

School Leadership and Teacher Commitment: A Study of Government-Aided Secondary Schools in Bukomansimbi District, Uganda

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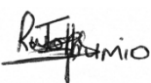
DECLARATION

I, Vitus Binomugisha Ayebazibwe, declare that this dissertation on the “Influence of School Leadership on Teacher Commitment in Government-aided Secondary Schools in Bukomansimbi District, Uganda” is my original work and has not been submitted to any other university for any award.

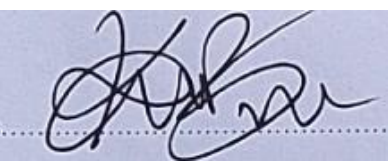
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APPROVAL

We confirm that this dissertation, titled “Influence of School Leadership on Teacher Commitment In Government-Aided Secondary Schools in Bukomansimbi District, Uganda,” was done by the candidate under our supervision. It is now ready for submission.

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Date. 23.10.2025.

Signature 
Dr. Charles Muweesi

Date. 24.10.2025

DEDICATION

I dedicate this work to my parents, Asiimwe Christopher and Arinaitwe Jane for their significant contribution to my academic achievements and a great friends Kalule Salim Rahma and Nanyunja Rahmat as an inspiration to focus on achieving more in their academic careers.

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ABSTRACT

This study aimed to establish the influence of school leadership on teacher commitment in secondary schools in Bukomansimbi district in Uganda. The study was guided by the following objectives: to determine the influence of collaborative decision-making on teacher commitment, to establish the influence of professional development on teacher commitment, and to assess the influence of the work environment on teacher commitment in secondary schools in Bukomansimbi district. The study employed both cross-sectional research design, adopting a mixed-methods approach. Data were collected from 134 respondents, including 130 who completed structured questionnaires and 4 headteachers who were interviewed. The data were coded, organized, and entered into SPSS Version 21 for analysis using descriptive statistics, correlation, and regression techniques. Qualitative data were summarized, themes identified, and content analysis conducted. The results of the linear regression analysis showed that collaborative decision-making ($\beta=0.294$, $p=0.001$), professional development ($\beta=0.221$, $p=0.032$), and the work environment ($\beta=0.278$, $p=0.006$) all had a positive and significant impact on teacher commitment. The regression model indicated a strong overall relationship ($R=0.704$, $R^2=0.495$), suggesting that 49.5% of the variation in teacher commitment could be explained by Collaborative Decision Making, Professional Development, and Work Environment. This is supported by one of the headteachers, who noted that, “The school provides refresher courses/ sessions to teachers, like the mind-setting sessions and pedagogical workshops aligned with the new competence curriculum to enhance and improve teacher delivery and performance in the school. The school also sends representatives in case of external seminars organized by both the Ministry of Education and Sports and other private educational organizations like SESEMAT, and those teachers are facilitated fully in terms of transport and welfare.”

The study concluded that collaborative decision-making, professional development, and the work environment are significant predictors of teacher commitment in government-aided secondary schools in Bukomansimbi District and teacher commitment is not purely intrinsic but can be nurtured through deliberate leadership practices. The study recommended that school leaders involve teachers in strategic and operational decision-making processes that affect school operations. Furthermore, emphasis should be placed on professional development programs and investments made to create a conducive environment that motivates teachers to remain committed and dedicated to their profession.

CHAPTER ONE INTRODUCTION

➤ *Introduction*

Teacher commitment is widely regarded as a vital factor in student success, particularly in secondary schools where curriculum complexities and student diversity are more pronounced. As articulated by Jiang et al. (2024), while some teachers have strengthened their professional identity and resilience, many others have faced increased burnout and reduced commitment due to higher workloads, policy pressures, and diminished autonomy. A UNICEF report (2019) assessing educational quality in Uganda identified that multiple schools addressed frequent and prolonged teacher absences, inadequate classroom management by teachers correlated with lower student engagement and achievement, and structural challenges such as underfunded schools and limited access to teaching materials intensify the problems associated with teacher commitment.

According to the research carried out in the sub-Saharan African countries like Uganda by world bank(2018) states that significant elements of effective service delivery are lacking in many countries, encompassing the use of a convenient language of instruction, schools with limited circumstances for learning, adequate teacher content mastery and pedagogical abilities/ skills, the fair stationing (deployment and transfers) of teachers to public schools, satisfactory instructional time, effective and productive teaching in the classroom and incompetent and unrealistic techniques to inspire teachers. In Bukomansimbi district, there are a few underlined factors that are aimed at improving teachers' morale and commitment in schools. The morale boosters, like involvement in decision-making, grade appraisals, and workshops, are lacking in the district. This is evidenced by teachers dodging classes, having large workloads, coming late for work and lacking the passion for work. This study focuses on how school leadership influences teacher commitment in selected government-aided secondary schools in Bukomansimbi district, Uganda.

➤ *Background to the Study*

The background of the study is presented under the four components of historical view, theoretical view, conceptual view and contextual view.

• *Historical View.*

Teacher commitment has emerged as a central focus in contemporary educational research and policy making. As educational systems worldwide strive for improved student outcomes, the quality and effectiveness of teaching have been identified as key determinants of success (Ronfeldt et al., 2013).

Historically, the construct of teacher commitment was developed from broader theories of organizational commitment. Early work by scholars such as Meyer and Allen (1984, 1991) conceptualized commitment as a three-dimensional construct including affective (emotional attachment), continuance (cost of leaving), and normative (sense of obligation) components. In parallel, researchers like Tyree (1996) asserted that commitment in teaching goes beyond mere organizational loyalty to incorporate dedication to the teaching profession itself, the subject matter, and the students.

Teacher commitment in Europe has evolved over the past two centuries in reaction to varying educational philosophies, socio-political reforms, and modern challenges. Historical developments from the formulation of state-run public education in the 19th century to the post-World War II reconstruction established the groundwork for a strong professional identity among teachers. European nations transformed their educational systems to back-up social cohesion and economic recovery. In these reforms, teacher commitment was endorsed by policies that stretched professional autonomy and continuous training, establishing the foundation for the affective, normative, and continuance dimensions of commitment that modern studies identify today.

According to Skaalvik and Skaalvik (2021), they indicated that in Norway, higher self-efficacy through tradition of decentralized decision-making, ample professional support and a focus on teacher agency is a strong indicator of teachers' affective commitment. Even as new policy initiatives and workload challenges surface, the core principles of trust and teacher empowerment persist to drive commitment in Norwegian schools (Trusted Educational Environments, CoSN, 2024).

Similarly, research comparing Germany and Finland underscores that well-structured mentoring systems and continuous professional development initiatives improve teachers' normative commitment to their schools (Blömeke et al., 2020). This is so because Finland has developed a reputation for a high-quality teacher education system that affirms autonomy, proper preparation, and lifelong professional development. This foundation, together with a strong cultural status for the teaching profession, has strengthened high intrinsic commitment among Finnish teachers (Turnbull et al., 2024).

In the United States of America, the origin of teacher commitment can be traced back to the common school movement of the 19th century and thereafter to progressive education reforms. Over the decades, American educators have maneuvered through

periods of increased accountability and shifting policies that have both challenged and strengthened their professional dedication. Despite pressures from regulated testing and budgetary constraints, many United States of America. Teachers remain committed to their profession, driven by the belief in the transformative power of education and professional autonomy (Smith & Lee, 2021).

Over the past century, Mexican educators have frequently adapted to reforms targeted to democratize and modernize education, even as socio-economic disparities persist. Mexican teachers, while facing challenges related to policy changes and resource limitations, have kept deeply committed to their profession, directed by a strong sense of vocation and community responsibility (González & López, 2022).

In India, teacher commitment has been determined by a long tradition of respect for the teaching profession linked with modern challenges of resource constraints and large class sizes. Reforms, ranging from improved pre-service training programs to attempts to improve working conditions, have been targeted to strengthen the intrinsic and extrinsic motivation of teachers. For example, Kumar and Singh (2021) implore that historical legacies of educational reform in India have progressively evolved to highlight professional ethics and commitment, even as modern pressures (such as rapid curriculum changes and accountability measures) challenge this commitment.

In China and Japan, teacher commitment is intertwined with a long cultural heritage originating from Confucian ideals that regard teaching as a moral vocation. Since the economic reforms of the late 20th century, the Chinese and Japanese governments have established performance-based monitoring and evaluations and professional development initiatives to further improve teacher commitment. Additionally, Zhang and Wang (2022) and Tanaka and Sato (2020) indicate how the change from a state-controlled system to one that also rewards excellence has progressively expanded teachers' professional dedication while adapting to rapid socio-economic changes.

During the colonial period, Western education was brought to West Africa as a tool for both conversion and administrative control. Although the system produced a cadre of formally trained teachers, it also enforced low salaries, heavy workloads, and rigid disciplinary codes that, over time, have been correlated to low teacher morale and commitment. Post-independence governments in countries such as Nigeria, Ghana, Sierra Leone, and The Gambia have since attempted to address these issues through reforms in teacher education, professional development, and improved working conditions. These initiatives aim to transform teaching from a "by default" occupation into a recognized profession with clear career paths and regulatory frameworks (UNESCO IICBA, 2023). Teacher commitment is closely associated with improved student outcomes, yet many West African teachers still report entering the profession due to limited alternatives rather than a vocational calling (Adarkwah & Adomako, 2020; Ogunyemi & Oladipo, 2021). In response, national frameworks now encourage continuous professional development and adherence to internationally aligned professional standards (UNESCO and Education International, 2019; Nwokeocha et al., 2023)

In South Africa, teacher commitment has been based on the country's turbulent history, from the apartheid era's segregated and inequitable schooling to the democratic transformation beginning in 1994. Although policies have been targeted to transform the education system, continued inequalities and challenges (e.g., high pupil-teacher ratios, resource shortages, and policy instability) impact teachers' long-term commitment. Commitment is closely related to professional support, ongoing in-service training, and meaningful participation in school decision-making processes (Mthembu, & Nkosi, 2021). In many South African schools, teachers have identified that strong collegial support and community engagement can safeguard against the negative effects of policy changes and historical inequities. These points out those initiatives which promote peer collaboration, reflective practice, and supportive leadership have a positive influence on teacher commitment (Mkhize & Mahlangu, 2022).

After independence in 1963, the Kenyan government reformed education to broaden access, which included introducing professional development initiatives and in-service training programs. These reforms helped create a sense of duty among teachers not only to their pupils but also to the nation's broader development goals. Despite challenges such as overcrowded classrooms and resource shortages, Kenyan teachers remain highly committed, driven by a desire to transform their communities. Furthermore, Mwangi (2021) highlight how current teacher development programs and community-based initiatives have strengthened professional commitment by correlating classroom practice with national development and social justice imperatives.

After independence in 1961, Tanzania (guided by leaders such as Julius Nyerere) focused on a radical education reform (the Ujamaa policy) that emphasized egalitarianism, community involvement, and the professionalization of teaching. These reforms were aimed at creating a motivated and committed teaching force that could commit to nation-building. Analyses reveal that while Tanzanian teachers continue to encounter systemic challenges, Mtui and Nyerere (2022) explain that historical challenges still reflect in today's classroom conditions, but new policy measures are gradually enhancing professional support structures, thereby strengthening teacher commitment across the country.

According to the Uganda Parliament Watch 2024 on the National Teachers' Bill, the Ministry defended the National Teachers' Bill by highlighting the inexistence of a framework for professionalizing and standardizing the teaching profession through competent internship, registration, licensing, and accreditation. "Over the years, there have been issues of teacher absenteeism, ineffective teaching, low qualifications, lack of standards, weak institutional leadership, unethical behavior, and limited professional development for teachers. Currently, there is no effective legal framework to regulate teachers, including

internship management, registration, licensing, professional conduct, continuous professional development, and discipline,” the Bill states. The Bill aims to install and authorize a professional body responsible for regulating the teaching profession by consolidating registration and licensing processes, providing for discipline and professional conduct, and ensuring continuous professional development, which in turn will improve the quality, commitment and performance of teachers in secondary schools in Uganda.

This study is meant to investigate the relationship between School leadership and teacher commitment in Bukomansimbi district.

- *Theoretical View.*

The study is based on the transformational leadership theory that was first developed by James MacGregor Burns in 1978 and later extended by Bass in 1985. Transformational leadership posits that leaders inspire, motivate, and intellectually stimulate their followers while attending to their individual needs. Bass provided an operational model that identifies four key dimensions/assumptions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) which explain how leaders inspire and develop followers (Bass & Riggio, 2006).

Building Trust and a Shared Vision (Idealized Influence and Inspirational Motivation); when school leaders serve as ethical role models and communicate a clear, inspiring vision for the school through emphasizing collaborative decision making from the top management to different heads of departments to classroom teachers, teachers are more likely to develop a sense of pride and belonging. This shared vision encourages teachers to align with school goals and commit to long-term success (Nguyen et al. 2021; Yang et al., 2020).

Fostering Professional Growth (Intellectual Stimulation and Individualized Consideration); leaders who challenge teachers to think critically and provide opportunities for professional development help build teacher self-efficacy (Alzyoud et al., 2020; Saleem et al., 2021). Personalized support through seminars, workshops, in-service programs, and study leaves reinforce that teachers are valued for their contributions, which in turn strengthens their commitment to the school.

Enhancing School Culture; transformational leadership contributes to a positive working environment by promoting open communication and collaboration, instructional materials and relative workload (Alzyoud et al., 2020). A supportive school climate increases teacher job satisfaction and reduces turnover, further boosting commitment.

In Uganda, secondary school teachers commonly face challenges such as low salaries, inadequate resources, and excessive workloads, which can impact their commitment to the profession (Education Service Commission, 2021). Effective leadership can help mitigate these challenges by using directive leadership through improving the working environment to provide structured support in resource-limited schools, applying supportive leadership through offering professional development opportunities to improve teacher morale and retention, encouraging participative leadership to involve teachers in policy and curriculum decisions and implementing achievement-oriented leadership to foster professional development and innovation in teaching.

- *Conceptual View.*

Teacher commitment refers to the emotional dedication of teachers to their school, students, and profession (Meyer & Allen, 2021). Teacher commitment refers to the dedication, engagement, and willingness of teachers to put effort into their roles and remain in the profession (Meyer & Allen, 1991). Meyer and Allen (1984, 1991) conceptualized commitment as a three-dimensional construct including affective (emotional attachment), continuance (cost of leaving), and normative (sense of obligation) commitment. Additionally, Xiong et al., (2024) and Moodie (2023) expand these constructs as intrinsic motivation (passion and genuine interest in teaching), meaningfulness (teaching is significant both personally and socially) and perseverance (ability to be resilient and hopeful). Their framework suggests that intrinsic motivation sets the stage for commitment, meaning-making decision process reinforces it and perseverance embodies the sustained efforts needed to overcome professional challenges.

