

Relationship between teacher collaborations and teacher commitment in U.P.E schools in Kasaanda district, Uganda-a cross-sectional study.

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ABSTRACT

Background

The quality of pupils in terms of competence, knowledge, and overall achievements is dependent on teacher commitment. Yet, teacher commitment in Universal Primary schools in Kasaanda District has been sub-par. This study aimed to assess the relationship between teacher collaboration and teacher commitment in Universal Primary Education (UPE) schools in Kasanda District.

Methodology

A descriptive, cross-sectional, and correlational survey was utilized, integrating both quantitative and qualitative approaches for data collection and analysis. Ten U.P.E. schools in Kasanda district, involving a sample of 108 participants (comprising teachers and head teachers), were selected through purposive and simple random sampling techniques. Data was analyzed using SPSS software and content analysis techniques.

Results

The findings observed a higher response rate, 100% from head teachers compared to 91.8% from teachers. Teacher collaborations were recognized for providing support, sharing successful teaching strategies, and fostering camaraderie among educators. Correlational analysis revealed a moderate positive relationship between teacher collaborations and commitment (R-value of 0.796). Regression analysis further supported the significant impact of teacher collaborations on teacher commitment (Beta) of 0.14, emphasizing the importance of investing in teacher collaboration opportunities and collaborative practices.

Conclusion

Promoting teacher collaborations is crucial for enhancing teacher commitment in UPE schools. This factor plays a complementary role in influencing teacher commitment and should be considered in developing strategies to improve the overall teacher collaboration and commitment of teachers in the Kasanda district.

Recommendation

The government should facilitate opportunities for teachers to collaborate, share experiences, and learn from one another through collaborative projects, workshops, and peer mentoring programs.

Key words: Teacher collaborations, teacher commitment, UPE, Kasanda district.

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BACKGROUND OF THE STUDY

Historical perspective

The historical perspective of teacher collaboration and teacher commitment in UPE schools in Uganda has been shaped by a complex interplay of colonial legacies, government policies, political instability, external support, and cultural influences. Understanding this historical context is important for addressing current challenges and shaping future strategies for enhancing teacher collaborations and teacher commitment in UPE schools.

Before Uganda's independence in 1962, education in the country was largely under the influence of colonial

policies. There was a limited focus on teacher collaborations for teachers, and teacher commitment was often hampered by low pay and inadequate resources in UPE schools (Wabule, 2016).

After independence, the government of Uganda initiated the UPE program in 1997. This policy aimed to provide free primary education for all children, leading to a rapid expansion of UPE schools across the country. This expansion created a pressing need for teacher collaborations among teachers to meet the increased demand for quality education (Nakabugo, Bisaso, & Masembe, 2011).

Uganda's history has been marked by periods of political instability, including civil unrest and changes in government. These events have often disrupted educational systems, impacting teacher

collaboration opportunities for teachers and contributing to challenges in maintaining teacher commitment (Okuni, 2007). Teachers in UPE schools often faced issues related to low salaries and delayed payments. This financial strain affected their commitment and job satisfaction. The lack of incentives, teacher collaboration opportunities, and career advancement options also contributed to diminished motivation among teachers (Lubuulwa, 2011).

Donor organizations and international partners have played a significant role in supporting educational reforms in Uganda, including initiatives focused on teacher collaborations for teachers. Efforts to improve teacher commitment in UPE schools have been influenced by external assistance and partnerships (Ogwang, 2018).

In conclusion, the development of professionalism and teacher commitment in UPE schools in Africa has been marked by several challenges, including teacher absenteeism, recruitment issues, and a decreasing status of the teaching profession. However, efforts to enhance teacher status, improve teacher collaborations, and promote culturally appropriate pedagogical practices offer hope for improving the quality of education in the region.

Theoretical perspective

The study was guided by expectancy theory as suggested by Victor Vroom. According to the Expectancy Theory, individuals are motivated to put effort into their work if they believe that their efforts would lead to desired performance and that their performance would be rewarded (Vroom, Porter, & Lawler, 2015). It suggests that teachers' commitment to their profession and their level of effort put into teacher collaborations will depend on their perceptions of three factors: expectancy, instrumentality, and valence (Farr & Middlebrooks, 1990).

