceived School Support, Interpersonal Relationship and Sense of Community of Teachers in Governance Aided Secondary Schools in Bukwo District, Uganda."*** in partial fulfillment of the requirements for the award of Master of Education 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.

Any assistance rendered to her will be highly appreciated.

Yours sincerely
Prof. Bosco Bua
AG. DIRECTOR



APPENDIX C: PLAGIARISM TEST REPORT

PERCEIVED SCHOOL SUPPORT, INTERPERSONAL
RELATIONSHIP AND TEACHERS' SENSE OF COMMUNITY IN
GOVERNMENT-AIDED SECONDARY SCHOOLS IN BUKWO
DISTRICT, UGANDA

ORIGINALITY REPORT

18%	15%	10%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	irbackend.kiu.ac.ug Internet Source	2%
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Appendix D: 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	168	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).