School leadership refers to the processes and strategies used by principals and school administrators to manage, guide, and influence teachers and students towards achieving educational goals (Leithwood et al., 2020). Effective school leadership enhances school climate, motivates teachers, and improves job satisfaction. In this study school leadership will be conceptualized as: collaborative decision making, professional development and work environment.

According to Datnow and Park (2020), they define CDM as a process where leaders promote inclusive dialogues that entrust teachers to contribute ideas and engage in decisions concerning curriculum, policies, and school management. Their work entails that by sharing decision-making authority, schools can exploit collective expertise and enhance outcomes.

Collaborative Decision Making (CDM) refers to a leadership approach in which school leaders, teachers, and sometimes other stakeholders are involved in structured, shared decision-making processes. This model asserts open communication, mutual respect, and shared responsibility for decisions that affect school policies, practices, and overall improvement.

Darling-Hammond et al., (2017) define professional development as a continuous, systematic process of learning that is anticipated to enhance teachers' knowledge, skills, and practices through activities such as seminars, workshops, collaborative learning, mentoring, and advanced training programs. Opportunities for professional growth signal that the institution values and respects its teachers. This perception can contribute to increased job satisfaction and a stronger commitment to the school. Also, Mulumba and Nkonki (2019) have shown that in Uganda, investments in teacher training and development are positively correlated with improved teacher retention and commitment.

Work environment is defined by Gorgievski and Hobfoll (2008) as including both tangible factors (such as infrastructure and resources) and intangible elements (including social support, leadership quality, and organizational culture) that affect employee stress, well-being, commitment and performance. They claim that a supportive work environment lessens stress and improves positive work attitudes. Work environment advances to include factors specific to schools, such as class sizes, availability of instructional resources, workload, administrative support, and the overall school climate.

- *Contextual View.*

This study was carried out in Bukomansimbi district on school leadership and teacher commitment. The district is located in the central region of Uganda and is one of the three districts that were split from the greater Masaka.

A subsequent review on Policy Implementation conducted in 2021 assessed the impact of continuous interventions on teacher performance and commitment. The report highlighted that, regardless of significant policy efforts, enhancements in teacher effectiveness had been modest. The analysis cited enduring issues like irregular teacher attendance, low engagement in continuous professional learning, and weak enforcement of performance standards. These systemic challenges were emphasized as major contributors to the overall poor commitment of teachers in various Ugandan secondary schools.

The MoES has continuously explored teacher commitment as a vital area of concern. For example, in its annual review of teacher commitment, performance and professional development, the MoES (2020) addressed that various teachers across Uganda face challenges including inadequate in-service training (many teachers do not receive regular, high-quality professional development, which confines their potential to adopt new pedagogical methods), poor supervision and feedback (leading to a lack of meaningful feedback and missed opportunities for performance improvement) and low remuneration and motivation (limited financial incentives and poor working conditions lead to low teacher morale and high absenteeism, negatively impacting teachers' classroom performance).

The Uganda Education Sector Strategic Plan (ESSP) 2017/18–2020/21 outlines a comprehensive framework for reforming leadership practices within schools. It emphasizes capacity building for head teachers and deputy principals through in-service training, mentoring, and performance appraisal systems (Ministry of Education and Sports, 2018).

A World Bank report (2018) examined education quality in several developing countries and included Uganda as a case study. The report identifies the link between effective policy implementation, such as increased professional development funding and enhanced teacher commitment, drawing on data from MoES reports and field surveys.

- *Problem Statement*

Highly committed teachers will contribute to students' academic success and effective learning outcomes in secondary schools (Jusoh et al., 2020). In Uganda, low levels of teacher commitment have been linked to poor academic performance, high absenteeism and reduced classroom engagement. While national statistics indicate that about 23-25% of teachers are frequently absent from school, and a significant proportion are disengaged even when present (World Bank, 2013; chimpreports, 2023). Research suggests that school leadership practices, particularly collaborative decision making, professional development and work environment conditions play a vital role in shaping teacher commitment. However, in many rural Ugandan schools, leadership is often centralized and hierarchical, professional development programs are irregular or inadequate, and work environment is characterized by high workloads, insufficient teaching resources and limited administrative support. These factors may reduce teachers' sense of belonging, professional efficacy and motivation to remain committed to their duties.

It is nevertheless worth noting that the non-committed and dissatisfied teachers are the biggest danger, as it could lead to failure to achieve school goals and objectives. In Bukomansimbi district, government-aided secondary schools continue to grapple with low teacher morale, absenteeism, poor participation in school development and high turnover. While educational policy emphasizes improving leadership and teacher support, the specific influences of school leadership on teacher commitment in this area remain underexplored.

According to Mwamwenda (2018), inadequate teachers' job commitment leads to regular teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early departures from the profession and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. While existing studies have explored teacher motivation and leadership separately, there is limited research on the direct relationship between school leadership and teacher commitment in

government-aided secondary schools in Bukomansimbi district. This study seeks to bridge this gap by examining how different leadership approaches (collaborative decision making, professional development and work environment) influence teacher commitment and identifying strategies that school leaders can use to enhance teacher dedication and job satisfaction, thereby instilling a more productive teaching and learning environment to achieve institutional goals and objectives.

➤ *Purpose of the Study*

The purpose of this study was to examine the influence of school leadership on teacher commitment in selected government-aided secondary schools in Bukomansimbi district, Uganda.

➤ *Objectives of the Study*

The objectives of the study were:

- To determine the influence of collaborative decision making on teacher commitment in secondary schools in Bukomansimbi district
- To establish the influence of professional development on teacher commitment in secondary schools in Bukomansimbi district
- To assess the influence of the work environment on teacher commitment in secondary schools in Bukomansimbi district.

➤ *Hypothesis of the Study*

The study tested the following hypotheses:

- H₀ Collaborative decision-making has a significant influence on teacher commitment in secondary schools in Bukomansimbi district
- H₁ Professional development has a statistically significant influence on teacher commitment in secondary schools in Bukomansimbi district
- H₂ Work environment significantly influences teacher commitment in secondary schools in Bukomansimbi district

➤ *Research Questions*

The study was guided by the following research questions:

- How does collaborative decision-making improve teacher commitment in secondary schools in Bukomansimbi district?
- How do Professional development opportunities enhance teacher commitment in secondary schools in Bukomansimbi district?
- How does improved work environment improve teacher commitment in secondary schools in Bukomansimbi district?

➤ *Scope of Study*

The scope of the study was categorized as conceptual, geographical and time scope.

• *Content Scope*

The study focused on school leadership and teacher commitment in selected government-aided secondary schools in Bukomansimbi district. The study specifically concerned itself with how school leadership, through improvement in collaborative decision making of teachers, professional development offered by the schools to the teachers and how improved work environment and support lead to an improvement in the commitment of teachers among secondary schools in Bukomansimbi district.

• *Geographical Scope*

Geographically, the study was conducted in Bukomansimbi district. Bukomansimbi district has the coordinates of 00 10S, 3139E and is bordered by Gomba district to the North, Kalungu district to the East, Masaka district to the Southeast, Lwengo to the Southwest and Sembabule district to the Northwest. Bukomansimbi district headquarters are approximately 26km from Masaka and approximately 150km from Kampala city. Bukomansimbi district is in the central region of Uganda and is one of the three districts that was split from the greater Masaka. It started operating on 1st July 2010. It is composed of two counties, Bukomansimbi South and Bukomansimbi North. The district has five sub-counties that are, Kibinge, Bigasa, Kitanda, Butenga and Bukango and four town councils of Bukomansimbi town council, Kigangazzi, Kagologolo and Butenga town council. Bukomansimbi district has 33 secondary schools, of which 8 are government-aided schools.

• *Time Scope*

The study was conducted from October 2021 to August 2025; this period was enough to collect data and analyze it well, and interpret and recommendations were made.

➤ *Significance of the Study*

The findings of the research are envisaged to be of significance to the following categories of stakeholders: Policy makers, Education administrators, Headteachers and Teachers.

To the education administrators, the study will assist in informing them education administrators and headteachers on strategies for teacher recruitment, training and retention. Schools and educational institutions can use this information to create environments that foster teacher satisfaction and fulfillment, thereby benefiting teachers' performance and teachers' commitment

To headteachers of secondary schools, this study could provide specific leadership behaviours like collaborative decision making and professional growth opportunities, which are most effective in promoting teacher commitment, thereby providing practical insights for them to enhance their leadership. The purpose of this study was to improve the educational practices in leadership and policies in Bukomansimbi District by highlighting the importance of head teachers' transformational leadership behaviours in fostering teacher commitment.

To the Board of Governors, this research aimed to expose the appropriate factors that require more attention from the implementers and controllers of education programmes in secondary schools. By exposing the leadership interventions needed, the study would suggest to the Board of Governors in secondary schools the appropriate approaches to improving teacher commitment.

The research will contribute to the broader discourse on education policy and reforms in Bukomansimbi district and Uganda at large. By highlighting the importance of school leadership, policy makers may be prompted to allocate resources and improve the working conditions of teachers and develop policies that prioritize supporting teachers' commitment.

This research will help teachers to act as role models to the students through their improved living. Valued, professionally developed teachers working in a conducive environment tend to be more engaged, creative and effective in classrooms and help teachers to live socially well in communities.

➤ *Justification of the Study*

UgandaVision 2040 aims at building a “transformed Ugandan society from a peasant to a modern and prosperous country.” To achieve this vision, teachers have to have equal outputs as the inputs to improve their standards of living and students have to acquire the best knowledge and skills to contribute to the vision positively, which can be realized in this research.

With the African agenda 2063 with goals like goal 4 that clarifies high standard of living quality of life and well-being for all citizens and the second goal of well-educated citizens and skills evolution underpinned by science and technology which can be realized through teachers acquiring job satisfaction which will improve their living quality and learners getting the best education to achieve these goals.

The global goals (Sustainable Development Goals) that advocate for good health and well-being, quality education, decent work and economic growth and industry innovation and infrastructure require better education that produces capable citizens who have the skills to achieve these goals, which can be realized through this research.

CHAPTER TWO LITERATURE REVIEW

➤ *Introduction*

This section presents the theoretical review and empirical literature review based on the work of previous scholars, researchers, academicians and authors in relation to the objectives.

➤ *Theoretical Review*

The transformational leadership theory that was first developed by James MacGregor Burns in 1978 and later extended by Bass in 1985 guided this study. The transformational leadership theory posits that four transformational leadership traits, when they interact with their subordinates on a daily basis, include idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Research by Gkolia et al., (2014) provide evidence of the effect that transformational leadership style has on teacher commitment, teacher retention, performance, job satisfaction, and other areas that help facilitate overall school success. Therefore, because of its known and identified correlation with teacher commitment, transformational leadership theory is a practical input for school leaders to boost the commitment of the teachers, which enhances their performance, hence the achievement of the school goals and missions.

➤ *Conceptual Review*

This section will discuss the conceptual review of the terms of teacher commitment and school leadership in the study.

• *Teacher Commitment.*

Systematic reviews have recognized that while some schools gain from vigorous support systems, others, especially those in socioeconomically challenged areas, are faced with gaps that directly affect teacher commitment and, hence, student outcomes (Vangrieken et al., 2021). Teacher commitment is an important factor in ensuring high-quality education, as committed teachers are more engaged, involved, motivated, and willing to invest effort in student learning. Understanding how school leadership influence teacher commitment is essential for developing strategies to enhance teacher commitment in Ugandan secondary.

Teachers are believed to experience commitment in three bases that plays a role in shaping behavior including affective (commitment based on emotional ties the teacher develops with the school for example collaborative decision making), normative (the bond between the head teacher and the teacher for instance after being granted a study opportunity) and continuance (based on perceive high costs of losing the job including pension and social costs (work environment)). These three bases, when intertwined, contribute to the teachers' commitment in schools.

According to the Parliament Watch 2024 on the National Teachers' Bill, the Ministry defended the National Teachers' Bill by highlighting the lack of a framework for professionalizing and standardizing the teaching profession through competent internship, registration, licensing, and accreditation. "Over the years, there have been issues of teacher absenteeism, ineffective teaching, low qualifications, and lack of standards, weak institutional leadership, unethical behavior, and limited professional development for teachers. Currently, there is no effective legal framework to regulate teachers, including internship management, registration, licensing, professional conduct, continuous professional development, and discipline," the Bill states.

The Bill aims to install and authorize a professional body responsible for regulating the teaching profession by consolidating registration and licensing processes, providing for discipline and professional conduct, and ensuring continuous professional development which in turn will improve the quality, commitment and performance of teachers in secondary schools in Uganda.

• *School Leadership.*

According to Bush and Glover (2014), they argue that the advancement towards distributed leadership (collaboration, shared decision-making, professional development opportunities and empowering middle leaders) in the UK has enhanced school responsiveness, creativity and innovation, with school leaders increasingly facilitating instead of dictating change.

Based on earlier models, scholars like Spillane (2006) and Leithwood et al., (2004) developed the concept of distributed leadership. This prospect pictures leadership as a collective, emergent property of the entire school community instead of the sole responsibility of the principal. For example, Finnish schools function on a decentralized framework where principals act as facilitators of teacher autonomy and professional growth instead of authoritarian figures. This trust-based, collaborative model advocated for continuous professional learning and collective responsibility. A study by Sahlberg (2011) expressed how Finnish school leadership highlights teacher autonomy, which in turn subsidizes to a resilient, flexible and adaptive education system.

Also, Leithwood, Harris, and Hopkins (2020) revisit strong assertions about successful school leadership, emphasizing that transformational and distributed leadership practices are closely associated to improved school performance. Furthermore, Akanle (2010) states that, "Emerging leadership practices in Nigerian schools reflect a move toward decentralization and participatory

management, which are crucial for addressing the nation's unique educational challenges." According to Mugo (2013), Transformative leadership in Kenya is progressively characterized by decentralization and a strong emphasis on teacher professional development, which together contribute to improved school performance. With the development in secondary education, especially after the introduction of Universal Secondary Education (USE) in 2007, leadership roles have grown into more complex, requiring school leaders to engage in strategic planning teacher motivation, collaborative decision making, teacher professional development, working environment improvement and performance management (Ministry of Education and Sports, Uganda, 2020).

➤ *Empirical Literature Review*

This section reviews the existing literature on the terms of school leadership (collaborative decision-making, professional development and work environment) in relation to teacher commitment.

• *School Leadership and Teacher Commitment*

Teachers' attitude and professional commitment in the environments with challenging teaching contexts, such as urban or low-income schools, have been a focus of mixed-method studies, revealing a need for better support systems to sustain productivity through school leadership, resource availability, and community engagement (Halvorsen et al., 2009). Teachers committed to their profession exhibit valuable qualities such as student orientation, loyalty, professional autonomy, conformity to professional standards (code of conduct), and ethics. Therefore, committed teachers may invest significant time and energy in enhancing the classroom activities and the learning atmosphere.