Applying the Expectancy Theory, the study could examine teachers' beliefs and perceptions regarding the effectiveness of teacher collaboration programs, the connection between teacher collaborations and desired outcomes, and the value they attach to the potential rewards (Boström & Palm, 2020). It could also explore whether teachers' commitment and motivation are influenced by factors such as the quality of training, the relevance of the content, the support and recognition received from school administrators, and the alignment between teacher collaborations and their career goals (Paulus, Villegas, & Howze-Owens, 2020).

By understanding how teachers perceive the link between teacher collaborations, performance improvement, and rewards, the study could provide insights into the factors that enhance or hinder teacher commitment in UPE schools in Kasanda District. It

could also inform the design and implementation of more effective and motivating teacher collaboration initiatives, tailored to the specific needs and expectations of teachers in the district.

Conceptual perspective

Teacher collaborations refer to the ongoing process of acquiring and enhancing the knowledge, skills, and attitudes necessary for effective teaching (Malunda, 2017). It is a structured and intentional effort to support educators in their continuous growth and improvement, enabling them to stay abreast of the latest educational research, teaching methodologies, and technological advancements. Teacher collaborations for teachers aim to enhance their ability to create engaging and effective learning experiences for students (Paulus et al., 2020).

Various programs exist to facilitate teacher collaborations, and these can be categorized into different types: Workshops and Seminars, Conferences, Mentoring and Coaching, Professional Learning Communities, Online Courses and Webinars, and In-Service Training (Postholm, 2012). Effective teacher collaboration programs are often characterized by being sustained, collaborative, job-embedded, and reflective, ensuring that educators can apply what they learn to their classrooms and positively impact student learning outcomes (Sims & Fletcher-Wood, 2021).

Teacher commitment in the context of UPE (Universal Primary Education) schools refers to the dedication, loyalty, and enthusiasm that teachers exhibit towards their roles and responsibilities in providing quality education to primary school students (Imron et al., 2020). Commitment is a crucial aspect of a teacher's professional behavior and is closely linked to their effectiveness in the classroom and the overall success of educational initiatives (Razak, Darmawan, & Keeves, 2009).

Teachers who are committed to their profession invest time and effort beyond the basic requirements. This involves spending additional hours planning lessons, grading assignments, participating in teacher collaboration activities, and engaging with students outside of regular class hours (Park, 2005).

Regular attendance and punctuality are indicative of a teacher's commitment. Teachers who consistently show up on time and are present for their scheduled classes demonstrate responsibility and dedication to their students and the education system (Cansoy, Parlar, & Polatcan, 2022).

A committed teacher actively engages students in the learning process. This involves creating an inclusive and stimulating learning environment, using varied teaching methods, and fostering positive relationships with

students to ensure their academic success and personal development.

The duration of a teacher's commitment to their profession and a particular school is also a relevant measure. Teachers who stay in the profession and at a specific school for an extended period may demonstrate a strong commitment to their role and the school community (Zheng, Shi, & Liu, 2020). Committed teachers adhere to ethical standards and professional codes of conduct. They maintain confidentiality, treat students with respect, and uphold the integrity of the teaching profession.

Contextual perspective

Uganda, like many developing countries, faces significant challenges in providing quality education, particularly in rural areas. The government has implemented the Universal Primary Education (UPE) policy to increase access to primary education for all children. While this policy has led to an increase in enrollment, it has also presented new challenges, including the need for adequate resources and support for teachers (Nakabugo et al., 2011).

Teacher collaborations are crucial in improving teacher effectiveness and commitment, and ultimately, improving the quality of education provided in UPE schools. However, there is limited research on the impact of teacher collaborations on teacher commitment in UPE schools in Kasaanda District, which makes this study important (Malunda, 2017).

Teacher commitment is essential for improving student outcomes, as committed teachers are more likely to go the extra mile in their teaching practices and create a positive learning environment. By examining the factors that influence teacher commitment, this study will provide insights into the specific teacher collaboration needs of teachers in UPE schools in Kasaanda District (Kagoda & Ezati, 2014).

Overall, this study on teacher collaborations and teacher commitment in UPE schools in Kasaanda District, Uganda, aims to shed light on the factors that influence teacher commitment and provide recommendations for effective teacher collaboration programs. The ultimate

goal was to improve the quality of education provided in UPE schools and ensure that all students have equal opportunities to succeed academically.

