DETERMINANTS OF ORGANIZATIONAL COMMITMENT OF STAFF IN SOROTI AND TORORO UGANDA COLLEGES OF COMMERCE

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Declaration

I, Susan Kyozira, hereby declare that this is my original work, is not plagiarized and has not been submitted to any other institution for any award.

Signed .  Date: 22th May 2025

Susan Kyozira (RS22M06/014)

Approval

This certifies that research Dissertation titled; *"Determinants of Organizational Commitment of staff in Tororo and Soroti Uganda Colleges of Commerce"* has been developed under my supervision and is now ready for submission.

Supervisor's signature...  Date: 22-05-2025

Supervisor's name: Dr. Moses Wambi

Dedication

This piece of work is dedicated to my parents Ms. Jesca Balunzi and Mr. Issa Salim Isabirye for the encouragement and moral support and to my dear husband Mr. Khalifa Shafick for the financial support and encouragement throughout the period of study. May the Almighty God bless you for standing with me all through.

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List of Acronyms and Abbreviations

AOC	Affective Organizational Commitment
COC	Continuance Organizational Commitment
GC	Governing Council
NOC	Normative Organizational Commitment
UCC	Uganda College of Commerce

Abstract

Introduction: The study aims at examining the determinants of organizational commitment of staff in Soroti and Tororo Uganda Colleges of Commerce. The objectives included: establishing the influence of work environment on organizational commitment in Uganda Colleges of Commerce, ascertaining how career development determines organizational commitment in Uganda Colleges of Commerce, establishing how organizational support relates to organizational commitment in Uganda Colleges of Commerce, and assessing the relationship among work environment, career development, organizational support and organizational commitment.

Methodology: A descriptive cross-sectional case study design was adopted. The population involved personnel from the top management, the teaching staff and the non-teaching staff of those selected colleges, totaling to 108 in number. These categories of participants were all selected using simple random sampling since they possessed attributes for the required information. Data collection was done with the help of questionnaires and interview guide; whereas, the collected data was analyzed and reported quantitatively and qualitatively.

Results: The findings confirm a relationship between work environment and organizational commitment. This means that a good work environment such as sufficient lighting, air temperature, sound at work, colors and decorations in the workplace, comfortable work space, good infrastructure, adequate facilities and equipment are necessary in improving organizational commitment. In addition, the study confirms a significant relationship between career development and organizational commitment. This implies that organizational commitment cannot be achieved without career development activities like induction, training, coaching, mentorship, job rotations and internal promotions among others. The study further confirms a relationship between organizational support and organizational commitment. This means that staff commitment cannot be expected in a situation where employees are given little or no support at all; that there is need for the organizations to support employees through appreciation and recognition, work-life balance, training grants, supervisor support and others.

Conclusion: It is concluded that there is a significant positive relationship (0.237*) between the work Environment and organization commitment. There is also a positive relationship (0.193) between career development and organizational commitment. There is a positive relationship (0.248*) signifying that increased organization support will lead to an improvement on organizations commitment.

Recommendations: The institutions should create environments where all other amenities of work should ensure effective interaction and connection between workers; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Organizational commitment is pivotal in determining whether an employee or a worker will for a longer time remain happy and productive in the work organization; working with a satisfied heart towards the realization of the organizational objectives, goals and mission (Teller, 2017; Kizlak and Kibaroglu, 2023; Kibaroglu and Basim, 2023). In many Uganda Colleges of Commerce, worryingly, it is claimed that the respective staffs' organizational commitment is appalling, yet no empirical explanations have been documented - something that prompted the current researcher into the proposed study. In this chapter, the background to the study is highlighted, followed by the problem statement, purpose, specific objectives, research questions, and hypotheses. Thereafter, the significance and scope are discussed.

1.1 Background to the Study

In this section, the background to the study is presented along four perspectives; historical, theoretical, conceptual and contextual as indicated under the subsequent subheadings: -

1.1.1 Historical Perspective

Worker commitment (OC) has been a topical issue to organizational entrepreneurs, researchers and organizational development personalities from historical times, but differently perceived and investigated according to the passing times. During the classical management period, OC was more or less conceived as mere worker effectiveness and productivity - forcibly induced by supervisors through autocratic planning and supervisory processes (Taylor, 1911; Fayol, Gullick., Urwick & Max Weber in Mullins, 2023). At that time, organizations and employers, supervisors and management researchers glorified the prominence of organizational goals. Money in form of worker wages was deemed as the

most important motivator to ignite and sustain worker motivation, morale and commitment. Disappointingly, at that time the psycho-socio element (employee's happiness and wellbeing) in the work organization was overlooked (Abdulkadir, Abdi & Raqia, 2018). Well along, neo-classical management and organizational development researchers improved the earlier school of thought when they then focused attention on the centrality of the employee's psycho-social element. They inferred that it was equally pivotal to enhance employee satisfaction via improved morale and motivation; assisting the employee to gain instantaneous organizational commitment and productivity and sustainability (Mullins, 2019; Kurtessis, Eisenberger, Ford, Biffardi, Stewart, & Adis, 2017).

In the findings by Robertson et al. (2015) on organizational commitment in the UK, commitment increased when employees were able to make side-bets presumed to be lost if the employees were to change employment and leave the organization. Additionally, Sayani et al. (2024) findings on organizational commitment in Bangalore narrates that the reason employees were committed to the organization was having some hidden side-bets, a basis the individual accruals certain costs that wouldn't allow them to quit the organizations.