Research has persistently emphasized the role of self-efficacy in modifying teachers' motivation and professional commitment, and delivery. Teachers with relatively high self-efficacy are more expected to adopt effective instructional strategies, engage with students, and handle challenging and diverse teaching environments (Bataineh, 2025)

According to a 2021 report by the African Union's Continental Education Strategy for Africa, schools led by strong, effective school leadership demonstrate higher teacher retention rate, resilience and improved student outcomes, even in resource-constrained environments, hence improved teacher commitment (Amadhila, 2021). A study by Nannyonjo (2019) found that Ugandan school leaders who accommodated participative and supportive leadership had higher teacher retention rates, as teachers felt more involved and valued in their roles. Also, Leithwood and Louis (2011) affirms the purpose of equitable decision-making processes and resource allocation to motivate teachers to attain job satisfaction that is if the teachers are involved in decision making in the development and implementation of the curriculum to be taught and the allocation of resources to be employed, they get a sense of belonging hence improving their commitment and job delivery to school's goals and objectives.

Also, Hulpia et al., (2011) address how teachers often compare their workload, performance, and rewards with those of their colleagues. For instance, teachers whose workload is considerably higher than that of their colleagues or who are rendered limited opportunities for professional development, like seminars and workshops, perceive it as unfair treatment that leads to questioning in the school leadership, hence the importance of perceived fairness in promoting engagement, satisfaction, and commitment among teachers.

According to a 2022 UNESCO report, effective school leadership can improve teaching process quality by up to 30% through clear collaborative decision making, supportive professional development, and creating a positive school work environment (Fraser et al., 2024). Teachers who share a commitment to the school and their collective well-being are good enough to create the social capitals that promote and ease school learning. Ribelin in Ushie, et al., (2015) noted that it is therefore significant for schools to identify the aspects that play a crucial role or have a big influence in strengthening the commitment of their teachers.

• *Collaborative Decision Making and Teacher Commitment*

Teacher involvement in decision-making (CDM) is a chance for teachers to take part in the decision-making process on issues that impact their school lives. Studies have found that head teachers who engage teachers in decision-making processes and provide constructive feedback tend to foster higher job satisfaction and motivation, leading to better teaching outcomes (Mukasa, 2019). This increases the retention rates of teachers in those schools, hence committed teachers. Research implores that effective leadership contributes remarkably to addressing challenges in marginalized schools, where head teachers who lead by example and engage with teachers in decision making foster resilience, retention and a culture of collaboration, improving instructional quality and teacher commitment despite limited resources at their disposal (Arusei, 2023). Collaborative decision-making is a core component of transformational leadership, promoting shared governance and inclusivity. Mawalo and Rutaro (2024) found a positive relationship between participatory decision-making and teacher commitment in government-aided secondary schools in Kamuli District.

As per Sen (2012), teachers' participation in decision-making supports the school administration in realizing institutional objectives. According to Ojwuku (2014), teachers' collaboration to make decisions can lead to school transformation and positive changes. While various factors can contribute to employees' commitment in the organizations, participation in decision-making is

a factor that cannot be ignored. Participation in decision-making is of vital importance for effective school management. But teachers, in most cases, have been sidelined in the process of decision-making. This is revealed by Muindi (2011), who conducted research in Kenya and came up with findings that decision-making on school staffing, curriculum and resource allocation had been made by school principals or selected members of administrative managerial teams. The study also explored that in most cases, teachers were usually excluded by school administrators in the process of decision-making. Contrary to this trend, researchers have indicated the significance of teachers' participation in decision-making. Sen (2012), for instance, argues that teachers' participation in decision-making contributes to achieving organizational objectives by the school administration.

According to Murphy, David and Brown, as cited in Keung (2002), teachers' participation in decision-making improves job satisfaction and commitment, which are positive indicators for effective management. While there are multiple areas in which teachers can be engaged in decision-making, schools can specifically advocate and open avenues for teachers to participate in school activities outside the classroom, such as textbook selection, curriculum development, learning assessment, student placement, personnel staffing and professional development (Lin, 2014). This is because teachers who engage in collaborative decision-making are anticipated to make more sincere attempts to implement or realize those decisions (Ojwuku2014). Through a collaborative decision-making approach, teachers benefit from one another's experiences and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedback to each other. Teachers getting together to make decisions can bring about school transformation and positive changes.

- *Professional Development and Teacher Commitment*

African governments have executed different policy reforms and initiatives to address challenges in education and improve teacher motivation. This includes endeavors to improve teacher training, increase remuneration, protect teachers' reputation, and provide professional development opportunities (UNESCO, 2019). For example, the Teacher Development and Management (TDM) program in Ghana aims to complement teacher commitment through improved training, support, and career development opportunities. A study by Beverly et al (2008) contradicts the idea of satisfaction at school and puts more emphasis on professional loyalty. The authors argue that teachers who choose teaching as their profession because of inherent professional values and loyalty to the profession are more satisfied and motivated than those whose entry into the profession is solely for economic reasons.

According to the researchers Rahman, et al., (2011), Regular training programs for teachers equip them with the required job knowledge, skills and abilities and competencies that are relevant and applicable for a smooth career of a teacher. Further, they comprehend that the personality of the teachers is modified, their attitudes are properly transformed, their working habits are rehabilitated, and their personality is built only through training programs. According to Oyitso and Olomokor (2012), training delivers higher confidence on workers, job knowledge, improved performing skills, generates greater efficiency and effectiveness and escalates performance. All these factors lead to higher productivity. Zohair Abbas (2014) posits that some employees lack job knowledge, skills, and competence retard them from finishing the tasks and duties on time. Training contributes to the elimination of these factors. Sengendo and Musunguzi (2024) and Ludigo et al., (2023) explore that intellectual stimulation, a component of transformational leadership, significantly influenced the academic performance, suggesting that promoting professional development can enhance teacher retention, hence teacher commitment.

Launched in 2019, the National Teachers Policy (NTP) gives a comprehensive framework to professionalize and institutionalize the teaching profession in Uganda. Its objectives include streamlining teacher management for better productivity, discipline, retention, and motivation, as well as strengthening pre-service and in-service teacher training to enhance competencies for quality learning outcomes. The policy also emphasizes the establishment of the Uganda National Institute for Teacher Education (UNITE) to provide leadership in continuous professional development and the training of tutors. This, in turn, will boost the understanding and professional growth of teachers, which will improve their performance in secondary schools. Teachers progressively treasure professional growth and self-determination. For instance, in Lithuania, STEM teachers reported that competence advancement initiatives associated with the application of practical classroom approaches significantly improved their motivation. Initiatives like collaborative platforms strengthen community-building and career progression, which are crucial for sustaining teacher engagement and retention (Juškevičienė et al., 2024). Research conducted between 2020 and 2023 shows that teacher trainees value the motivational impact of technology on both their self-learning and their ability to engage students effectively (Smith and Doe, 2024).

According to research by Masengesho and Ndagijimana, (2024) indicated that head teachers try different practices to enhance teachers 'job commitment, like to do regular lesson observations, monitoring teachers' schemes and plans for lessons, and ensuring that continuous professional development (CPDs) opportunities are organized. Unfortunately, CPDs like seminars and workshops are not organized or facilitated regularly by head teachers, which crumbles the professional development of teachers which leading to burnout and a decrease in the passion for staying on the job, hence limited teacher commitment.

Similarly, research conducted by Kayitesi (2020) in Rwandan primary schools identified that school leaders who provide continuous professional development, mentorship, and classroom supervision enforce improved teacher retention, hence improved teacher commitment.

- *Work Environment and Teacher Commitment*

Human beings are very convoluted in their psychological make-up and therefore, managers cannot easily influence teachers' intrinsic state directly, but can forge a work environment that encourages retention, sense of belonging, comfort and commitment, thus resulting in ineffective and efficient performance from teachers. Workplace environment (like interpersonal relationships, workload and physical work conditions) plays a crucial role in ensuring teachers' job commitment since it may influence teachers' morale and productivity (Naharuddin, & Sadegi, 2013). This signifies that a quality workplace environment encourages the teachers to perform to their best to realize the aims and objectives of the organisation. While a poor quality work environment inconveniences the teachers, makes them less committed to their jobs and end up with occupational issues such as absenteeism, lateness to work and classes, low turnover and negligence of duties (Lelebici, 2012), which are factors that underline teachers' failure to commit to schools and dissatisfaction.

Like in any organization, an effective work environment, interpersonal relationships, workload and physical work conditions in schools are significant to teachers because they improve as well as boost both the effective commitment of the teachers and the students (Oludeyi, 2015). This implies that teachers perform at maximum level towards adhering to and achieving the aims and objectives of the organization when they work in a good environment. On the other hand, a poor work environment affects teacher' commitment to their jobs. They display a negative attitude to work through aggression, burnout, hostility, turnover rate, lateness to work, and a high rate of absenteeism, as well as performing below expectations due to lack of commitment (Lelebici, 2012).

Ali and Zia (2010) surmise that a quality work environment makes teachers feel good about coming to work, which contributes to the motivation and morale to sustain and increase commitment. Akintayo (2010) hypothesizes that maintaining teachers' happiness and commitment calls for regular or frequent and open communication. Ushie et al., (2015) state that an unfavorable work environment creates a feeling of discontent, inhuman treatment and abandonment for the workers, and with this feeling, they cannot really put in their best. The researcher posits that a worker's failure to find his work fulfilling and satisfying leads to boredom, reduced efficiency, fatigue, burnout, frustration and over dependency, thus low commitment.

According to a study by Marcus and Enyiamaka (2018), they reveal that, amongst other factors, physical work condition is a significant determinant of teacher commitment level. Teachers tend to perform more effectively where the necessary facilities that aid work are made available against all odds. They further urge that school head teachers should always engage the teachers to avoid redundancy. This means that work schedules, working days, job descriptions and job specifications should be set out to avoid work overload, which in turn results in long-term costs, as stress and illness among teachers lead to poor judgments and poor commitment.

➤ *Conceptual Framework*

This section shows how the variables were operationalized in the empirical part of the study.

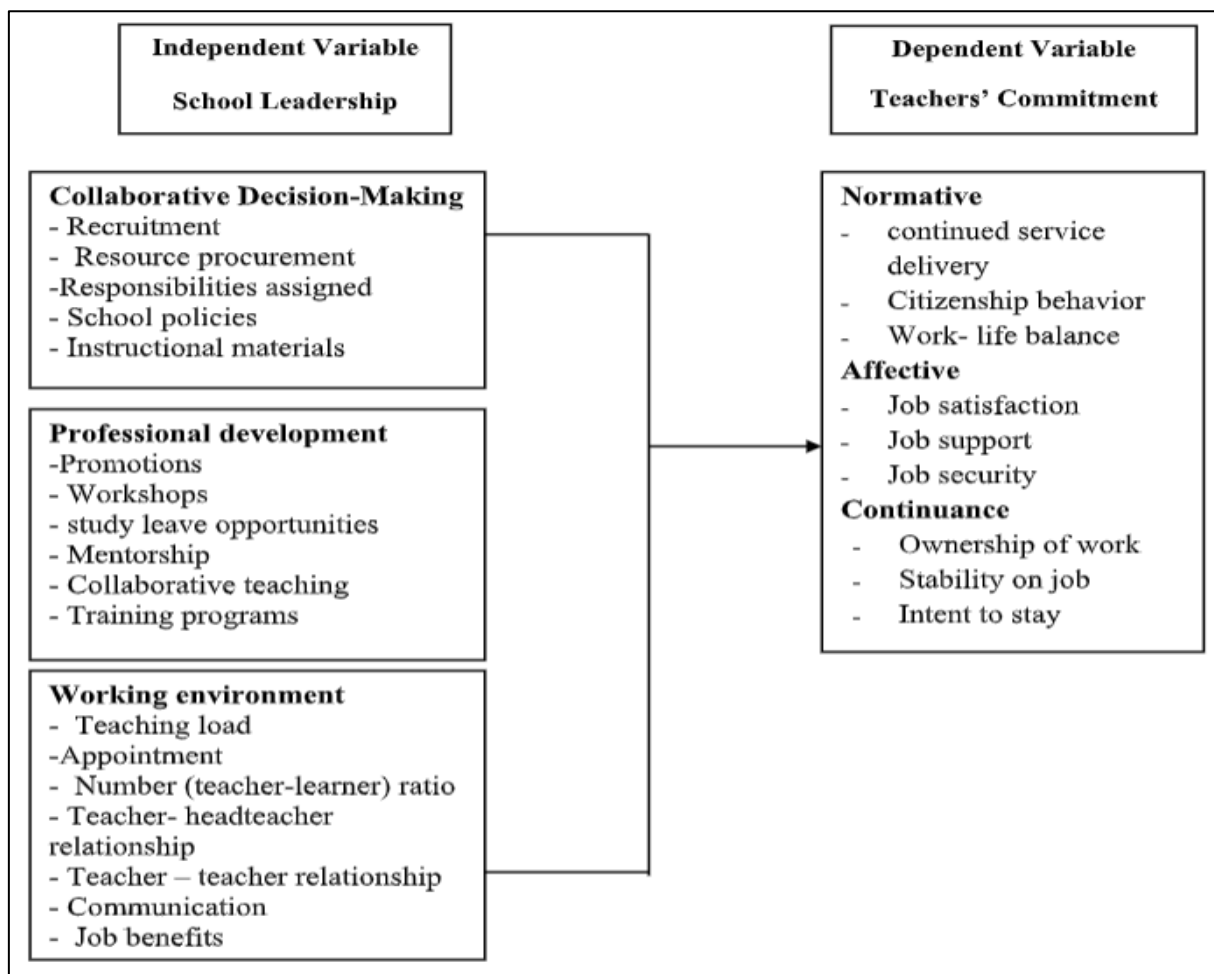


Fig 1 Conceptual Framework

Figure 1 shows the conceptual framework illustrating the link between goal setting, performance feedback, and performance management as essential mechanisms for enhancing quality teaching. Goal setting through clarity, stressing, and individual participation provides teachers with direction and shared responsibility in achieving instructional objectives. Performance feedback, both formal and informal, ensures continuous monitoring and guidance that help teachers adjust practices and improve effectiveness. Performance management, which includes self-evaluation, peer assessment, and critical incidence analysis, fosters reflective practice and accountability. Collectively, these processes lead to quality teaching, characterized by clear objectives, active participation, differentiated instruction, and effective integration of technology. Thus, highlighting that structured leadership and systematic performance processes are fundamental in promoting high standards of teaching and learning.

➤ *Research Gaps*

From the reviewed literature, there is much research in areas of leadership styles and the other further looks at the influence of each of the school leadership components of collaborative decision making, professional development opportunities and work environment on teacher commitment which creates a gap of a research that has to explore the jointed influence of the three components (collaborative decision making, professional development opportunities and work environment) on the teacher commitment in secondary schools.

Furthermore, there is no research about school leadership and teacher commitment in Bukomansimbi district that has been carried out, and this is the reason behind the researchers’ intentions to investigate how school leadership influences teacher commitment in selected government-aided secondary schools Bukomansimbi district.