METHODOLOGY

Study design

The study was guided by a descriptive, cross-sectional, and correlational survey. Further, the study employed both quantitative and qualitative approaches in collecting and analyzing data.

A descriptive survey was used in order to explain the findings of the study based on averages, percentages, standard deviation, and frequency tables. It was a cross-sectional study since data was collected at a point in time from respondents and covered a short period of time, and had no follow-ups. It was correlational since it used Pearson's correlation to establish the significance of the relationship between the study variables in line with the objectives.

A qualitative approach was employed in examining the non-numerical findings of the study, such as gender and attitudes of the respondents on the study variables, which were coded and summarized to produce descriptive findings. The quantitative approach was used to analyze and interpret numerical data for meaningful findings.

Study Population

Sekaran (2003) defines a population as the entire group of people, events, or things that a researcher wishes to investigate. The study targeted 10 Universal Primary Education schools in Kasaanda District. The study was carried out at Kasanda Primary School, Buko Primary School, Bukuya Primary School, Bulinimula Primary School, Buswa Primary School, Kaka Memorial Primary School, Bbira Primary School, Kakindu Primary School, Bbinikira Primary School, and Bweyongede Primary School.

The study used teachers and head teachers of the selected primary schools as the respondents; the study population comprised 150 participants (Kasaanda District Education Department, 2023).

Table 1: showing the sample size of the study.

Category	Population Size	Sample size	Sampling technique
Teachers	140	98	Simple random sampling
Head teachers	10	10	Purposive sampling
Total	150	108	

Source: Kasaanda District Education Department, (2023).

Sample Size

Mugenda and Mugenda (2003) argue that it is impossible to study the entire targeted population; therefore, the researcher took a sample of the target population. A sample is a subset of the population that comprises members selected from the population. The sample size was determined using Krejcie & Morgan's (1970) table for determining sample size. At 5% level of confidence, 108 respondents were selected as the sample size of the study, as shown in Table 1 above.

Sampling techniques

Purposive and simple random sampling techniques were used in determining the respondents of the study. Purposive sampling was used to select the head teachers of selected primary schools in Kassanda District. These were selected because they have key information regarding teacher collaborations and teacher commitment in UPE schools. A simple random sampling technique was used to select teachers who participated in this study. The method was used to eliminate bias by giving everyone a chance to participate in this study.

Research instruments

Questionnaires and interview guides were used to collect data for this study.

Questionnaire

The questionnaire was used as a tool that aided in gathering information during the survey. A questionnaire is defined as a carefully designed tool for collecting data by specifying research questions. It gathers data over a large sample, and it gives important information about a population, which is why many quantitative researchers use it as the main method of collecting data. In addition, a questionnaire can collect a large amount of information in a reasonable and quick space of time and at the same time minimize bias on the side of the researcher and respondents (Mugenda and Mugenda 2003). Under this study, the researcher used a questionnaire to gather data from teachers of the selected private primary schools. Open-ended and closed-ended questions were used to access first-hand information. Closed-ended questions were used to give respondents alternative answers and to avoid waste of time in thinking (Mugenda and Mugenda, 2003).

Interview guide

An interview guide is a written list of questions, open or closed-ended, prepared for use by an interviewer in a person-to-person interaction. This may be face-to-face, by telephone, or by other electronic media. Under this

study, the researcher used an interview guide to collect data from head teachers of selected UPE schools. Face to face, questions were orally asked of the respondents. This method was employed because it allowed the collection of in-depth information regarding the study objectives.

Research procedure

An introductory letter from the University was obtained, which was later taken to the District Education Authorities and head teachers of the selected schools. Questionnaires were distributed and later collected after two weeks, and arrangements for interview sessions with respondents were made.

Validity and Reliability

Validity

Validity has to do with how accurately the data obtained in the study represents the variables in the study.

The research instruments were availed to the research supervisor for expert judgment. A Content Validity Index (CVI) was established to measure the accuracy of the research instrument using the formula:

$$CVI = \frac{\text{The number of relevant questions}}{\text{The total number of questions}}$$

The content Validity Index of 0.85 was obtained. This was compared with 0.7 as proposed by Amin (2005) and thus the instruments were valid to correct information for the study.