In Germany, employees preferred quitting their job or request for transfer in order to avert the work stress that came with coping with distances from their homes to which had increasing extramarital affairs that caused marital disharmony (Nurdia et al. 2023). Such stress led to various organizational problems like luck of satisfaction, reduced loyalty, hence resulting into reduced organizational commitment.

A study on lack of commitment by Turunen (2024) conducted on several countries including Germany, Great Britain, Finland, Spain and Sweden, indicates that affective organizational commitment was much predicted by perceived intrinsic rewards of the job, building employees' true loyalty. Furthermore, the most powerful determinant of affective

organizational commitment was good social relations between the management and the employees in most of the countries, thereby concluding that it is impossible for an organization to buy or negotiate an employee's true loyalty and commitment (Turunen, 2024).

Findings by a researcher in South African show that greater importance was attached to employees' certain working conditions to which if greatly fulfilled and harmonized to the expectations of the employees, they wouldn't quit their job. Additionally, in an education environment, teaching staff with a positive school's atmosphere were able to contribute positively to the well-being of the learners ensuring they realized their potential (Mokgolo, 2022). Furthermore, if the teaching staff were to stay longer at their workstations, a conducive work environment was key for them to provide learners with the skills necessary for global competitiveness (Mokgolo, 2022).

Okpara (2017) in his findings on the effect of culture on job satisfaction and organizational commitment in Nigeria asserts that only employees committed to the organization were more satisfied and their performance was high, adding that the national culture; where managerial environment, and adopted consultative management style were better predictors of organizational commitment. Furthermore, the study continues to indicate that group decision-making, and knowledge on influence of extended family system was greatly influential in the management of Nigerian workers (Okpara, 2017).

In Kenya, motivational strategies like compensation, work environment, and career progression were highly likely to improve on staff satisfaction especially the teaching staff as well as enhancing their morale to commit to their work and the organization (Oyiego et al. 2021). Additionally, critical application of performance appraisal, recognition of staff potential and effort, coupled with offer of training opportunities were a huge potential for

augmenting staff motivation as well as their commitment at the workplace (Oyiego et al. 2021).

However, in Rwanda, little is written about organizational commitment of employees in line with education or business, but in health (Uwimana 2023; Bazirete, 2020; Mukamana et al. 2016), in food security and agriculture (Danso-Abbeam, 2022; Ingabire et al. 2017), and in past war killings (Nyseth Brehm, 2017). Also reviewed is in the sectors of student's performance (Ntawiha et al. 2021), unemployment (Niragire, 2017; Cho 2017), and in churches (Hougland, 2019), making it difficult to ascertain the levels of commitment let alone the staff perceptions in those sections.

The Government of Uganda established Uganda College of Commerce (UCC) Nakawa to offer Business related programmes. According to Apono (2022), five (5) more Uganda Colleges of Commerce (UCCs) were establishment in early 80's due to the increased demand for this kind of education. The curriculum for these courses was to be coordinated from UCC Nakawa, which after words became National College of Business Studies (NCBS). According to Odoch & Nangoli (2024), National College of Business Studies was merged with the then Faculty of Commerce of Makerere University in the late 90s from which, Makerere University Business School (MUBS) was formed. MUBS continued to coordinate UCC programmes. In early 2000, it was observed by MUBS that a big percentage of UCCs' students had failed the semester examinations to which, an arrangement of special examinations was made for the students in August 2003. Based on this effect, the students continued to decry dwindling commitment of staff that caused a restrain of all UCCs Lecturers without degree qualifications from handling MUBS programmes, except the Uganda National Examinations Board (UNEB) certificate courses, until they upgraded to the degree level. MUBS established a Staff Development Programme for UCCs that required each college to send two (2) staff members; one for Undergraduate, and the other for

Postgraduate courses every year as a basis to uplift the performance of the lecturing staff. It is frightening to note that despite all these interventions, OC in these educational institutions is claimed to remain constantly waning, apparently with no reliable systematic explanations to the predicament.

Comparison made with other studies on National Teachers Colleges in Uganda only indicate knowledge storage, and organizational performance; Knowledge sharing and organization performance (Odubuker et al. 2023); organizational management support structures and ICT integration (Ahumuza et al. 2019) but not staff commitment to the organization. A study by Jacob (2019) only reveals the role of community colleges in educational delivery and reform but not organizational commitment of staff thereby, creating a gap for this study to fill.

On the contrary, the annual performance report by the Education Service Commission, on factors affecting teacher performance (2022 –2023) hints on personal characteristics like lack of accommodation causing family obligation effect on work, constant teacher transfers, teaching in more than one school;- a basis for lack of organizational commitment, low teacher morale due to poor remuneration, salary discrepancy between science and arts teachers, to mention but a few. It is therefore an indication that not only Uganda Colleges of Commerce have an effect on organizational commitment of staff but also National Teachers Colleges hence increasing serious concern for an investigation on this topic.