CHAPTER THREE RESEARCH METHODOLOGY

➤ *Introduction*

This chapter presents the research design, research approach, area of study, population, sample of the population, sampling strategy/technique, data collection instruments, validation of the questionnaire, administration of the instrument, method of data analysis and ethical consideration.

➤ *Research Design*

This study adopted the cross-sectional research design, which is according to Wang and Chen (2020), is defined as “observational studies that analyze data from a population at a single point in time”. Kesmodel (2018), states that it is appropriate when assessing the prevalence of diseases or traits, attitudes, and knowledge, as well as in validation and reliability studies, and this was adopted because the questionnaires (self-administered surveys) was taken to the sample population and picked after two weeks justifying data collection at a single point in time.

Also, the interviews were scheduled and done at the single point in time justifying the cross sectional research design.

➤ *Research Approach*

The study adopted the mixed research approach that involves both the qualitative and quantitative research approaches. Quantitative research approach, which is according to Garwood (2006), defined as "research involving the collection of data in numerical form for quantitative analysis." Quantitative research commonly uses statistical software, mathematical models, and computational algorithms to analyze data. The dependent and the independent variables were structured into smaller breakdowns that will be responded to following a likert scale where: 1=Strongly disagree (SD), 2=Disagree (D), 3=Not Sure (NS), 4=Agree (A), 5=Strongly agree (SA) which justifies the collection of data in a numerical form and the qualitative research approach that focuses use of interview of headteachers.

➤ *Area of Study*

This study was undertaken in government-aided secondary schools in Bukomansimbi district, found in the central region of Uganda.

➤ *Study Population*

The study targeted headteachers as the leaders of institutions, heads of departments as the teachers who link the teachers to the administration and subject teachers from 4 selected government-aided secondary schools of Bukomansimbi district. Table 1 shows the breakdown of population categories in the study areas

Table 1 Population of the Study of Size/ Number in the Target Population

S/NO	Categories of Population	Population Size
01	Headteachers	4
02	Head of departments	50
03	Subject teachers	116

➤ *Sample Size and Sampling Technique*

Sample size is the number of subjects or observations included in a study, and its appropriate determination is essential for the validity and ethical integrity of the research. Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as lost time and other research resources. A study published in the *Journal of Gastroenterology and Hepatology* emphasizes that "the sample size for a study needs to be estimated at the time the study is proposed; too large a sample is unnecessary and unethical, and too small a sample is unscientific and also unethical." (Althubaiti, 2022)

The sample size of this study was determined following Krejcie and Morgan (1970) sample table. Table 2 shows the sample size and sampling technique of the study.

Table 2 Sample Size of the Study

S/NO	Categories of population	Population Size	Sample	Sampling Technique
01	Headteachers	4	4	Purposive sampling
02	Head of departments	50	44	Simple random sampling
03	Subject teachers	116	86	Simple random sampling
04	TOTAL	170	134	

Source; Krejcie& Morgan, 1970

➤ *Data Collection Methods*

The study adopted a survey data collection method as the self-administered questionnaire was distributed to teachers and collected after 2 weeks, and the headteachers were interviewed immediately.

➤ *Data Collection Instrument*

A structured questionnaire was developed and administered to a selected sample of teachers.

The questionnaire consisted of three sections, including;

• *Section A:*

Demographic information, which included age, sex, years of experience, level of education and contract status

• *Section B:*

Items on measurement of the dependent variable (teachers' commitment)

• *Section C:*

Items on measurements of school leadership techniques of collaborative decision making, professional development opportunities and work environment

The questionnaire items were adapted and refined following a pilot test with 20 teachers from public and private schools in Wakiso district, ensuring clarity, reliability and content validity. The questionnaire items were measured using a five-anchor Likert Scale (Where 1=strongly disagree (SD), 2=disagree (D), 3=not sure (NS), 4=agree (A), and 5=strongly agree (SA).

Also, an interview guide was developed for the head teacher containing open-ended questions/ items that explored the head teacher's experience and knowledge on the variables in depth.

The data (which later became information) told by the headteachers were re-storied by the researcher into a narrative chronology as guided by Creswell (2014). The data was coded and organized into themes related to collaborative decision making, professional development and work environment. The systematic and reflective process ensured credible, transparent interpretation that complemented the quantitative findings.

➤ *Data Collection Tools*

Audio recorders like use as mobile audio recording apps were used during interviews, and the booklets with research items were used for questionnaires to teachers, and then a Statistical Package for Social Sciences (SPSS) was used to enter the data.

➤ *Data Collection Procedure*

The survey questionnaires were distributed as hard copies and delivered to the selected secondary schools. The interviews with the head teachers were scheduled for the delivery of questionnaires and conducted instantly to address and explore the in-depth knowledge to the topic. Data collection spans two weeks to ensure a high response rate.

➤ *Data Quality Control*

Data quality control was realized through the content and construct validity and reliability of the tests of questionnaires.

➤ *Validity*

The content validity test of the questionnaires was ensured through the pilot study using selected teachers of selected public and private schools and subsequent revisions.

Construct validity was assessed using factor analysis to confirm that items load appropriately on the respective motivational construct. This was achieved by using a content validity index (CVI) to determine the average index. CVI is considered legitimate when it exceeds the survey threshold of 0.70 (Ghadroost et al., 2021). This ensured the accuracy of the instrument. The method used to calculate CVI was;

$$CVI = \frac{n}{N}, \text{ where } n = \text{number of items rated relevant}$$

N= total number of items in the instrument

Table 3 Content Validity Index

Description	Item	Content Validity Index
Normative commitment (NC)	10	0.91
Affective commitment (AC)	10	0.92
Continuance commitment (CC)	10	0.89
Collaborative decision making (CDM)	12	0.87
Professional development (PD)	12	0.77
Work environment (WE)	12	0.72

➤ *Reliability*

The reliability of items in the different sections was tested using Cronbach's Alpha (α) method. The Cronbach's Alpha indicates how well the instrument's items were positively associated with one another (Hajjar, 2018). Reliability of items in the diverse constructs was reached at the benchmark of $\alpha=0.70$ and above, hence, a high-quality control of the instruments was ensured.

Table 4 The Cronbach Alpha

Description	Item	Cronbach Alpha
Normative commitment (NC)	10	0.88
Affective commitment (AC)	10	0.90
Continuance commitment (CC)	10	0.84
Collaborative decision making (CDM)	12	0.91
Professional development (PD)	12	0.89
Work environment (WE)	12	0.77

➤ *Data Management*

The data was processed through coding of the questionnaire items and entered into a computer using SPSS. The data was summarized using frequency tables to identify the errors, and then the errors were removed.

➤ *Data Analysis Technique*

The survey data were analyzed using Statistical Package for the Social Sciences (SPSS). The analysis involved the;

Correlation analysis to determine the relationship between each of the independent variables (collaborative decision making, professional development and work environment) and the dependent variable (teacher commitment) using the Pearson's correlation.

Descriptive statistics, including mean and standard deviation to summarize the demographic characteristics and baseline levels of school leadership and teacher commitment

Inferential statistics (linear regression analysis) to determine the relationship between all the independent variables (collaborative decision making, professional development and work environment) and the dependent variable (teacher commitment)

➤ *Ethical Considerations*

The study adhered to ethical guidelines set forth by the institutional review board. Key ethical issues to be addressed are;

Balancing risks and benefits is about handling the risks and hazards involved in research (Gelinis et al., 2021). Balancing of risks and benefits will be ensured by ensuring that the teachers respond with confidence.

Confidentiality, where all the data will be anonymous, and respondents will be assigned codes to protect their identity and the identity of their schools

Dissemination Plan: This involved disseminating the results to different stakeholders, including policymakers, schools, and the community (Cunningham-Erves et al., 2020). To disseminate the findings, a copy of the dissertation will be submitted to the university library, as well as a soft copy that will be uploaded to the university website. In addition, publications will be made in open peer-reviewed journals for the different stakeholders to access the findings of the study.

Informed consent where respondents were provided with information sheets and consent forms that clearly explained the study's purpose, procedures, potential risks and benefits

Privacy: Privacy is the freedom of an individual to determine the time, extent, and general circumstances under which private information will be shared with or withheld from others (Nissenbaum, 2020). Therefore, the respondents were assured that their information would not be shared without their knowledge or consent. For those selected respondents who refused to report personal information on the grounds of invasion of privacy, their views were respected (Nissenbaum, 2020). In the compilation of the study, information obtained from the works of others was acknowledged by citing the authors (Yousif et al., 2019).

Voluntary participation, participation was entirely voluntary, and respondents may withdraw from the study at any time without any consequences.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

➤ Introduction

This chapter covers the presentation, analysis and interpretation of the findings of the study on the influence of school leadership on the teacher commitment in government-aided secondary schools in Bukomansimbi district. The findings include descriptive results in terms of descriptive statistics and inferential results in terms of correlation and regression, and analysis of the interviews. The results are as follows:

➤ Response Rate

All the planned 130 teachers and 4 headteachers participated in the study by filling out the questionnaires and the latter responding to interview questions. This helped to achieve a 100% response rate.

➤ Background Characteristics

This presents the background characteristics of the participants, namely: the gender of respondents, their marital status, age category, highest level of education, their responsibilities in schools, the teaching experience and the employment status with the schools. The data are presented in table 5.

Table 5 Background Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	88	67.7
	female	42	32.3
Marital Status	Single	52	40.0
	married	78	60.0
Age Category	20-29	53	40.8
	30-39	52	40.0
	40-49	23	17.7
	50-60	2	1.5
Education level	Certificate	5	3.8
	Diploma	28	21.5
	Bachelor's Degree	90	69.2
	Postgraduate	7	5.4
Responsibility	Subject teacher	91	70.0
	Class teacher	6	4.6
	Head teacher	-	0.0
	Head of Department	33	25.4
Teaching Experience	Less than 5 years	44	33.8
	5-10 years	56	43.1
	More than 10years	30	23.1
Employment Status	Full-time	88	67.7
	Part time	42	32.3

The results in table 5 indicate 130 respondents participated in this study and according to their gender; the majority of the respondents were males (88) with a highest percentage of 67.7%. Despite the smaller number of (42) and percentage of 32.7%, the female teachers took part in the study too. This implies the students in government aided school in Bukomansimbi district experience the varsity of both female teacher and male teachers. This number was increased by 4 male teachers who participated in the interview.

Based on the marital status, the results indicate that most of the respondents are married (78) with a percentage of 60% and the unmarried are 52 with the percentage of 40%. This suggests that most respondents had access to spousal support which may have influenced their responses particularly in stress related areas.

According to the age groups, the majority of respondents were aged 20-29 years (40.8%) with those between 30-39 years closer at 40%. The least number of the respondents (2) were aged 50-60 years (1.5%) followed by those in the range of 40-49 years being 23 teachers making 17.7%. this implies that the biggest number of teachers in Bukomansimbi district have more years of service.

In terms of the education level of the respondents, the majority had a bachelor's degree (90) making a percentage of 69.2% followed by those with a diploma (28) with a percentage of 21.5%. 7 respondents (5.4%) had a post graduate degree and only 5

respondents (3.8%) had certificates. This implies that most teachers in government aided schools in Bukomansimbi district are graduates.

According to the responsibilities held in the schools, most of the respondents were subject teachers (91) contributing the highest percentage of 70.0%, followed by heads of departments (33) making a percentage of 25.4% and 6 class teachers (4.6%) participated in the study.

In terms of teaching experience, most of the respondents (56) had spent 5-10 years in the teaching service making 43.1% while 44 teachers had not even made 5 years in the service contributing 33.8% and only 30 respondents (23.1%) had spent more than 10 years in service. This implies that the majority of the respondents had enough experience with the students and the school environment where they were.

Based on the employment status, the majority of the respondents (88) were full time workers which contribute 67.7% while 42 respondents (32.3%) were part time teachers. This implies that the government aided schools in Bukomansimbi district are understaffed with teachers on payroll which forces the school administrators employ part time teachers.

• *The t- Test on Marital Status and Teacher Commitment*

To find out whether variations in teacher commitment according to the marital status affected the results, the student t- test was carried out as in table 6.

Table 6 Student t- Test Results on Marital Status and Teacher Commitment

Marital Status	Sample	Mean	Std. Deviation	T	p
Single	52	3.95	0.45	-0.69	0.491
Married	78	4.00	0.43		

The results in table 6 indicate that the commitment of the single teachers (mean= 3.95) is slightly lower than that of the married teachers (mean= 4.00). The negative t- value (t=-0.69) reflects the direction of comparison of single-married and the high p-value (0.491>0.05) indicates that the variation in teacher commitment according to the marital status was statistically insignificant. The null hypothesis, which suggests that there is no difference in the means of the two groups, was accepted. This implied that there was not enough variance in the sample to account for the mean differences. This suggested that marital status does not have a meaningful influence on teacher commitment in government-aided schools in Bukomansimbi district.

• *The Chi-Square Results for the Marital Status and Teaching Experience.*

To determine whether there is a statistically significant relationship between the respondent’s marital status and their teaching experience, a chi-square test was carried out and the results are presented in table 7 as follows

Table 7 The Frequency Table Below Indicates Respondents’ Marital Status and Their Teaching Experience.

		Teaching experience			
		Less than 5 Years	5-10 Years	More than 10 Years	Total
Marital status	Single	31	17	4	52
	Row %	59.6	32.7	7.7	
	Column %	70.5	30.4	13.3	
Married	Married	13	39	26	78
	Row%	16.7	50.0	33.3	
	Column%	29.5	69.6	86.7	
Total		44	56	30	130

The results in table 7 indicated that the most single respondents (59.6%) were in their first five years of work, 32.7% had spent 5-10 years, and 7.7% had spent more than 10 years. The majority of the married respondents (50.0%) had teaching experience of 5-10 years, 33.3% had an experience of more than 10 years, and 16.7% were in their first 5 years. The majority of the respondents (86.7%) with more than 10 years of experience were married, and 13.3% were single. 69.6% of the respondents with experience of 5-10 years were married, and 30.4% were single. In accordance with the respondents with less than 5 years of experience, 70.5% were single and 29.5% were married. This implied that as the years of experience increase, respondents tend to get married. This is further analyzed using the chi-square test as presented in the table 8.

Table 8 The Chi-Square Statistics Shows the Relationship Between Marital Status and the Teaching Experience of Teachers.

	Value	df	Asymptotic sig.(2-tailed)
Pearson Chi-square	28.06	2	0.000
Likelihood Ratio	29.26	2	0.000
Linear-by-linear Association	26.12	1	0.000
N of valid cases	130		

The results in table 8 indicate that there is a strong relationship between the marital status of teachers and their teaching experience. This relationship is statistically significant at 5% level of significance since the Pearson Chi-square value (28.06) has a p-value ($p=0.00 < 0.05$). Therefore, it is concluded that marital status is linked to the respondents' teaching experience.