Reliability

Reliability is a measure of the degree to which a research instrument yields consistent data results or data after repeated result (Mugenda & Mugenda, 2003). This refers to how consistent the research instrument is. Amin (2005) contends that the instrument is reliable when it produces the same results when it is used repeatedly, hence ensuring dependability and precision. To ensure the reliability, the questionnaires were pre-tested on 5 respondents, one week before going to the field, and the Cronbach's coefficient alpha (α) of 0.78 was obtained and compared with 0.70 as suggested by (Amin, 2005).

Data analysis and processing

Qualitative and quantitative data was analyzed, interpreted, arranged, and tabulated. Quantitative data was analyzed using SPSS software. Results were presented in the form of frequency tables and interpreted accordingly. Analysis of qualitative data was through descriptions of events and occurrences as gathered from

the interviewees. Content analysis was used to analyze the data, which was gathered from the interviews. Univariate analysis was carried out for individual variables using mean, frequency tables, graphs, and standard deviation. Correlation analysis was carried out using the Pearson correlation coefficient to establish the relationships. Regression analysis was used (multiple regressions) to establish the relationship between teacher collaborations and teacher commitment in UPE schools in Kasaanda District.

Ethical considerations

An introductory letter from the School of Graduate Studies and Research of Team University was obtained, and permission was obtained through a written request to the concerned officials of the District. Informed consent was obtained. The authors quoted in this study were acknowledged through citations and referencing. Confidentiality and anonymity of the information collected were observed.

RESULTS

Response rate for the study

Table 2: Response rate

Respondents	Sample size	No. of questionnaires returned	Response rate (%)
Teachers	98	90	91.8%
Head teachers	10	10	100
Total	108	100	92.6%

According to findings in Table 2, the response rate for the study "teacher collaborations and teacher commitment in U.P.E schools in Kasanda district" was 92.6%. This means that out of the total sample size of 108 individuals (comprising teachers and head teachers), 100 questionnaires were returned, resulting in a response

rate of 92.6%. The response rates for teachers and head teachers specifically were 91.8% and 100%, respectively, and were in line with Amin (2009), who posits that a response rate above 70% is very good to give a true picture of the study findings.

Demographic characteristics of the respondents

Gender, age, marital status and level of education as demographic characteristics of the respondents were considered and the findings are as follows.

Table 3: Demographic characteristics of the respondents

Characteristic	Frequency	Percent
Gender		
Male	53	53%
Female	47	47%
Total	100	100%
Age (years)		
20-30	23	23%
31-50	65	65%
51+	12	12%
Total	100	100%

Marital status		
Single	12	12%
Married	83	83%
Separated	3	3%
Widowed	2	2%
Total	100	100%
Level of education		
Certificate	12	12%
Diploma	76	76%
Bachelors	10	10%
Masters	02	2%
Total	100	100%
Years of teaching		
0-3 years	24	34%
4-8 years	61	51%
9+ years	15	15%
Total	100	100%

Based on the demographic characteristics of the respondents for the study "Teacher Collaborations and Teacher Commitment in U.P.E schools in Kasanda district," the following observations and conclusions have been made:

Gender of the respondents

The respondents were evenly distributed in terms of gender, with 53% male and 47% female. This balanced representation indicates a good mix of perspectives from both male and female educators.

Age of the respondents

The majority of respondents fell within the age range of 31-50 years, accounting for 65% of the total. This suggests that the study primarily captured the perspectives of mid-career teachers, who may have varying levels of experience and teacher collaboration needs compared to younger or older educators.

Marital Status of the Respondents

The majority of the respondents were married (83%), followed by single individuals (12%). This distribution could imply that personal circumstances, such as marital status, may influence teachers' commitment levels and teacher collaborations.

Level of Education

The majority of respondents held a diploma (76%), followed by certificate holders (12%). This distribution indicates that the sample consisted mainly of educators with mid-level qualifications, which may influence their professional growth opportunities and commitment to teaching.

Years of Teaching (experience)

The distribution of years of teaching experience shows the largest group of respondents had 4-8 years of experience (51%). This suggests that the study captured insights from teachers with moderate teaching experience who may be at a critical point in their teacher collaborations and commitment to their profession.