1.1.2 Theoretical Perspective

The proposed study was underpinned by the Organizational Commitment Theory (OCT). Meyer and Allen (1991) propounded this theory in their thesis which defined organizational commitment by its three core underpinnings – affective commitment (AC), continuance commitment (CC) and normative commitment (NC) – illustrated in Figure 1.1

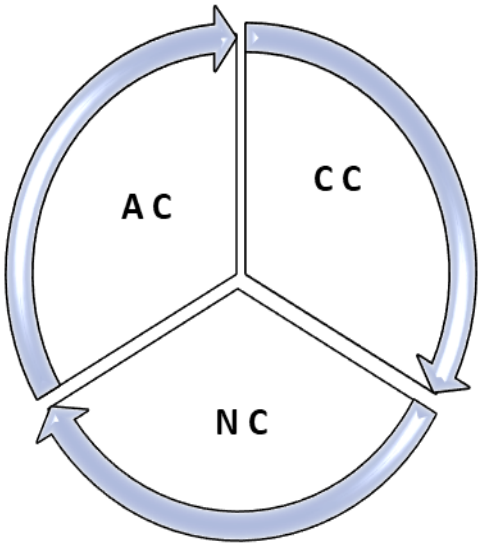


Fig 1.1: Model of Organizational Commitment, according to Meyer & Allen (1991)

Affective commitment; Meyer & Allen commitment thesis illustrated in Figure 1.1, conceived affective (AC) commitment as the employee's psychological or emotional love and attachment and identification with the work organization. The employee's unconditional involvement in organizational activities to enable the organization achieve goals. According to Meyer and Allen OC model, the employees that are affectively committed to the work organization normally express or present a durable sense of love of and alignment with organizational goals. They love to stay working with the organization. Besides, they unreservedly (other factors being constant; age, tenure, sex, and education, etc.), love their organization - wishing it not to die (Mullins, 2022).

Continuance commitment (CC)

Continuance commitment, according to Meyer and Allen, refers to that mindfulness or consciousness of obvious or incidental and accruing costs and or losses linked to leaving the current place of work. With this type of commitment, the employee feels constrained to quit the organization and therefore chooses to continue working with it after weighing 'gains and losses' upon quitting (Velickovic et al. 2024).

Normative commitment

According to Srinivas, Lal & Topolnystky (2017), an individual (employee) commits to and stays with an organization because one has to. Possibly, this may be so as a result of pressure that was placed on him/her before or even after joining the work organization or employee may have received invaluable assistance e.g. training and or sponsorship from the organization (e. g. sponsorship for additional studies/ career development) and therefore the bonded person feels compelled to stay on the job to "repay and or fulfil the promised service/obligation/debt". The individual continues to work for the organization because he/she "ought to" (Solinger, Van Olffen & Roe, 2018). Nonetheless, the study shall be intended to explore the prevalence of the three types of organizational commitment to prove the most outstanding type among lecturers in UCC of Tororo and Soroti.

This theory is adopted specifically to underpin the study because the theory's three core underpinnings of affective, continuance and normative are usually observed across the various circumstances for staff employment and the choice to stay working for a particular Institution. Employees may love the organization and feel emotionally attached to it (affective), or they may feel constrained quit as they weigh the gains and losses (continuance) if not bonded due to invaluable assistance received from that Institution (normative). This is also applicable to the area of study, as such are the avenues that lure the public into finding a job and holding on to that job with or without other options to take on.

1.1.3 Conceptual Perspective

The operational definition is that Organizational commitment refers to how high the team members' levels of engagement and dedication reach concerning how they feel toward their individual jobs and the Institution. The research used the operational definition because it varies depending on the scales of measure and conditions experienced.

Determinant; is a perceived factor or variable that is presumed to influence or affect a member of staff's organizational commitment. The study investigated the independent variable on three levels: work environment as determinants of organizational commitment, career development and organizational support.

Staff; is a perceived factor or variable that refers to all people that are employed by a particular Institution.

Organizational Commitment; is perceived factor or variable according to authority that refers to the bond employees experience with their Institution. The elements of the dependent variable were confined to the indicators of the three categories of organizational commitment (affective commitment, continuance commitment and normative commitment).

1.1.4 Contextual Perspective

Staff in Uganda colleges of commerce especially the teaching staff are dissatisfied with the nature of their jobs, which has caused numerous issues that include among others; staff planning their local internal work schedule to suit their needs, against the normal expected operation based on the timetable (Rwendeire, 2017). They attend to their learners fewer times than expected yet compressing what they would have taught in a month to three or four days, yet creating teaching blocks which is unprofessional. Due to the meager resources and inadequate finances, unfair work conditions they are compelled to find time for their own businesses or side income to improve their financial status, which time, affects their commitment to work and performance (Oyiego et al. 2021). Many of these staff travel very long distances from their homes because the colleges do not provide accommodation, an issue that forces them to reduce on the number of days they can work to create time for their families.

According to National Council for Higher Education (NCHE) Reports on performance of public higher educational institutions in the country "…there is generally low commitment, owing to the reported misconduct of staffs as most of them are reported disobeying their rightful authorities, failing to work during difficult times in their institutions and not showing express loyalty to their respective institutions…" (NCHE, 2015, 2018). Consequently, high cases of riots and strikes, absconding from duty and neglect of responsibilities are continuing to remain prevalent (Rwendeire, 2017). According to Mugizi, Bakkabulindi & Bisaso (2015) staffs in Universities are now and again reported to be on strikes and unrests, absenteeism from work, delay to mark examination and instead fake marks for students!