• *The ANOVA Results for Teacher Commitment and Age Group*

To establish whether there were variations in teacher commitment according to age groups, the following ANOVA test was carried out.

Table 9 ANOVA Results for Teacher Commitment and Age Groups

Categories	Sample	Mean	Std. Deviation	F	p
20-29	53	4.02	0.44	0.37	0.778
30-39	52	3.96	0.46		
40-49	23	3.97	0.41		
50-60	2	3.73	0.00		

The results in table 9 indicate that the mean for teachers aged 20-29 years was high (mean=4.02), followed by those aged 40-49 years (mean= 3.97), those between 30-39 years (mean= 3.96), and the smallest being those aged 50-60 years (mean =3.73). The observed F=0.37 suggests minimal variation between age groups. The level of significance p- value ($p=0.778 > 0.05$) meant that the variation in teacher commitment according to age groups was insignificant. This suggests that age does not significantly influence teacher commitment in government-aided schools in Bukomansimbi district.

• *The ANOVA Results for Teacher Commitment and Level of Education*

To establish whether there were variations in teacher commitment according to level of education, the following ANOVA test was carried out.

Table 10 ANOVA Results for Teacher Commitment and Level of Education

Category	Sample	Mean	Std. Deviation	F	p
Certificate	5	3.88	0.50	0.77	0.512
Diploma	28	4.06	0.43		
Bachelor's Degree	90	3.97	0.42		
Postgraduate	7	3.81	0.67		

The results in table 10 indicate that, according to the level of education, the highest mean score was achieved by the diploma holders (mean= 4.06) followed by those with a bachelor's degree (mean= 3.97). However, postgraduate respondents had the lowest mean (mean=3.81), followed by the certificate holders (mean =3.88). The observed F- value (F=0.77) suggests that there are minimal variations in the teacher commitment, and a significance value ($p=0.512 > 0.05$) indicates that the variation in teacher commitment and the level of education is insignificant in secondary schools in Bukomansimbi district

• *The ANOVA Result for Teacher Commitment and Responsibilities*

To establish whether there were variations in teacher commitment according to the responsibilities held by respondents in the schools. The following ANOVA test was carried out.

Table 11 The ANOVA Results for Teacher Commitment and Responsibilities

Category	Sample	Mean	Std. Deviation	F	p
Subject teacher	91	3.98	0.45	0.00	0.999
Class teacher	6	3.98	0.49		
Head of department	33	3.98	0.41		

The result table 11 indicates that the respondents of different responsibilities in the school of subject teachers, class teachers and heads of departments have equal mean (mean=3.98). The observed F –value (0.00) indicates that there is minimal or no variation with an insignificant value ($p=0.999 > 0.05$). This implies that the variation in teacher commitment according to responsibilities is statistically insignificant.

➤ *Descriptive Results on Dependent and Independent Variables*

This section includes the descriptive results of teacher commitment aspects and the school leadership techniques of collaborative decision making, professional development opportunities and work environment in Bukomansimbi district. The dependent variables are presented first.

• *Descriptive Analysis on Commitment of Teachers*

Table 12 indicates the descriptive results on the commitment of teachers in the government- aided secondary schools.

Table 12 Descriptive Results on Commitment of Teachers

Descriptives			Statistic	Std. Error
commitment	Mean		3.98	.04
	95% Confidence Interval for Mean		Lower Bound	3.96
			Upper Bound	4.06
	5% Trimmed Mean		4.00	
	Median		4.03	
	Variance		.19	
	Std. Deviation		.44	
	Minimum		2.67	
	Maximum		4.73	
	Range		2.07	
	Interquartile Range		.53	
	Skewness		-.60	.21
	Kurtosis		.24	.42

Table 12 indicates a mean of 3.98 close to the median of 4.03, with a small negative skew of -0.60 and a small positive kurtosis of 0.24. This suggested a normal distribution of the results. A high mean meant that teachers rated their commitment to be high. The low standard deviation of 0.44 also indicated that there was a low dispersion in the commitment scores, meaning that responses were quite consistent. The 5% trimmed mean of 4.00 is close to the mean, indicating that extreme values have little effect on the overall distribution. The low negative skewness value (skewness= -0.60) means the distribution is slightly left-skewed indicating that a few lower ratings pull the median and the mean down. Since the skewness is below 1, the distribution is only mildly asymmetric. The mild positive kurtosis (0.24) indicates that there is a sharper peak, implying most responses are around the mean with limited outliers, hence the responses are normally distributed. Figure 2 shows the results as displayed by the normal curve.

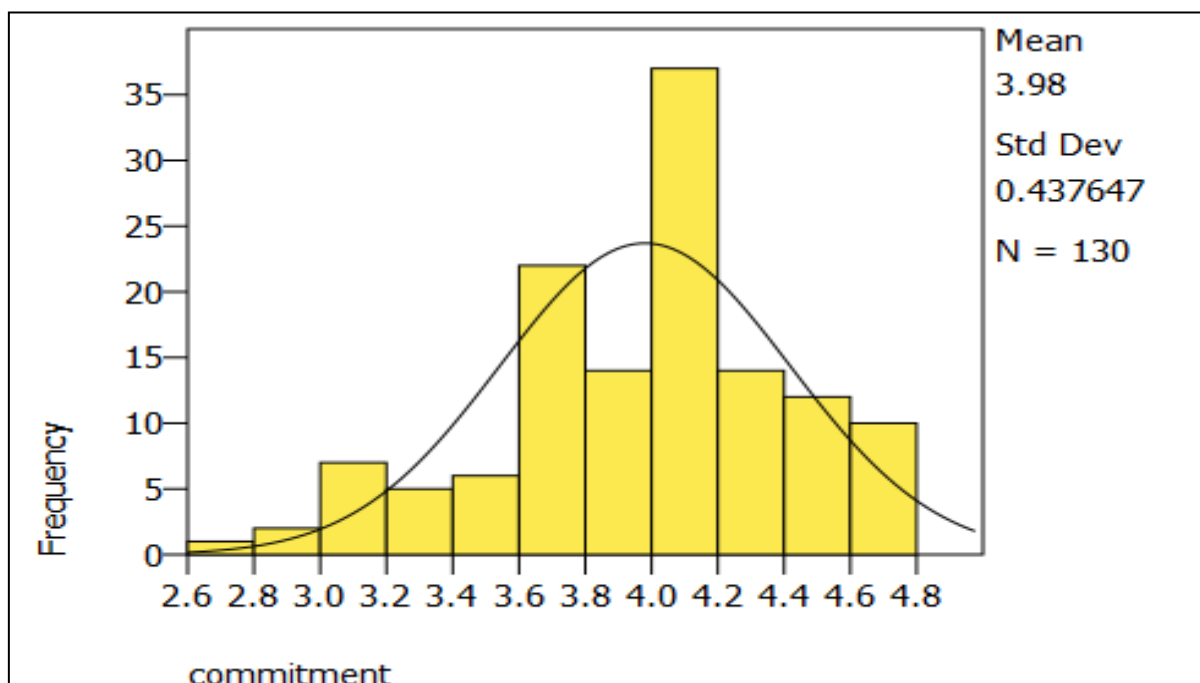


Fig 2 Teacher Commitment

The results in Figure 2 show a high mean of 3.98, which suggests that the teachers rated commitment high. The standard deviation of 0.437 was moderately low, implying that the responses were somewhat consistent. The high mean and moderate low standard deviation implied that the teachers had a high commitment and their responses had a low dispersion, respectively. Therefore, the data on commitment could be subjected to Pearson correlation and regression analyses and appropriate results obtained.

• *Descriptive Results on Collaborative Decision Making*

Table 13 indicates the descriptive results on the involvement of teachers in decision-making in schools

Table 13 Collaborative Decision Making

Collaborative decision making (CDM)		SD	D	NS	A	SA	MEAN
I am actively involved in setting school goals and objectives	F %	11 8.5	25 19.2	33 25.4	47 36.2	14 10.8	3.22
My opinions are considered in school policy formulation	F %	9 6.9	35 26.9	29 22.3	46 35.4	11 8.5	3.12
I participate in decision regarding teaching and learning resources	F %	5 3.8	16 12.3	20 15.4	64 49.2	25 19.2	3.68
Staff meetings are held regularly to discuss school matters	F %	- -	9 6.9	17 13.1	66 50.8	38 29.2	4.02
I am encouraged to share my opinions during staff meetings	F %	4 3.1	12 9.2	24 18.5	57 43.8	33 25.4	3.79
Teachers have a representative on the school’s Board of Governors	F %	4 3.1	10 7.7	23 17.7	47 36.2	46 35.4	3.93
I feel that my input in decision making is valued by school leadership	F %	9 6.9	7 5.4	43 33.1	50 38.5	21 16.2	3.52
The teachers are always approached for suggestions in terms of recruitment of new staff	F %	12 9.2	33 25.4	29 22.3	38 29.2	18 13.8	3.13
Teachers are consulted before major instructional changes are implemented	F %	13 10.0	37 28.5	24 18.5	40 30.8	16 12.3	3.07
Departmental meetings are scheduled to discuss department and school improvement plans	F %	3 2.3	11 8.5	12 9.2	72 55.4	32 24.6	3.92
The head teacher encourages shared decision-making among the staff	F %	5 3.8	9 6.9	18 13.8	57 43.8	41 31.5	3.92
Decisions and changes at school reflect the input from teachers	F %	4 3.1	9 6.9	38 29.2	51 39.2	28 21.5	3.69

The results in table 13 on whether teachers are actively involved in setting school goals and objectives, 36.2% agreed to be involved, 25.4% were not sure, 10.8% strongly agreed, 19.5% disagreed, and 8.5% strongly disagreed. The mean of 3.22 suggests that teachers are not involved in entirely involved in setting the school goals and objectives. In accordance to the consideration of the teachers’ opinions in policy formulation, 35.4 % agreed to be considered, 26.9% disagreed to being considered, 22.3% were not sure, 8.5% strongly agreed, and 6.9% strongly disagreed. The mean of 3.12 suggests that a few teachers’ opinions are considered in policy formulation. 49.2% of the respondents agreed to be participating in decision making regarding teaching and learning resources, 19.2% strongly agreed, 15.4 % were not sure, 12.3% disagreed, and 3.8% strongly n disagreed. The mean of 3.68 is moderate, implying that teachers participate in decisions regarding the teaching and learning resources.

As to whether the schools hold staff meetings regularly to discuss school matters, 50.8% agreed, 29.2% strongly agreed, 13.1% were not sure, and 6.9% disagreed. The high mean of 4.02 indicates that most schools hold staff meetings to discuss school matters regularly. In regard to teachers being encouraged to share their opinions during the staff meetings, 43.8% of the teachers agreed to be encouraged to share, 25.4% strongly agreed, 18.5% were not sure, 9.2% disagreed and 3.1 % strongly disagreed. The mean of 3.79 is moderately high implying that the teachers agreed to being encouraged to share their opinions during staff meetings. 36.2% of the teachers agreed to have a representative on the school’s board of Governors, 35.4% strongly agreed, 17.7% were not sure, 7.7% disagreed and 3.1% strongly disagreed to have a representative on the school board of governors. The high mean of 3.93 indicated that most schools have representatives of the teachers on the school board of governors.

In accordance with how teachers feel about their input in decision-making being valued by the school leadership, 38.5% agreed that their input is valued, 33.1% were not sure, 16.2% strongly agreed, 6.9% strongly disagreed, and 5.4% disagreed. The mean of 3.52 indicates that some teachers agree that their opinions on decision-making are valued by the school leadership. The majority (29.2%) of the respondents agreed to being approached for suggestions in terms of recruitment of new staff, followed by 25.4% who disagreed, 22.3% were not sure, 13.8% strongly agreed, and 9.2% strongly disagreed. The mean of 3.13 indicates that some teachers are approached for suggestions in terms of the recruitment of new staff. Regarding consultation of teachers before major instructional changes are implemented, 30.8% agreed to be consulted for major instructional changes are implemented, 28.5% of the respondents disagreed, 18.5% were not sure, 12.3% strongly agreed, and 10.0% strongly disagreed. The mean of 3.07 is relatively low, implying that teachers are not regularly consulted before major instructional changes are implemented.

As to whether the departmental meetings are scheduled to discuss department and school improvement plans, the majority (55.4%) of the respondents agreed to hold departmental meetings, 24.6% strongly agreed, 9.2% were not sure, 8.5% disagreed, and 2.3% strongly disagreed. The mean of 3.92 indicated that most departments schedule meetings to discuss department and school development plans. In regards for shared decision-making being encouraged by the headteachers, the majority (43.8%) of the respondents agreed, 31.5% strongly agreed, 13.8% were not sure, 6.9% disagreed, and 3.8% strongly disagreed. The mean of 3.92 showed that the headteachers of these schools encourage their staff to have shared decision-making. The majority (39.2%) of the respondents agreed that the decisions and the changes at the schools reflect the input from teachers, 29.2% were not sure, 21.5% strongly agreed, 6.9% disagreed, and 3.1% strongly disagreed. The mean of 3.69 indicated that the teachers agreed that the decisions and changes at the school reflect he input from the teachers.

To establish whether the results on collaborative decision making were normally distributed, an average index of the 12 items measuring the construct was calculated in the summary table, and a histogram was drawn as indicated in Figure 3.

Table 14 The Summary Results for Collaborative Decision Making

Descriptives				
		Statistic	Std. Error	
CDM	Mean		3.5833	.06087
	95% Confidence Interval for Mean		Lower Bound	3.4629
			Upper Bound	3.7038
	5% Trimmed Mean		3.6047	
	Median		3.5833	
	Variance		.482	
	Std. Deviation		.69404	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	
	Interquartile Range		.92	
	Skewness		-.403	.212
	Kurtosis		.243	.422

Table 14 indicates a mean of 3.58 close which is equal to the median (median=3.58), which suggests a normal distribution of the results. The moderately high mean indicated that the respondents rated collaborative decision-making moderately high. The moderate low standard deviation indicated that there is relatively low dispersion in the scores, implying that the responses were quite consistent. The 5% trimmed mean of 3.60 is close to the mean, indicating that extreme values have little effect on the overall distribution. The low negative skewness value (skewness= -0.403) means the distribution is slightly left- skewed indicating that a few lower ratings pull the median and the mean down. Since the skewness is below 1, the distribution is only mildly asymmetric. The mild positive kurtosis (0.243) indicates that there is a sharper peak, implying most responses are around the mean with limited outliers, hence the responses are normally distributed. Figure 3 shows the results as displayed by the normal curve.