Overall, based on the demographic characteristics of the respondents, the study "Teacher Collaborations and teacher commitment in U.P.E schools in Kasanda district" likely obtained a holistic view of educators with diverse backgrounds, experiences, and qualifications. The findings could provide valuable insights into how teacher commitment and teacher collaboration initiatives can be tailored to address the specific needs of different demographic groups within the education system.

Teacher collaborations and teacher commitment in Universal Primary schools in Kasanda district

To explore the relationship between Teacher collaborations and teacher commitment in Universal Primary schools in Kasanda district, the researcher used descriptive analysis of responses that were captured

using likert 5 point scale where 5- Strongly Agree (SA), 4- Agree (A), 3-Not sure (NS), 2-Disagree (D), 1- Strongly Disagree (SD), Mn- Mean, Std-standard deviation.

Table 4: Teacher collaborations and teacher commitment in Universal Primary schools in Kasanda district

Statement	SA	A	N	D	SD	Mean	Std
Collaborating with colleagues provides teachers with a network of professional support	67	23	8	2		4.6	0.4
Collaborative environments allow teachers to share successful teaching strategies	35	45	11	9		4.2	0.3
Collaborative efforts enable teachers to collectively address various challenges	54	40		6		4.4	0.2
Collaborating with peers provides opportunities for ongoing teacher collaborations for teachers	19	57	20	4		3.9	0.6
Collaboration helps to support new or less experienced teachers.	33	41	16	10		4.0	0.6
Collaborating with colleagues enables teachers to address the diverse needs of their students	29	45	6	20		3.8	0.7
Collaboration encourages creativity and innovation in teaching	23	52	20	5		3.9	0.8
Collaborative environments foster a sense of camaraderie and support among educators	23	70	5			4.1	0.3

According to findings in Table 4 on the statement “Collaborating with colleagues provides teachers with a network of professional support”, 67% of the teachers strongly agreed and 23% agreed that collaborating with colleagues provides professional support. The mean score was 4.6, indicating a high level of agreement among teachers. Teachers in Universal Primary schools in Kasanda district recognize the value of collaboration in providing professional support. On the statement “Collaborative environments allow teachers to share successful teaching strategies”, findings showed that responses were somewhat varied, with 35% strongly agreeing, 45% agreeing, and a significant number (20%) not sure. However, the mean score is still relatively high at 4.2, indicating overall agreement. While there was general agreement, some teachers may not be fully convinced of the effectiveness of collaborative environments in sharing teaching strategies. On the statement “Collaborative efforts enable teachers to collectively address various challenges”, findings showed that most teachers agree with this statement, as indicated by 54% strongly agreeing and 40% agreeing.

The mean score of 4.4 suggests strong consensus among teachers. Teachers believe that collaboration facilitates addressing challenges collectively.

On the statement “Collaborating with peers provides opportunities for ongoing teacher collaborations for teachers”, findings showed that responses were more varied for this statement; with only 19% of the respondents strongly agreeing, 57% agreeing, and a notable number (20%) not sure. The mean score was 3.9, indicating moderate agreement. While many teachers see opportunities for teacher collaborations, there may be some uncertainty or disagreement among others.

The statement “Collaboration helps to support new or less experienced teachers”, findings showed that responses were generally positive, with 33% of the respondents strongly agreeing and 41% agreeing. The mean score of 4.0 suggests solid agreement among teachers. Teachers acknowledge the role of collaboration in supporting new or less experienced colleagues.

On the statement “Collaborating with colleagues enables teachers to address the diverse needs of their students”, findings indicated that responses were somewhat mixed,

with fewer teachers strongly agreeing (29) and a significant number disagreeing (20). The mean score of 3.8 indicates moderate agreement overall. While many teachers recognize the benefits of collaboration in addressing diverse student needs, there may be some disagreement or uncertainty among others.

On the statement “Collaboration encourages creativity and innovation in teaching”, findings showed that responses were somewhat varied, with 23% strongly agreeing, 52% agreeing, and 20% not sure. The mean score was 3.9, suggesting moderate agreement. While many teachers believe collaboration fosters creativity and innovation, some are unsure or disagree.