Conversely, according to various staff minutes from selected Colleges, It was learnt that even the lecturers and support staffs are not satisfied on what is taking place in their respective institutions. They complain of issues connected with supervisory (guidance, coaching and mentoring especially for the new employees). They appear not to be contented of unsatisfactory job conditions, in respect of workload, involvement, distributive justice, and housing. They are also not happy with the way social welfare and emotional needs are handled (Oyiego et al. 2021). Besides, the employees allege of inadequate career development paths with questionable promotional chances and organizational support. These issues are not yet systematically explained.

1.2 Problem Statement

Ideally, staff in Uganda Colleges of Commerce should have access to adequate pay, good working conditions, career development, comfortable environment, and frequent promotional ladders. If these were attained, the staff would be comfortable with their job and affectively commit to the Institution yielding good performance and organizational growth. However, the inability to achieve the aforementioned attributes, and low salaries have forced staff to neglect their duties, which in turn has affected their performance as they try to

struggle to find means that can improve their personal needs against the expected set standards, terms and conditions (Asiku et al. 2022). Unfortunately, the top management especially the principals have staged a deaf ear to the anomalies, pretending as though all is well and normal even when they are fully aware of the happenings.

According to the Public service standing orders (Uganda Public Service, 2010) the government also introduced use of performance appraisals as a check on performance, periodic validation, and verification of staff, provided a set of standing order guidelines against offenders and absconders, as well as threatening scrap off the payroll to abet the anomalies.

With all the aforementioned initiatives in place, the staff in UCCs continues to work in a normative or continuous way of organizational commitment, as they follow their own local arrangements against the set timetables, and keep away from their workstations as much as they can. Those that have upgraded their qualifications have instead left the colleges for better opportunities in universities. The staffs are continually alleged to arrive late or are irregular for duties. They are reluctant with assessment of their students' academic and coursework assignments, among other things (Odoch & Nangoli, 2024).

It is evident therefore, that staff in Uganda Colleges of Commerce perceive their job as a basis for security for their retirement benefits, point of contact or address, and prestige, but not a source of livelihood that attracts commitment to the Institution. It is feared that if nothing is done to remedy the situation, these institutions might increasingly become more irrelevant and shall render the Colleges useless in the country's agenda of educational capacity enhancement and sustainability (Odoch & Nangoli, 2024; Mugizi, Bakkabulindi & Bisaso, 2015; Rwendeire, 2017).

1.3 Purpose

The purpose of the study was to establish the determinants of organizational commitment of staff in Uganda Colleges of commerce with specific reference to Soroti and Tororo Colleges of Commerce.

1.4 Objectives

This study was guided by four specific objectives intended to: -

(i) Establish the influence of work environment on organizational commitment in Uganda colleges of commerce.

(ii) Ascertain how career development determines organizational commitment in Uganda colleges of commerce.

(iii) Establish how organizational support relates to organizational commitment in Uganda colleges of commerce.

(iv) Assess the relationship between work environment, career development, organizational support and organizational commitment.

1.5 Research Questions

The following were the research questions:

i. How does work environment influence organizational commitment in Uganda colleges of commerce?

ii. How does career development determine organizational commitment in Uganda colleges of commerce?

iii. How does organizational support relate to organizational commitment?

iv. What is the relationship among work environment, career development, organizational support and organizational commitment?

1.6 Null Hypothesis

One Alternative hypothesis *(H_1),* corresponding to research questions ii and iii (above) was be tested.

H_1: Career development and organizational support are positively and significantly related to organizational commitment.

1.7 Justification

Several studies were made about staff perceptions on organizational commitment of staff but most of them were majorly focused on job satisfaction (Malik, 2020; Subbarayalu, 2016; Mongkolhutthi, 2017 & Louws, 2017); however, all these studies were on primary schools, secondary schools, and universities. None focused on Uganda Colleges of Commerce - yet the problem did not only occur to those areas of study. Very little had come up yet similar issues were prevalent in Uganda Colleges of Commerce. In addition, very few studies were conducted with documented evidence on the topic under investigation, which prompted the need for the current study. The research was timely and remained justifiable. The researcher also aimed at obtaining a Master's degree as a result.

1.8 Significance

The research was to help call for further research on workplace relationships, career factors, pay factors that determine organizational commitment of staff in Uganda colleges of commerce, while it also became a revelation to the employers, concerning the problems and challenges employees faced that deterred their commitment to the Institution. This was as well useful to employers in underlining the importance of staff well-being, in a way to improve productivity and solidify commitment.

This research was to help the staff grow and enhance their work relations because new policies that would curtail staff turnover and staff drain from the Uganda Colleges of

Commerce as they join Universities thereby ensuring staff satisfaction, wellbeing, and organizational commitment.

1.9 Scope of Study

This section covered the geographical, time and content scope of the study as indicated under the subsequent subheadings.

1.9.1 Geographical

Geographically, this study was conducted in Tororo and Soroti Uganda Colleges of Commerce, located in Eastern Uganda. These were the cases to represent the rest of UCCs. Both teaching and non-teaching staff were involved. The choice was because it provided valuable insights that dug deep into the complexities of the two institutions. The setting provided a basis that facilitated meaningful interactions.

1.9.2 Time Scope

The researcher considered a period of three years of active day-to-day operations of the colleges under study; that was from 2022 to 2024. This decision was because there was a period of no operations, which was during the lockdown because of the Covid-19 pandemic.