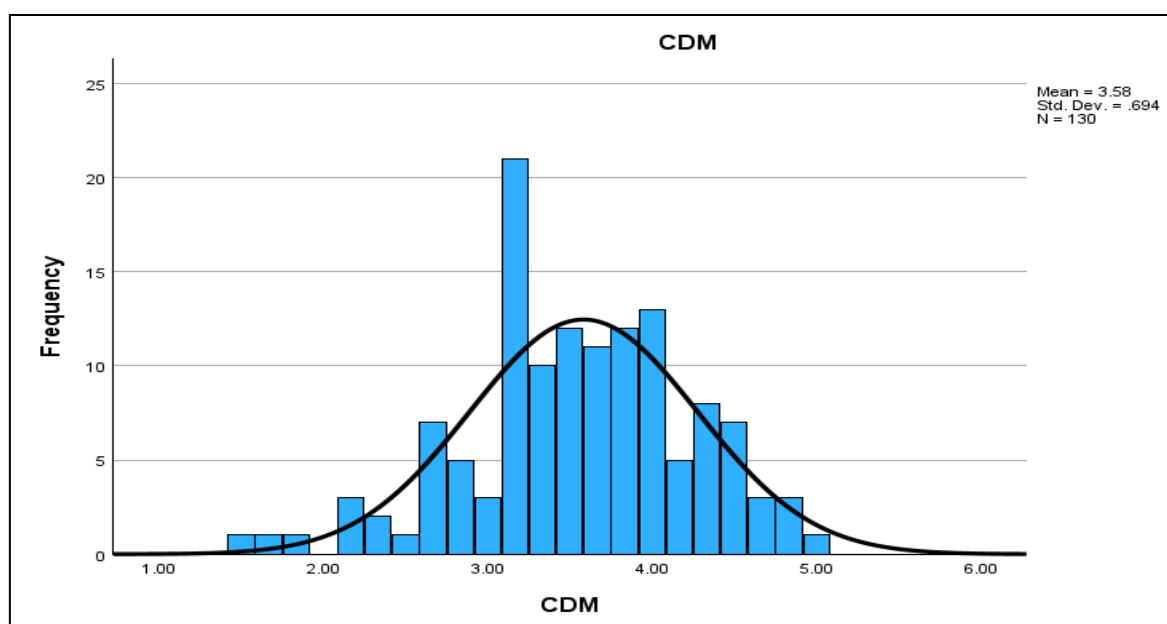


Fig 3 Collaborative decision making

The results in figure 3 show a moderately high mean =3.58, which suggests that teachers moderately high agreed with the collaborative decision-making. The standard deviation =0.694 was low, implying that the responses were consistent. The moderately high mean implied that the collaborative decision-making was high, while the low standard deviation suggested low dispersion in the responses. Therefore, the data on collaborative decision-making could be subjected to Pearson correlation and regression analyses and appropriate results obtained.

• *Descriptive Results on Professional Development*

Table 15 indicates the professional development opportunities availed to the teachers.

Table 15 Professional Development

Professional Development (PD)		SD	D	NS	A	SA	MEAN
The school provides regular opportunities for professional development	F %	1 0.8	2 1.5	23 17.7	66 50.8	38 29.2	4.06
I have access to training programs that enhance my teaching skills	F %	1 0.8	9 6.9	12 9.2	73 56.2	35 26.9	4.02
Professional development activities are aligned with my teaching needs	F %	- -	4 3.1	18 13.8	76 58.5	32 24.6	4.05
The school supports attendance at external workshops and seminars	F %	- -	5 3.8	12 9.2	65 50.0	48 36.9	4.20
I receive feedback that helps me improve professionally	F %	2 1.5	12 9.2	18 13.8	62 47.7	36 27.7	3.91
There is a culture of continuous learning among the teaching staff	F %	- -	3 2.3	27 20.8	63 48.5	37 28.5	4.03
I have access to ongoing workshops, seminar or in-service training	F %	- -	4 3.1	14 10.8	74 56.9	38 29.2	4.12
The school leadership actively supports/ facilitates my attendance at external professional event	F %	1 0.8	9 6.9	17 13.1	65 50.0	38 29.2	4.00
I receive constructive feedback and coaching from school leaders	F %	3 2.3	15 11.5	27 20.8	61 46.9	24 18.5	3.68
Professional learning is evaluated and improved based on teacher input and output.	F %	2 1.5	6 4.6	27 20.8	65 50.0	30 23.1	3.88
The school offers me study leave opportunities when required	F %	8 6.2	6 4.6	37 28.5	39 30.0	40 30.8	3.75
Teachers who attain the required levels are promoted accordingly	F %	9 6.9	17 13.1	27 20.8	41 31.5	36 27.7	3.60

The results in table 15 show that, on whether the school provides regular opportunities for professional development, the majority (50.8%) agreed to be provided with professional development opportunities, 29.2% strongly agreed, 17.7% were not sure, 1.5% disagreed, and 0.8% strongly disagreed. The mean of 4.06 indicated that most teachers are provided with professional development opportunities regularly by the schools. Regarding having access to training programs that enhance teaching skills, most teachers (56.2%) agreed to have access, followed by 26.9% who strongly agreed, 9.2% were not sure, 6.9% disagreed, and 0.8% strongly disagreed. The high mean of 4.02 suggested that teacher agreed that they have access to training programs that enhance their teaching skills. 58.5% of the respondents agreed that the professional development activities are aligned with their teaching needs, 24.6% strongly agreed, 13.8% were not sure, and 3.1% disagreed. The high mean of 4.05 signified that the respondents accepted that the professional development activities are aligned with their teaching needs.

Concerning the school support for attendance at external workshops and seminars, 50.0% of the respondents agreed, 36.9% strongly agreed, 9.2% were not sure, and 3.8% disagreed. The high mean of 4.20 showed that the respondents agreed that the school renders support to attendees at external seminars and workshops. In accordance with receiving feedback that helps the teachers to improve professionally, the majority (47.7%) of the respondents agreed, 27.7% strongly agreed, 13.8% were not sure, 9.2% disagreed, and 1.5% of the respondents strongly disagreed. The high mean of 3.91 suggested that teachers receive feedback that helps them improve professionally. In regards to having a culture of continuous learning among the teaching staff, the majority of the respondents (48.5%) agreed that there is a culture of continuous learning among the teaching staff, 28.5% strongly agreed, 20.8% of the respondents were not sure, and 2.3% disagreed. The high mean of 4.3 showed that the teachers agreed that there is a culture of continuous learning among them.

The majority (56.9%) of the respondents admitted to having access to ongoing workshops, seminars and in-service training, 29.2% strongly agreed, 10.8% of the respondents were not sure, and 3.1% disagreed. The mean of 4.12 signified that the teachers agreed that they have access to ongoing workshops, seminars or in-service trainings. In accordance with the school leadership

actively supporting/ facilitating attendance of teachers at external professional events, the majority (50.0%) of the respondents agreed, 29.2% strongly agreed, 13.1% were not sure, 6.9% disagreed, with 0.8% of the respondents strongly disagreed. The mean of 4.00 indicated that the teachers agreed that the school leadership actively facilitates/supports them at external professional events. 46.9% of the respondents agreed that they received constructive feedback and coaching from the school leaders, 20.8% were not sure, 18.5% strongly agreed, 11.5% disagreed, and 2.3% of the respondents strongly disagreed. The mean of 3.68 indicates that some teachers received constructive feedback and coaching from the school leaders.

In line with the professional learning being evaluated and improved based on teacher input and output, the majority 50.0% of the respondents agreed, 23.1% strongly agreed, 20.8% were not sure, 4.6% disagreed, and 1.5% of the respondents strongly disagreed. The mean of 3.88 signified that teachers agreed that professional learning is evaluated and improved based on their input and output. In accordance with whether the school offers study leave opportunities when required, most of the respondents (30.8%) strongly agreed, 30.8% agreed, 28.5% were not sure, 4.6% of the respondents disagreed, and 6.2% strongly agreed. The mean of 3.75 indicated that teachers are offered study leave opportunities when required. 31.5% as the majority of the respondents agreed that teachers who attain the required levels are promoted accordingly, 27.75% strongly agreed, 20.8% were not sure, 13.1% disagreed, and 6.9% of the respondents strongly disagreed. The mean of 3.60 suggested that the respondents were not decided completely convinced that the teachers who attain the required levels are promoted accordingly.

To establish whether the results are on the professional development were normally distributed, an average index of the 12 items measuring the construct was calculated in the summary table, and a histogram was drawn as indicated in Figure 4.

Table 16 Summary Results for the Professional Development of Teachers

Descriptives				
PD	Mean		Statistic	Std. Error
	95% Confidence Interval for Mean		Lower Bound	3.9410
		Upper Bound	3.8364	
5% Trimmed Mean			4.0457	
Median			3.9644	
Variance			4.0000	
Std. Deviation			.364	
Minimum			.60320	
Maximum			2.00	
Range			5.00	
Interquartile Range			3.00	
Skewness			.75	
Kurtosis			-.581	.212
			.683	.422

Table 16 indicates a mean of 3.94, which is close to the median (median=4.00), and this suggests a normal distribution of the results. The high mean indicated that the respondents rated professional development highly. The moderate low standard deviation (0.603) indicated that there is relatively low dispersion in the scores, implying that the responses were quite consistent. The low negative skewness value (skewness= -0.581) means the distribution is slightly left- skewed indicating that a few lower ratings pull the median and the mean down. Since the skewness is below 1, the distribution is only mildly asymmetric. The mild positive kurtosis (0.683) indicates that there is a sharper peak, implying most responses are around the mean with limited outliers, hence the responses are normally distributed. Figure 4 shows the results as displayed by the normal curve

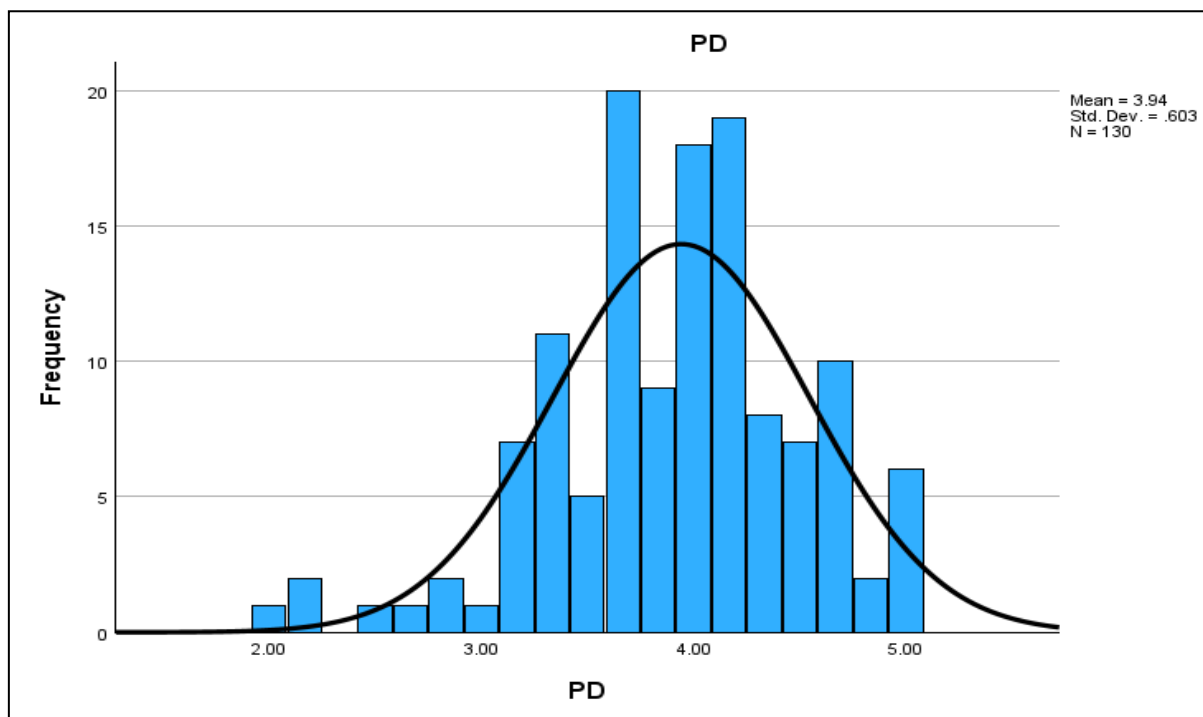


Fig 4 Professional Development

The results in figure 4 show a high mean =3.94, which suggests that teachers highly agreed with the professional development. The standard deviation =0.603 was low, implying that the responses were consistent. The high mean implied that the professional development was high, while the low standard deviation suggested low dispersion in the responses. Therefore, the data on professional development could be subjected to Pearson correlation and regression analyses and appropriate results obtained.

• *Descriptive Results on the Work Environment*

Table 17 indicates the descriptive results on the work environment created by school leaders for teachers.

Table 17 Work Environment

Work Environment		SD	D	NS	A	SA	MEAN
I feel safe and respected at my work place	F	1	4	16	72	37	4.11
	%	0.8	3.1	12.3	55.4	28.5	
School leaders promote and encourage positive staff relationship	F	-	2	15	80	33	3.76
	%	-	1.5	11.5	61.5	25.4	
Instructional resources are adequate for my teaching needs	F	1	12	26	69	22	3.73
	%	0.8	9.2	20.0	53.1	16.9	
Facilities like classrooms, laboratories and libraries are adequate and well equipped	F	1	18	22	63	26	3.95
	%	0.8	13.8	16.9	48.5	20.0	
My work environment is supportive and collegial	F	-	4	22	80	24	3.95
	%	-	3.1	16.9	61.5	18.5	
Communication channels with the leaders are open and effective	F	-	8	16	81	25	3.95
	%	-	6.2	12.3	62.3	19.2	
The physical working conditions like classrooms and offices are well maintained	F	-	5	15	77	33	4.06
	%	-	3.8	11.5	59.2	25.4	
The school addresses teacher concerns promptly	F	2	13	34	56	25	3.68
	%	1.5	10.0	26.4	43.1	19.2	
The workload assigned to me is manageable	F	5	9	12	69	35	3.92
	%	3.8	6.9	9.2	53.1	26.9	
I feel motivated to perform my duties in this work environment	F	2	8	13	69	38	4.02
	%	1.5	6.2	10.0	53.1	29.2	
I have an appointment letter for my responsibilities	F	4	19	25	41	41	3.74
	%	3.1	14.6	19.2	31.5	31.5	
The number of students in a class are manageable	F	4	16	21	51	38	3.79
	%	3.1	12.3	16.2	39.2	29.2	

The results in table 17 on whether the teachers feel safe and respected at their workplace, the majority by 55.4% agreed to feel safe and respected, 28.5% strongly agreed, 12.3% were not sure, 3.1% disagreed, and 0.8% strongly disagreed. The high mean of 4.08 indicated that most teachers felt safe and respected at their workplaces. In accordance with whether the school leaders promoted and encouraged positive staff relationships, the majority (61.5%) agreed, 25.4% strongly agreed, 11.5% of the respondents were not sure, and 1.5% disagreed. The mean of 4.11 suggested that teachers agreed that the school leaders promote and encourage positive staff relationships. Concerning whether the instructional resources were adequate for the teaching needs, the majority (53.1%) agreed, 16.9% strongly agreed, 20.0% were not sure, 9.2% disagreed, and 0.8% of the respondents disagreed strongly. The mean of 3.76 showed that the teacher admitted that the instructional resources were adequate for their teaching needs.