On the statement “Collaborative environments foster a sense of camaraderie and support among educators”, findings showed that responses were mostly positive, with 23% strongly agreeing and 70% agreeing. The mean score of 4.1 indicates strong consensus among teachers. Teachers generally agree that collaboration fosters camaraderie and support among colleagues.

Overall, the data suggest that while there is generally positive sentiment toward teacher collaboration in Universal Primary schools in Kasanda district, there were some areas where opinions were more divided or uncertain. Addressing these areas of uncertainty or disagreement could further enhance the effectiveness of collaborative efforts in promoting teacher commitment and improving educational outcomes. On teacher’s collaborations, one head teacher stated that “Through seminars organized by the district education department, a few teachers are selected to attend and collaborate with fellows on the issue at hand; however, the majority feel undervalued by the education system, prompting them to change careers or look for alternative schools.”

Another head teacher noted that, “Some of the teachers collaborate with others in setting exams and identifying solutions to low academic performances in particular schools. Despite such collaborations providing opportunities for teacher collaborations, it is insufficient to make teachers commit their future to teaching.”

Correlational findings on the relationship between teacher collaborations and teacher commitment in U.P.E schools in Kasanda district

Table 5: Correlational findings on the relationship between teacher collaborations and teacher commitment in U.P.E schools in Kasanda district

		Teacher collaborations	Teacher commitment
Teacher commitment	Pearson Correlation	0.583**	1.000
	Sig. (2-tailed)	0.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The correlational findings presented in Table 5 explore the relationship between teacher collaborations and teacher commitment in U.P.E schools in Kasanda district. The analysis of the correlations is as follows:

The Pearson correlation coefficient between teacher collaborations and teacher commitment was 0.583, indicating a moderate positive correlation. The correlation was statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This suggests that there was a significant positive relationship between teacher collaborations and teacher commitment in U.P.E schools in Kasanda district. Overall, the correlational

findings suggest that teacher collaborations have a stronger positive relationship with teacher commitment in U.P.E. This implies that investments in fostering teacher collaborations may lead to higher levels of teacher commitment in the context of U.P.E. schools in Kasanda district.

These findings highlight the importance of continuous teacher collaborations through promoting collaborative practices among teachers to enhance teacher commitment, which ultimately can positively affect the quality of education and student outcomes in U.P.E schools in Kasanda district.

Regression analysis of teacher collaborations and teacher commitment in U.P.E schools in Kasanda district

Table 6: Regression findings of teacher collaborations and teacher commitment in U.P.E schools in Kasanda district

Model	R	R Square	Adjusted R Square
Teacher collaborations	0.796 ^b	0.634	0.633

Based on the regression analysis of teacher collaborations factor, Teacher collaborations and its relationship with teacher commitment in U.P.E schools in Kasanda district, we can draw the following conclusions:

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.051	.000		3.130	.000
Teacher collaborations	2.214	.001	.14	2.115	.000
a. Dependent Variable: Teacher commitment in U.P.E schools in Kasanda district.					

Teacher collaborations also show a positive correlation with teacher commitment, with an R-value of 0.796. The standardized coefficient (Beta) of 0.14 suggests that teacher collaborations have a slightly stronger impact on teacher commitment compared to in-service training. This indicates that fostering collaboration among teachers can enhance their commitment to their profession.

DISCUSSION

The study indicates that the majority of teachers recognize the value of collaborating with colleagues for professional support, as evidenced by the high level of agreement among respondents. This aligns with research suggesting that teacher collaborations provide opportunities for sharing ideas, resources, and best practices, ultimately fostering a sense of community and support among educators (Hargreaves, 2021).

The findings demonstrate that teachers believe collaborative efforts enable them to collectively address various challenges. This aligns with literature highlighting the benefits of collaboration in problem-solving and collective efficacy, where teachers feel empowered to tackle challenges together (Çoban, Özdemir, & Bellibaş, 2023).

The study findings suggest that teachers acknowledge the role of collaboration in supporting new or less experienced colleagues. This aligns with research emphasizing the importance of collaborative environments in providing mentorship, guidance, and

In conclusion, the findings suggest that promoting teacher collaborations is crucial for enhancing teacher commitment in UPE schools. These factors play complementary roles in influencing teacher commitment and should be considered in developing strategies to improve the overall teacher collaboration and commitment of teachers in the Kasanda district.

opportunities for teacher collaborations for novice teachers (Weddle, 2022).