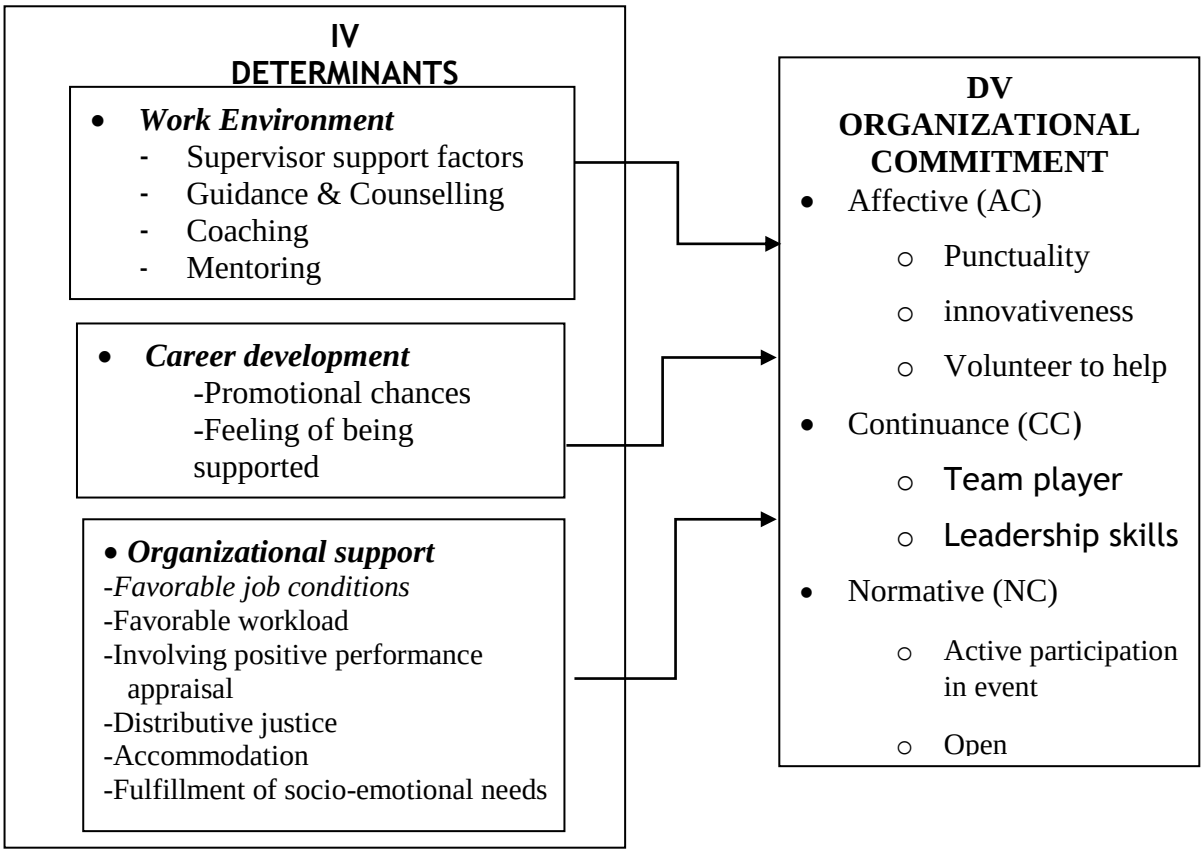
1.9.3 Content Scope

Conceptually, the study investigated the independent variable on three levels: work environment as determinants of organizational commitment, career development and organizational support. The elements underlying these variables were highlighted in the conceptual framework (Fig 1.2). These assumed to underline the independent variable – the 'determinants on commitment'.

The elements of the dependent variable were confined to the indicators of the three categories of organizational commitment (affective commitment, continuance commitment and normative commitment).

1.10 Conceptual Framework

In the proposed study, organizational commitment shall be the dependent variable to be scrutinized with the underpinnings of affective commitment, continuance commitment and normative commitment; in accordance with Meyer and Allen commitment theoretical framework (Figure 1.2), herein before. The independent variable shall be the assumed elements, referred to as 'Determinants' of organizational commitment – determinants of organizational commitment and career development factors and organizational support factors. Details on the staff perceptions on determinants of organizational commitment and the underpinnings of organizational commitment are highlighted in the conceptual framework (Figure 1.2) at the end of this chapter.



Sources: Khaliq, Naeem & Khalid (2016); Odoch & Nangoli (2024) with modifications

Figure 1.2 Conceptual Framework on Hypothesized Determinants of Institutional Commitment

Figure 1.2 presents the conceptual framework that highlighted the key concepts and their underpinnings, investigated and analyzed in the research findings. The independent variable (IV) was evaluated on three major elements; work environment, career development and organizational support. According to Khaliq, Naeem & Khalid (2016), work environment was underpinned by several factors that included supervisory support, guidance and counseling, coaching and mentoring. With positive supervisors, peer support, initiatives like cash rounds, SACCOs etc., employee commitment is high (Zhenjing et al. 2022). These, as indicated in Fig 1.2 were used in the study.