As to whether the facilities like classrooms, laboratories and libraries were adequate and well equipped, most of the respondents (48.5%) agreed, 20.0% strongly agreed, 16.9% were not sure, 13.8% disagreed, and 0.8% of the respondents strongly disagreed with the facilities being adequate and equipped. The high mean of 3.73 signified that the respondents agreed that the facilities like classrooms, laboratories and libraries are adequate and well equipped. 61.5% of the respondents agreed that their work environment is supportive and collegial, 18.5% strongly agreed, 16.9% were not sure, and 3.1% disagreed. The mean of 3.95 indicated that most teachers agreed that their work environment is supportive and collegial. In regard to whether the communication channels with the school leaders are open and effective, 62.3% of the respondents agreed, 19.2% strongly agreed, 12.3% of the respondents were not sure, and 6.2% disagreed. The mean of 3.95 showed that the communication channels are open and effective according to the respondents.

On whether the physical working conditions like classrooms and offices were well maintained, 59.2% of the respondents agreed, 25.4% strongly agreed, 11.5% of the respondents were not sure, and 3.8% of the rest disagreed. The mean of 4.06 suggested that the teachers agreed that the physical working conditions, like the classrooms and the offices, are well maintained. In accordance with whether the school addresses teacher concerns promptly, the majority (43.1%) agreed, 26.4% of the respondents were not sure, 19.2% strongly agreed, 10.0% disagreed, and 1.5% of the respondents strongly disagreed. The mean of 3.68 suggested that the teachers agreed that their concerns were addressed promptly. 53.1% of the respondents agreed that the workload assigned to them was manageable, 26.9% strongly agreed, 9.2% of the respondents were not sure, 6.9% disagreed, and 1.55% strongly disagreed. The mean of 3.92 signified that the teachers accepted that their workload assigned was manageable.

In regard to whether the teachers feel motivated to perform their duties in the work environment, the majority (53.1%) agreed to feel motivated, 29.2% strongly agreed, 10.0% of the respondents were not sure, 6.2% disagreed, and 1.5% strongly disagreed. The high mean of 4.02 indicated that most teachers felt motivated to perform their duties in the work environment. 31.5% of the respondents both agreed and strongly agreed to have an appointment letter for their responsibilities, 19.2% were not sure, 14.6% of the respondents disagreed, and 3.1% of the respondents strongly disagreed. The mean of 3.74 signified that the teachers agreed to have appointment letters for the responsibilities they hold in schools. 39.2% of the respondents agreed that the number of students in the classes is manageable, 29.2% strongly agreed, 16.2% were not sure, 12.3% of the respondents disagreed, and 3.1% strongly disagreed. The mean of 3.79 indicated that the teachers agreed that the number of students in the classes was manageable. To establish whether the results are on the work environment were normally distributed, an average index of the 12 items measuring the construct was calculated in the summary table, and a histogram was drawn as indicated in figure 5.

Table 18 Summary Results for the Work Environment of Teachers

Descriptives				
		Statistic	Std. Error	
WE	Mean		3.9000	.04705
	95% Confidence Interval for Mean		Lower Bound	3.8069
			Upper Bound	3.9931
	5% Trimmed Mean		3.9120	
	Median		3.9167	
	Variance		.288	
	Std. Deviation		.53650	
	Minimum		2.42	
	Maximum		5.00	
	Range		2.58	
	Interquartile Range		.69	
	Skewness		-.318	.212
	Kurtosis		.011	.422

Table 18 indicates a mean of 3.9, which is so close to the median (median=3.91), suggesting a normal distribution of the results. The high mean indicated that the respondents rated the work environment highly. The moderate low standard deviation (0.537) indicated that there is relatively low dispersion in the scores, implying that the responses were quite consistent. The low negative skewness value (skewness= -0.318) means the distribution is slightly left- skewed indicating that a few lower ratings pull the median and the mean down. Since the skewness is below 1, the distribution is only mildly asymmetric. The mild positive kurtosis (0.011) indicates that the peak of the data is similar to that of a normal distribution since it is so close to 0 implying most responses are around the mean with limited outliers, hence the responses are normally distributed. Figure 5 shows the results as displayed by the normal curve.

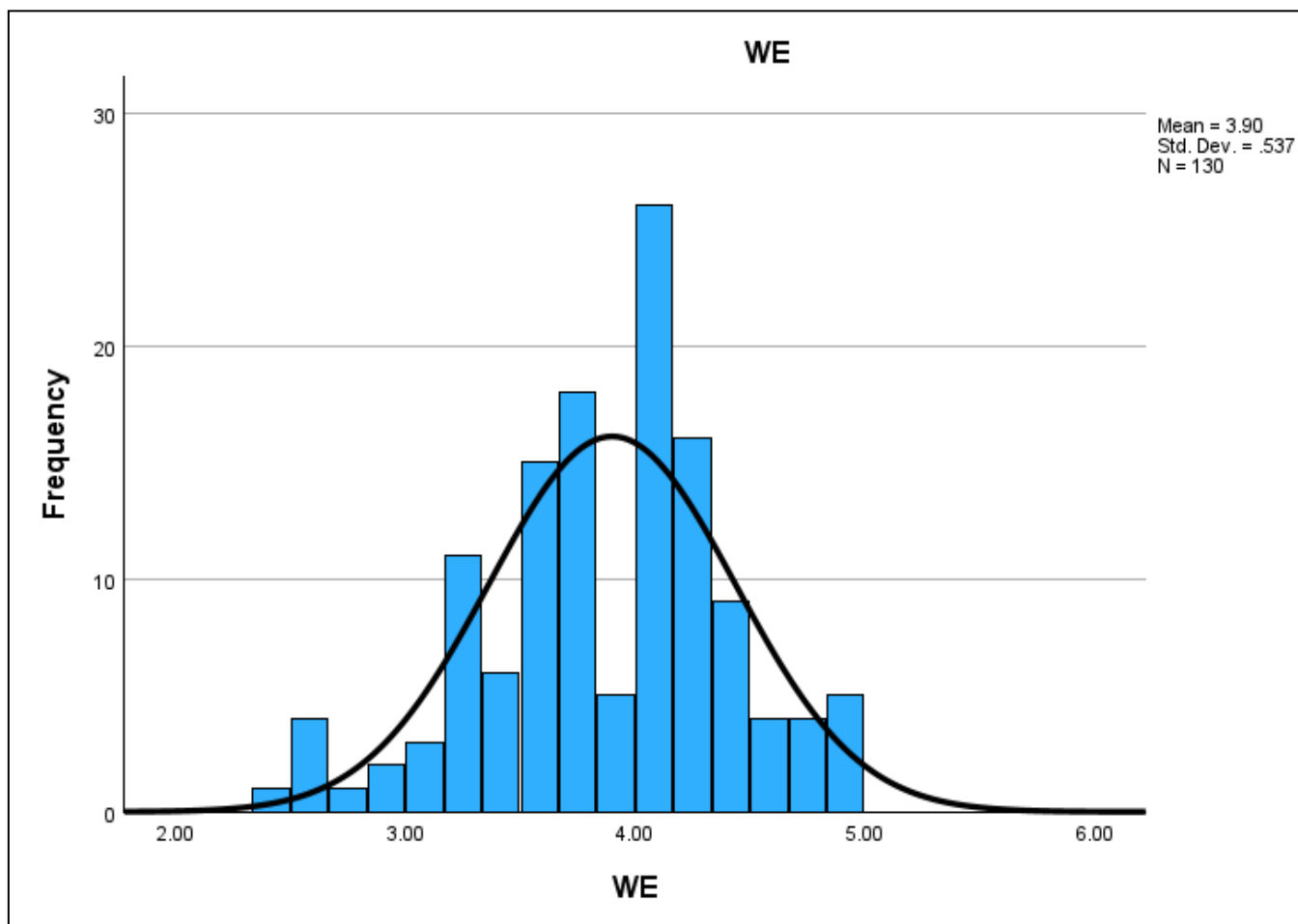


Fig 5 Work Environment

The results in figure 5 show a high mean =3.90, which suggests that teachers highly agreed on the work environment. The standard deviation=0.537 was low, implying that the responses were consistent. The high mean implied that the work environment was high, while the low standard deviation suggested low dispersion in the responses. Therefore, the data on the work environment could be subjected to Pearson correlation and regression analyses and appropriate results obtained.

➤ *Inferential Analyses*

To determine if there was a connection between the school leadership strategies and the commitment of teachers, inferential analyses, including Pearson correlation and linear regression, were conducted. The results of these analyses are presented as follows.

- *Correlation of the School Leadership and the Teacher Commitment*

To determine whether aspects of school leadership, collaborative decision-making, professional development and work environment influence were related to teacher commitment, a Pearson correlation analysis was conducted. The results are presented in Table 19.

Table 19 Correlation Matrix for School Leadership and Teacher Commitment

Correlations				
	Teacher	CDM	PD	WE

		commitment			
Teacher commitment	Pearson Correlation	1.000			
	N	130			
CDM	Pearson Correlation	.618**	1.000		
	Sig. (2-tailed)	0.000			
	N	130	130		
PD	Pearson Correlation	.622**	.656**	1.000	
	Sig. (2-tailed)	0.000	0.000		
	N	130	130	130	
WE	Pearson Correlation	.633**	.644**	.749**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	130	130	130	130
**. Correlation is significant at the 0.01 level (2-tailed).					

The results in Table 19 indicate that all factors of school leadership had a positive and significant relationship with teacher commitment. Collaborative decision-making (CDM) ($r=0.618, p=0.00<0.05$) had a moderate to strong positive correlation, suggesting that if collaborative decision-making increases, teacher commitment also increases significantly. Professional development (PD) ($r=0.622, p=0.00<0.05$) had a moderate to strong positive correlation, signifying that teachers are more committed when they receive professional development opportunities. The school leadership of improving work environment (WE) ($r=0.633, p=0.00<0.05$) had a moderate to strong positive correlation, showing that improved work environment contributes significantly to teacher commitment in government-aided schools in Bukomansimbi district.

The school leadership factors also correlated strongly; collaborative decision-making (CPD) and professional development (PD) ($r=0.656, p=0.000<0.05$) had a moderate to strong positive correlation, meaning these leadership factors can coexist. CDM and WE ($r=0.644, p=0.00<0.005$) had a strong correlation signifying that the existence of improved CDM and WE tend to be highly charismatic and influential in teacher commitment. PD and WE ($r=0.749, p=0.00<0.05$) had an extremely strong correlation, indicating that leaders who improve on PD and WE are more likely to instill and improve commitment in the teachers. School leaders who emphasize improvement in all CDM, PD and WE have a strong impact on teacher commitment, but the leaders who emphasize more improvements in PD and WE have a stronger impact on the commitment of teachers. These findings highlight the need for school leaders to focus on all factors of CDM, PD and WE to enhance teacher commitment levels.

• *Regression of School Leadership and Teacher Commitment*

At the confirmatory stage, a regression analysis was conducted to determine whether aspects of school leadership- collaborative decision making (CDM), professional development (PD) and work environment (WE) predicted teachers' commitment. The findings are presented in table 20.

Table 20 The Regression Analysis Model of School Leadership and Teacher Commitment

Model	Standardized Coefficients Beta (β)	t	Sig.	F	P
1	(Constant)	8.639	.000	41.220	.000 ^b
	CDM	.294	3.339	.001	
	PD	.221	2.169	.032	
	WE	.278	2.772	.006	
R=0.704 ^a R ² =0.495 Adjusted R ² =0.483					
a. Dependent Variable: Teacher commitment					

Regression of school leadership aspects and teacher commitment.

The results in table 20 show how school leadership factors of Collaborative Decision Making (CDM), Professional Development (PD) and Work Environment (WE) influence teacher commitment. CDM ($\beta=0.294, p=0.001<0.05$), PD ($\beta=0.221, p=0.032<0.05$) and WE ($\beta=0.278, p=0.006<0.05$) related positively and significantly with teacher commitment. This signified that the research hypotheses (H_0, H_1 and H_2) were accepted. CDM was the strongest predictor of teacher commitment the effect that an increase in CDM can result in a 29.4% increase in teacher commitment. WE was relatively a stronger predictor of teacher commitment, to the effect that a unit increase in WE can result in a 27.8% increase in teacher commitment. PD was the least strong predictor of teacher commitment, to the effect that a unit increase in PD would result in 22.1% increase in teacher commitment.

The R- value ($R=0.704$) signified a strong positive relationship between the school leadership and teacher commitment. The R-squared ($R^2=0.495$) showed that 49.5% of the variance in teacher commitment is explained by the three predictors. The

remaining 50.5% of the variation is due to other factors like motivation. The adjusted R-squared value (adjusted $R^2=0.483$) indicated that 48.3% of the variance in teacher commitment is explained by the three predictors, accounting for the number of predictors, confirming a good model fit. The F- statistic ($F= 41.22$) with a significant value ($p=0.000$) implied that the model was statistically significant and it fitted the data well, meaning at least one of the predictors significantly impacted teacher commitment.

The magnitude of the respective betas indicated that collaborative decision-making (CDM), professional development (PD) and work environment (WE) positively and significantly enhanced teacher commitment in government-aided secondary schools in Bukomansimbi districts.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

➤ Introduction

This chapter presents the discussion, conclusion, and recommendations of the study on the influence of school leadership on teacher commitment in government-aided secondary schools in Bukomansimbi District. It also highlights the study's limitations and provides suggestions for future research.

➤ Discussion

• Influence of Collaborative Decision-Making on Teacher Commitment

The first objective sought to determine the influence of collaborative decision-making on teacher commitment. Findings revealed a positive and significant influence, with regression results indicating a standardized beta coefficient ($\beta = 0.294$, $t = 3.339$, $p = 0.001$). This implies that when teachers are involved in school decision-making processes, their level of commitment significantly increases. The moderately strong beta value implies that collaborative decision-making accounts for a meaningful portion of the variance in teacher commitment. This is supported by one of the headteachers who noted that,

“The school administration has come up with the policy of allocating different teachers for different responsibilities like class teachers and heads of different department/forex ample subject based departments and discipline-based departments like sports department where the heads of departments are tasked to plan, organize, budget and evaluate at the department level and resolutions are tabled to the administration forum for approval and facilitation.

In case of decisions made, we do not revoke most of the decisions as long as they are in the vicinity of the school budget. Also, teachers like heads of departments are involved in procurement of learning resources like laboratory equipment, textbooks and co-curricular resources, and we further involve the heads of departments in the recruitment process in case of a need for new staff.”