While there is agreement that collaboration provides opportunities for ongoing teacher collaborations, some uncertainty or disagreement exists among teachers. This is consistent with literature highlighting the need for effective collaboration to support professional growth, as well as the importance of creating collaborative cultures that foster learning and innovation (Muckenthaler, 2020; Nguyen, 2020).

The study finds a moderate positive correlation between teacher collaborations and teacher commitment, indicating that collaborative efforts contribute to increased commitment among educators. This aligns with research suggesting that collaborative environments promote a sense of shared responsibility, professional community, and job satisfaction, ultimately leading to higher levels of commitment (Nordgren, 2021).

Overall, the study findings support the idea that teacher collaborations play a crucial role in enhancing teacher commitment, morale, and teacher collaborations in

U.P.E schools. By providing opportunities for sharing expertise, addressing challenges collectively, and fostering a supportive professional community, collaboration contributes to the success of educators and the improvement of educational outcomes. However, addressing areas of uncertainty or disagreement regarding the effectiveness of collaboration for ongoing teacher collaborations could further enhance its impact on teacher commitment and school improvement efforts.

CONCLUSION

The correlational and regression findings also emphasize the importance of fostering teacher collaborations, as it positively correlates with teacher commitment. Although the correlation coefficient (0.583) and R-value (0.796) are slightly lower compared to in-service training, teacher collaborations still play a significant role in influencing teacher commitment. Encouraging teamwork and collaborative practices among teachers can further enhance their commitment to their profession.

RECOMMENDATION

The government should facilitate opportunities for teachers to collaborate, share experiences, and learn from one another through collaborative projects, workshops, and peer mentoring programs.

The government should provide training and opportunities for teacher collaborations, and opportunities for supervisors to enhance their skills in providing constructive feedback, support, and guidance to teachers.

Government officials should develop a holistic approach to teacher collaborations that integrates teacher collaborations to maximize their collective impact on teacher commitment.

Government officials should establish systems for monitoring and evaluating the effectiveness of teacher collaboration initiatives in terms of teacher commitment levels.

Areas for further research

Conduct a longitudinal study to examine the long-term impact of teacher collaborations on teacher commitment over several years. This would provide insights into the sustainability of these factors in enhancing teacher commitment.

Conduct qualitative research to explore teachers' perceptions and experiences with collaborations in more depth. Interviews or focus groups could uncover specific challenges or benefits that may not have been captured in the quantitative analysis.

Compare the effectiveness of different types of collaboration models on teacher commitment. Understanding which specific strategies are most successful in promoting commitment could guide policy and practice decisions.

Explore how contextual factors such as school leadership, resources, and community support influence the relationships between teacher collaboration factors and teacher commitment. Understanding these contextual

nuances can help tailor interventions for improved outcomes.

Investigate how factors like job satisfaction, work-life balance, and teacher well-being intersect with collaborations in influencing teacher commitment. Promoting teacher well-being is essential for maintaining long-term commitment and effectiveness.

Further research on the role of Professional Learning Communities (PLCs) in facilitating teacher collaborations and their impact on teacher commitment. Understanding how PLCs operate and contribute to professional growth can inform strategies for creating supportive environments.

Examine the policy implications of promoting collaborations for sustainable teacher development and commitment. This research can guide policymakers in allocating resources and designing initiatives to support teachers effectively.

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LIST OF ABBREVIATIONS

CVI	:	Content Validity Index
SMC	:	School Management Committee
UPE	:	Universal Primary Education
SPSS	:	Special Package for Social Scientists

SOURCE OF FUNDING

The study was not funded.

CONFLICT OF INTEREST

Author declares no conflict of interest

AUTHOR CONTRIBUTIONS

SL- Study developer, Data collector and analyzer

MS- Supervised the Study

DATA AVAILABILITY

Data is available upon request.

ETHICAL APPROVAL

An introductory letter from the school of Graduate Studies and Research of Team University was obtained, as well as permission from the District. Respondents were requested to sign the Consent Forms. Confidentiality and anonymity of the information collected were observed.

INFORMED CONSENT

There was full disclosure; total comprehension and respondents voluntarily consented to participate in the study.

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