In addition, career development was researched against promotional chances and the feeling of being supported by management to enhance staff career through upgrading, retooling workshops, review seminars etc., (Andrea et al. 2020). The last determinant, the organization support was investigated on job conditions, workload, involving performance appraisal, distributive justice, accommodation, and fulfillment of socio-emotional needs. It was assumed that if other factors are kept constant and the illustrated work environment was well managed, staff organizational commitment would be high. However, with the allegations sighted, low organizational commitment was probable. What is not clear is whether this allegation is true or not. This was established in the report study.

1.11 Definition of Key Terms

Organizational Commitment; is perceived factor or variable according to authority that refers to the bond employees experience with their Institution.

Determinant; is a perceived factor or variable that is presumed to influence or affect a member of staff's organizational commitment.

Staff; is a perceived factor or variable that refers to all people that are employed by a particular Institution.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature on the relationships between work environment, career development, organizational support and organizational commitment.

2.1 Work Environment

Work environment According to Ojo & Malete (2021) embraces all physical features in the workplace that can promote effective work operation, it is the ability of workers to relate properly, interact effectively, and connect well with their colleagues or top-level management on work-related issues. Its quality has a significant impact on workers, their motivation, enthusiasm, creativity, and efficiency; Once employees get a favorable working environment, then they become more dedicated to their assigned tasks which ultimately improves their performance (Kuruparesnsothynathan, Vimalendran, & Maryselesteena, 2016; Gu, Supat, Kuo, Abdelmohsen, & Mohamed, 2022).

Therefore, the work environment of any Institution is as important as the employees themselves. It must thus be taken seriously because it is a way of defining the Institution itself; it is the settings, structure, circumstances, and general conditions in which employees work (Ojo & Malete, 2021). Equipment, and supplies, must hence be provided together with the required resources for employees to perform, independent of their talents and expertise (Kuruparesnsothynathan et al, 2016). Workers are therefore more willing to integrate their extraordinary use of skills, abilities, and knowledge to achieve success in a welcoming and supportive workplace environment (Gu et al. 2022). Additionally, sufficient lighting, air temperature, sound at work, colors and decorations in the workplace, comfortable work space, all can make employees comfortable in the workplace (Ferry & Mei, 2021).

2.2 Career Development

Career development is a journey followed from the time one gets the first job immediately after college to the time one leads an own team (Wooll, 2022). It is the lifelong process of managing one's learning, work, leisure, and career transitions in order to move towards a personally determined and continuously evolving future (Orduna, 2024). In organizational contexts, career developments are the processes organizations implement to support employees and encourage their career progression (Coursera, 2024). It involves initiatives and programs designed to help employees enhance their skills, knowledge, and experiences to achieve their career goals within the company (Orduna, 2024). This could include training programs, mentorship opportunities, job rotations, and career planning, internal promotions, cross-functional projects, continuing education support, networking opportunities, stretch assignments, and career coaching among others, all of which help organizations tap into the full potential of their workforce and achieve success on both the individual and organizational level, (Orduna, 2024; Coursera, 2024) .

Careers are rarely static. Skills, circumstances, desires, and motivations change over time and impact what people want out of their professional lives (Coursera, 2024). Employees may start their job excited to learn about a new role and responsibilities, and over time, motivations change, and they start to look at what they can do to move onto a more senior position (Coursera, 2024). Personalized support is crucial in effective career development, tailored to individual needs and aspirations (Orduna, 2024). Organizations can use career development to support employees, help them discover what they want from their careers, and guide them through defined goals to achieve success (Coursera, 2024).

2.3 Organizational Support

Organization support is when the Institution considers the wellbeing of its employees and aims to increase their happiness. Employees want support by their organizations as supported

ones might use their knowledge and skills at top level to be beneficial for their organizations. Besides, as long as their expectations are met in their Institution, they work more to meet organizational goals (Rhoades and Eisenberger, 2022). organizational support provides safety for the employees. This is important as this feeling causes them to consider that their Institution stands behind them (Eisenberger et al. 1997, cited by Kamla-Raj, 2024).

Organization support can be in form appraisals and reviews, Mentoring programs, Shadowing, Coaching, In-house training, Training grants or bursaries, Networking, Workshops and conferences, Tuition reimbursement for degree programs (Coursera, 2024). It focuses on the reciprocal relationship where employee and employer contributions count (Eisenberger et al., 1986; Rhoades & Eisenberger, 2022). It can increase when employees feel appreciated or acknowledged. Conversely, it decreases when employees feel demotivated or unsupported in terms of work or work-life balance (Chin, Nurul-Azza, Wan, Sulaiman & Izzaty, 2023)

2.4 Organizational Commitment

Organizational commitment is the level of engagement and dedication team members feel toward their individual jobs and the Institution. It also describes the different reasons professionals remain with an employer rather than seek opportunities elsewhere (Indeed Editorial Team, 2024).

According to Mahmood, Akhtar, Talat, Shuai & Hyatt (2019), it is vital for any firm to have dedicated employees who are committed to their goals because high levels of commitment can increase workplace productivity, boost team morale and enhance a company's ability to reach its objectives (Indeed Editorial Team, 2024). Notably, Employee performance is tied to employee commitment (Gu et al. 2022); yet employee commitment levels boost employee performance, which enhances their commitment levels (Mahmood et al. 2019).