These findings are consistent with Bush and Glover (2021), who argue that participative leadership strengthens professional dedication among teachers. They also align with organizational justice theory (Colquitt et al., 2019), which links perceptions of fairness to affective and normative commitment. The very low p-value reinforces the reliability of these results. Thus, collaborative decision-making is not merely an administrative strategy but a catalyst for trust, shared accountability, and long-term teacher loyalty.

• Influence of Professional Development on Teacher Commitment

The second objective examined the influence of professional development on teacher commitment. Results showed a positive and significant effect ($\beta = 0.221$, $t = 2.169$, $p = 0.032$). This suggests that improvements in professional development activities are associated with higher teacher commitment levels. The beta coefficient of 0.221 implies that a one standard deviation increase in professional development leads to a 22.1% standard deviation in teacher commitment, holding other variables constant. This moderate effect size is both meaningful and actionable, especially in the context of policy planning in schools. The t-value of 2.169 and p-values ($p=0.032$) confirm that this relationship is statistically significant at the 5% level. This significance supports the hypothesis that professional development opportunities have a direct and positive influence on how committed teachers are to the schools, roles and students. This is supported by one of the headteachers, who noted that,

“The school provides refresher courses/ sessions to teachers, like the mind-setting sessions and pedagogical workshops aligned with the new competence curriculum to enhance and improve teacher delivery and performance in the school. We also facilitate teachers with upkeep allowances in terms of transport allowances when upgrading to a different level, alongside adjusting the timetable to accommodate and provide enough convenient time to attend to school duties, family and studies equally and productively. The school also sends representatives in case of external seminars organized by both the Ministry of Education and Sports and other private educational organizations like SESEMAT, and those teachers are facilitated fully in terms of transport and welfare.”

These findings align with Nguyen et al. (2021), who argue that meaningful professional development enhances teachers' sense of value and loyalty. Similarly, Zhang and Yin (2022) found that supportive professional learning environments significantly contribute to teacher commitment. Therefore, professional development is not only about enhancing pedagogical knowledge but also about fostering reflective practice, collaboration, and motivation. Sustained investment in this area is crucial for boosting morale, loyalty, and performance.

- *Influence of Work Environment on Teacher Commitment*

The third objective assessed the influence of the work environment on teacher commitment. Results revealed a positive and significant relationship ($\beta = 0.278$, $t = 2.772$, $p = 0.006$), indicating that favorable work environments enhance teacher commitment.

The positive beta coefficient suggests that as teachers perceive their work environment more favorably, characterized by adequate resources, supportive leadership, collegial collaboration and manageable workload, their commitment to the school and teaching improves. The statistically significant value ($0.006 < 0.05$) confirms that this relationship is unlikely due to chance. The perception of the work environment is confirmed by one headteacher, who stresses that,

“The working environment is favorable as the teachers work according to the timetable, they have a little time since their workload isn’t that much, which they normally use to explore other developmental options like planning for their businesses and attending to personal goals. The management of the workload has been achieved through employing of teachers on PTA salaries alongside the payroll teachers. Also, there have been initiatives like staff SACCOs where teachers come together socially and financially to support each other. We have also opened up the communication where the teachers can easily approach/direct their disparities through the heads of departments. Furthermore, the stress has been managed through organizing refresher courses like mindset sessions and giving emergency leave days off in case of any emergency.

These findings are in line with Skaalvik and Skaalvik (2017), Rusu and Avasilcai (2020), and Wangari and Kiptum (2020), who underscore the role of supportive environments in shaping teacher motivation and long-term dedication. A positive school climate characterized by collegiality, fair workload distribution, and adequate resources significantly improves teachers’ psychological well-being and retention.

- *Conclusion*

The study concludes that collaborative decision-making, professional development and the work environment are significant predictors of teacher commitment in government-aided secondary schools in Bukomansimbi District. When school leaders actively involve teachers in decision-making, invest in professional growth, and foster supportive work environments, teacher dedication and performance improve.

Overall, teacher commitment is not purely intrinsic but can be nurtured through deliberate leadership practices. Effective leadership strategies thus provide valuable implications for educational leadership training and policy reforms aimed at improving teacher retention and instructional quality in Ugandan secondary schools.

- *Recommendations*

The study made the following recommendations for policy makers and headteachers;

- *For Policy Makers*

- ✓ The Ministry of Education and Sports should design and implement leadership training programs that equip school leaders with collaborative and motivational leadership skills.
- ✓ Clear policy guidelines should be developed to institutionalize teacher involvement in decision-making, provide structured professional development opportunities, and ensure conducive work environments.
- ✓ Regular monitoring and evaluation should be conducted to align leadership practices with improved teacher commitment.

- *For Headteachers*

- ✓ Headteachers should foster participatory decision-making by involving teachers in strategic and operational planning.
- ✓ They should also organize regular workshops, mentoring sessions, and peer learning forums to address both content and pedagogy.
- ✓ Creating a supportive environment through fair workload distribution, recognition of achievements, and motivational leadership will further enhance teacher morale and loyalty.

- *Areas for Further Research*

Further studies should explore the relationship between leadership practices and teacher commitment in different school contexts, such as private versus public and rural versus urban settings. Longitudinal research designs are recommended to capture the long-term effects of leadership practices on teacher commitment. Further studies should also examine additional factors such as teacher autonomy, school culture, and workload management.

➤ *Limitations of the Study*

The limitations of the study were as follows;

- This study focused solely on government-aided secondary schools in Bukomansimbi District, which limits the generalizability of the findings.
- The cross-sectional design also restricted the ability to establish long-term causal relationships.
- Future research should adopt longitudinal designs and expand to other regions and school types for broader applicability.

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APPENDICES

Appendix A: Letter of Introduction



Muteesa I
ROYAL UNIVERSITY

P.O.Box 322, Masaka
P.O.Box 14002, Mengo-Kampala
+256 434 251459
ero@mru.ac.ug
www.mru.ac.ug

4th June, 2025

To Whom It May Concern,

.....

.....

RE: INTRODUCTION OF POSTGRADUATE STUDENTS FOR FIELD WORK STUDY

We are pleased to introduce to you postgraduate students from the Master of Education Management and Administration at Muteesa I Royal University. As part of their academic requirements, the students are undertaking a fieldwork study aimed at: *Exploring School Leadership and Teacher Commitment in Secondary Schools in Bukomansimbi, Uganda.*

The fieldwork exercise is a crucial component of their training, intended to help them bridge the gap between theory and practice by engaging with real-life environments, collecting data, and gaining practical insights relevant to their field of study.

The following student has been authorized to conduct this study within your organization:

VITUS BINOMUGISHA AYEBAZIBWE – Reg. No: 24/GC/MEMA/0001/K/WKD

We kindly request that you grant him the necessary support and access to the information required for the successful completion of their study. Please be assured that the student has been guided on research ethics and will handle all information obtained with the utmost confidentiality and professionalism.

We highly value your cooperation in facilitating their learning experience, and we thank you in advance for your support. Should you require any further information, please do not hesitate to contact us @ rpgs@mru.ac.ug .

Yours sincerely,



Dr. Musisi Fred Kamoga
Academic Registrar

Appendix B: Questionnaire for Teachers

Muteesa 1 Royal University

P.O. Box 14002

Mengo – Kampala

April 2025

Dear respondent,

I am Vitus Binomugisha Ayebazibwe, a student of Muteesa 1 Royal University, conducting a study on the school leadership and teacher commitment in secondary schools in Bukomansimbi district. It is on this account that you have been selected to participate in the study to allow it succeed. I request you to accept to offer information out of your volition for the success of this study. Remember that the responses given will be kept with utmost confidentiality and will be used for academic purposes only.

Yours faithfully

Vitus Binomugisha Ayebazibwe.

➤ Section A: Background Characteristics

Tick (✓) where appropriate

A1 Your gender:

1) Male:

2) Female:

A2 Your marital status: 1) Single 2) married 3) others specify.....

A3 Your age category:

1) 20-29

2) 30-39

3) 40-49

4) 50-60

A4 Your highest level of education attained:

1) Certificate:

2) Diploma:

3) Bachelors degree:

4) Postgraduate:

A5 Your responsibility in this school:

1) Subject teacher:

2) Class teacher:

3) Headteacher:

4) Head of department 5) other: specify.....

A6 Your teaching experience:

1) Less than 5 years:

2) 5-10 years:

3) More than 10 years:

A7 Your employment status:

1) Full-time:

2) Part-time:

A8 type of school

1) Government: 2) private:

➤ *Section B: School Leadership*

This section presents items on school leaderships. You are kindly requested to indicate how you feel about your head school leadership behaviours in this school using the scale where 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), and 5 = Strongly Agree (SA).

CDM	COLLABORATIVE DECISION MAKING	SD (1)	D (2)	NS (3)	A (4)	SA (5)
CDM1	I am actively involved in setting school goals and objectives					
CDM2	My opinions are considered in school policy formulation					
CDM3	I participate in decision regarding teaching and learning resources					
CDM4	Staff meetings are held regularly to discuss school matters					
CDM5	I am encouraged to share my opinions during staff meetings					
CDM6	Teachers have a representative on the school’s Board of Governors					
CDM7	I feel that my input in decision making is valued by school leadership					
CDM8	The teachers are always approached for suggestions in terms of recruitment of new staff					
CDM9	Teachers are consulted before major instructional changes are implemented					
CDM10	Departmental meetings are scheduled to discuss department and school improvement plans					
CDM11	The head teacher encourages shared decision making among the staff					
CDM12	Decisions and changes at school reflect the input from teachers					
PD	PROFESSIONAL DEVELOPMENT	SD (1)	D (2)	NS (3)	A (4)	SA (5)
PD1	The school provides regular opportunities for professional development					
PD2	I have access to training programs that enhance my teaching skills					
PD3	Professional development activities are aligned with my teaching needs					
PD4	The school supports attendance at external workshops and seminars					
PD5	I receive feedback that helps me improve professionally					
PD6	There is a culture of continuous learning among the teaching staff					
PD7	I have access to ongoing workshops, seminar or in-service training					
PD8	The school leadership actively supports/ facilitates my attendance at external professional event					
PD9	I receive constructive feedback and coaching from school leaders					
PD10	Professional learning is evaluated and improved based on teacher input and output.					
PD11	The school offers me study leave opportunities when required					
PD12	Teachers who attain the required levels are promoted accordingly					
WE	WORK ENVIRONMENT	SD (1)	D (2)	NS (3)	A (4)	SA (5)
WE1	I feel safe and respected at my work place					
WE2	School leaders promote and encourage positive staff relationship					
WE3	Instructional resources are adequate for my teaching needs					
WE4	Facilities like classrooms, laboratories and libraries are adequate and well equipped					
WE5	My work environment is supportive and collegial					
WE6	Communication channels with the leaders are open and effective					
WE7	The physical working conditions like classrooms and offices are well maintained					
WE8	The school addresses teacher concerns promptly					
WE9	The workload assigned to me is manageable					
WE10	I feel motivated to perform my duties in this work environment					
WE11	I have an appointment letter for my responsibilities					
WE12	The number of students in a class are manageable					

➤ *Section C: Teacher Commitment*

This section presents items on Teacher commitment (DV). You are kindly requested to indicate how you feel about teacher commitment using the scale where 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A), and 5 = Strongly Agree (SA).

NC	NORMATIVE COMMITMENT	SD (1)	D (2)	NS (3)	A (4)	SA (5)
NC1	I feel a moral obligation to remain in this school					
NC2	I believe it's my duty to support the schools mission					
NC3	I always strive to give my best in teaching					
NC4	I feel strong enthusiasm for my work.					
NC5	I enjoy working with my colleagues at this school					
NC6	I allow my students to have enough in-class discussions					
NC7	I see a future for myself within this school					
NC8	If I wanted to do another job or function, I would look first at all possibilities within this school					
NC9	If it could start over again, I would choose to work for this school again and again					
NC10	It does not matter if I am working for this school or another as long as I have work					
AC	AFFECTIVE COMMITMENT	SD (1)	D (2)	NS (3)	A (4)	SA (5)
AC1	I love working for this school					
AC2	I have to admit it, but if I had a place to go, I would not hesitate to stay in this school					
AC3	The work I do in this school is important to me					
AC4	I feel a sense of belonging to this school					
AC5	I enjoy being part of this school's community					
AC6	I have a sense of humor					
AC7	I feel very delighted about what I am doing whenever I am working					
AC8	Wherever I am, things happen that often remind me of my work					
AC9	I give a mental attention to my work					
AC10	I feel a sense of gratification from my work performance.					
CC	CONTINUACE COMMITMENT	SD (1)	D (2)	NS (3)	A (4)	SA (5)
CC1	I would feel comfortable referring a friend to teach at this school					
CC2	I am motivated to contribute more than what is expected of me to this school					
CC3	I feel like I belong at this second					
CC4	I am proud to work at this school					
CC5	Overall, I enjoy working for this school's head teacher.					
CC6	It would be difficult for me to leave this school right now					
CC7	I feel that leaving this school would require considerable personal sacrifice					
CC8	I would stay with school because leaving would be too costly for me					
CC9	I would feel guilty if I left school now					
CC10	My relationship with my partner will suffer if I leave this school					

Thank you for your positive responses. May God reward you abundantly

Appendix C: An Interview Guide for Headteachers

I am going to have a brief interview with you intending to get your responses on the following questions related to school leadership strategies in collaborative decision making, professional development opportunities and work environment influence on the teacher commitment in your school. I request you accept this conversation to be recorded and the information received will be treated with utmost confidentiality and will only be used for academic purposes of this study.

➤ *Interview Research Questions*

• *Section A; Back Ground*

- ✓ Can you describe your current roles and how long you have served as a head teacher in this school and Bukomansimbi at large?
- ✓ How many years of teaching and leadership experience do you have overall?
- ✓ What is the total number of teaching staff in your school, and how would you describe their general level of commitment

• *Section B:*

- ✓ In what ways do you involve teachers in decision making process within your school?
- ✓ Can you provide examples of decision where teachers input significantly influenced the outcomes?
- ✓ How do you ensure that teachers feel their opinions are valued and considered in school governance?
- ✓ What challenges have you faced in implementing collaborative decision making, and how have you addressed them?
- ✓ What professional development programs are available for teachers in your school?
- ✓ Can you share examples of how professional development has impacted teacher performance and commitment?
- ✓ What support does the school provide to encourage continuous professional growth among teachers?
- ✓ How would you describe the working environment in your school for teachers?
- ✓ What measures are in place to promote a positive and supportive work atmosphere?
- ✓ How do you address issues related to teacher workload and stress?

• *Section C*

- ✓ How do you perceive the relationship between your leadership style and teacher commitment in your school?
- ✓ What strategies have you found most effective in enhancing teacher's commitment?
- ✓ Based on your experience, what recommendations would you make to other headteachers aiming at improving teacher commitment through leadership practices?
- ✓ Are there any additional insights or experiences you would like to share regarding school leadership and teacher commitment?

Appendix D:Krejcie & Morgan table (1970)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	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* is population size.
S is sample size.