Additionally, some scholars have argued that the psychological status of each commitment element varies from one worker to another (Gu et al. 2022). Moreover, the workers with a high sense of commitment to the company's goals feel a strong sense of ownership over their responsibilities, while the employees with a lower level of commitment to the company's targets feel no such obligation (Mahmood et al. 2019). Therefore, organizational commitment is linked to the behaviors of employees, such as absenteeism and medical costs (Eisenberger et al. 1986 cited by Chin, Nurul-Azza, Wan, Sulaiman & Izzaty, 2023)

2.5 Work Environment and Organization Commitment

The work environment is the totality of the interdependence that exists among the employees, the employers and the environment of work which comprises of the technical aspect of work, the human relations, and the organizational environment (Ojo & Malete, 2021). Although work environment means comfort, safety and security at work Ferry & Mei (2021); It can be explained in a more comprehensive classification that embraces the physical arrangement of a workplace, the nature of the job itself, the culture and history of the Institution as well as other organizational settings such as general labor market conditions, industrial sector in addition to official and unofficial relationship that exist between the workers (Ojo & Malete, 2021).

Whereas, it is vital for any firm to have dedicated employees committed to their goals, the employees' working atmosphere is also vital and has a significant impact on employees in a number of aspects (Mahmood et al. 2019; Li, Bonn, & Ye, 2019). The work environment of an Institution can have a positive or negative impact on productivity because it has the power to influence the Institution as a whole, the employee’s performance, and the leadership strategies (Ojo & Malete, 2021).

According to a study by Ferry & Mei (2021), a company that seeks a work environment that can support the comfort of its employees at work can increase employee organizational commitment within the company. Work environment was found to have a positive effect on organizational commitment Dewi Faisal & Dewi cited by Ferry & Mei (2021), meaning that the better the work environment the higher the employee's commitment to remain organized in the company. Further still, employees shall get used to working in a good work environment so that they can produce the best work results. Moreover, Employees will also feel comfortable to work if there is security and safety at work as well as a good relationship between superiors and subordinates (Ferry & Mei, 2021).

Unfortunately, most firms consider a safe and healthy work environment to be an unnecessary expenditure and do not invest heavily in sustaining a comfortable working environment (Aghaj, Burchett, Oguego, Hameed & Gilbert, 2021). Accordingly, in a study done by Roco, Nazaruddin & Isfenti (2022), work environment was found to have no effect on organizational commitment, the findings indicated that the employees did not feel that the work environment was comfortable but it did not form a desire not to commit to the company. These findings are divergent from Ferry & Mei (2021) whose study revealed that a good working environment tends to increase organizational commitment within the company because it will achieve the values, expectations, and goals of a company (Ferry & Mei, 2021). This aligns with the findings of (Faupel & Helpap, 2020) where office environment had a favorable influence on workers' commitment to perform. Several other scholars; Awada, Becerik-Gerber, White, Hoque & O'Neill (2022); Funminiyi, (2018); Mahmood et al. (2019); Gu et al. (2022): Wang, Zhang & Chun (2022): Marlene & Claudia (2018) found that if environment of the workplace is suitable, then it can lead to the wellbeing of employees which in turn improves organizational commitment.

2.5.1 Work Environment factors that determine organizational commitment

2.5.1.1 Supervisor Support Factors

Li (2020) in his study on role of perceived supervisor support in Chinese higher education settings asserts that staff perception of treatment by their Institution will greatly shape their affective commitment, calling for leaders and managers to pay attention to own behaviors, the decisions they make, look into the policies of the Institution and work on measures that can show all types of justice to the staff. Additionally, staff can perceive the supervisors as being supportive if the institution treats the staff fairly in regard to promotion, takes care of staff welfare and accords various benefits to staff, as well as ensuring good interaction and taking into consideration the staff input and contributions (Fantahun et al. 2023).

Findings by Mongkolhutthi (2017) on workplace culture amongst educational staff in Thailand suggests that work culture, which is shared by identity contributes a lot in workplace relationships since it strongly influences the staffs' connection with one another as it determines their rights and roles.

A study by Sam Erebenagie Usadolo (2020) on influence of leader- member exchange on teacher's workplace outcomes at vocational colleges in South Africa indicates that a supportive supervisor with good communication causes significantly higher levels of job satisfaction, which also encourages group members' relationships among the staff. This can result in positive workplace outcomes when there is quality of supervisor-subordinate relationships because high quality leader-manager exchange corporation between managers and staff results in positive workplace outcomes (Sam Erebenagie Usadolo, 2020).

Work relationships including co-workers, team members, work friends, mentors, and managers can help a great deal in improving professional relationships for better effectiveness and satisfaction creating better team players (Wooll, 2022). Also regarded as

job conditions: learning opportunities, collaboration among staff, support from management and autonomy of staff to make decisions on what to learn and how to work, are key factors in enabling staff relationships and learning (Monika, 2017). Unfortunately, such characteristics are not experimented amongst the staff in Uganda colleges of commerce, which leads to low morale and dissatisfaction, a key factor in lack of commitment to the Institution.

2.5.1.2 Guidance & Counselling

Talukder (2019) indicates that supervisor support plays an important function of improving the staffs' work life balance since the support increases staff engagement and effort whenever called upon to work, thus an increase in staff commitment to the Institution. Additionally, guidance and counselling of staff can lead to an employee's home-life satisfaction to be reflected at work, while their work satisfaction can be reflected at home hence yielding an improved commitment of the staff to their jobs and the Institution (Talukder, 2019). Such measures lack in this area of current research, which prompts many staff to neglect their roles and duties, remain anxious about how and when they can land on better opportunities, a key element in showing lack of commitment to their work and the Institution. It is thus important that encouraging discussion and allowing staff's work and family matters to be accommodated by supervisors through guidance and counselling can reduce the conflict experiences that staff faces between their work and home.

2.5.1.3 Coaching and mentoring

Coaching and mentoring refer to the focused mediation by supervisors aimed at improving staff performance by improving their skills with the aim of ensuring organizational goals' achievement (Haywood et al. 2019). It is a description of day-to-day interactions that occur between a trainee or staff and the supervisor with the intention of improving performance (Adelle, Christopher & Paul, 2022). Coaching is important because it improves the most appropriate learning methods applied to achieve individual needs while working, which may

lead to staff promotions and satisfaction as their career growth is enhanced (Mishra, 2018). Additionally, coaching enhances skills knowledge as well as increasing productivity as the supervisor focuses on training capabilities through on-the-job training and off-the-job training to impact performance (Hammer et al. 2019, Afroz, 2018).

Finding by Zubair et al. (2023) on role of supervisor support in Pakistan indicate that coaching is a source of development of both tangible and intangible skills in an employee, which results in actionable performance, leading to improved work commitment and productivity. Findings by Adelle et al. (2022) on feedback and coaching in Toronto, Canada indicate that a supportive relationship between a staff trainee and the supervisor coach helps develop the learner's attitude and skills gained that would be necessary in creating a positive impact on the quality work.

2.6 Career Development and Organizational Commitment

Following a statistical data analysis, Rahayu, Pasid & Tannady, (2019) revealed that career development, particularly the career management dimension significantly influences organizational commitment. This aligns with the findings of Supeli & Creed, (2016), where career development and organizational commitment were found to have a significant relationship. Several studies in literature confirm that career development is notably linked to Institution commitment Cherif, (2020), Baldi & Trigeorgis (2020), Lui, Shen & Gao (2020) cited by Sharif et al. (2024). Although career development equips staff with skills and approaches that enhance their abilities to perform, some studies; (Silaban, Handaru & Saptono, 2021; Rawashdeh & Tamini, 2020), reported a negative effect of training and development on organizational commitment, implying that Career Development does not influence organization commitment.

However, career development was found to have a significant association with Institution commitment (Sharif et al. 2024). This is also in agreement with Touni (2023) whose study recommended providing educational opportunities for teaching staff to help them to develop self-confidence and positive self-image through enhancing their professional knowledge and skills. Career development will stimulate employees to contribute the best they can to support their future careers (Ikram, Nurdasila & Syafruddin, 2022). Additionally, career development will always increase the effectiveness and creativity of human resources to help the company to achieve its goals, which further creates a strong desire to continue with the Institution which leads to the formation of organizational commitment of employees (Ikram et al, 2022).

2.6.1 Career Development Factors that affect Organization Commitment

2.6.1.1 Career Development

Career development is a journey followed from the time one gets the first job immediately after college to the time one leads an own team (Wooll, 2022). In the US, findings by Klongerbo (2019), on motivate employees with opportunities for development at work suggest that development opportunities at work lead to engagement and retention of staff, since professional development is one of the highest drivers of engagement, short of which, is reason for their leaving.

In Saudi Aradia, findings according to Arun & Ahmed (2016, about the quality of work-life of staff in higher education Institutions, nationals were more satisfied with development opportunities like career development, accomplishment, independence, salary package and professional support than the non-nationals. The nationals were more contented with their job since they received sufficient monetary and non-monetary benefits as compared to non-nationals. Klongerbo (2019) suggests that if employees were asked why they would quit their job, they cite a lack of career opportunity and hence encourage adoption of opportunities like

financial development, career development, professional development and personal development. Allowing staff to have flexible work schedules, freedom to work remotely and have social gatherings outside of work are clear motivating factors that would improve on organization commitment (Klongerbo, 2019).

2.6.1.2 Promotional chances

According to Mohammad Ehsan Malik (2020), findings on job satisfaction and organizational commitment at a university in Pakistan indicated that staffs are satisfied with nature of the work, salary, and quality of the supervision and opportunities of promotion enhancing commitment to the university. Other significant determinants of job satisfaction according to Jeanine et al. (2022) indicated accomplishment of one's work, recognition received from doing a good job, teamwork, and ability to balance one's work and personal lives.

In Uganda, Atwebembeire (2019) states that staff development initiatives such induction programmes are a crucial factor in improving logistical, emotional and support although these are inadequate in impacting staff with the relevant knowledge, skills and positive attitudes for high quality education. Finding by Justine (2022), reporting on professional development and teachers' performance in Uganda asserts that staff development, on-job training, off-job training and career progression do not improve teachers' performance but motivation strategies like financial and non-financial rewards, and improved welfare. Osiime Asenath Bamureeba (2021) concludes, that minimizing the problem of work overload and stress by adopting various strategies such as training, job rotation and reward system would improve work engagement of staff.

2.6.1.3 Feeling of being supported

Findings by Nkengne, Olivier, Clarence, Gilbert & Quentin (2021) on staff satisfaction and its determinants in Nigeria and Uganda indicate that professional recognition of staff and laying

down opportunities for professional growth, coupled with interpersonal relationships and working conditions provided wider avenues of satisfaction of staff, and improved commitment since the staff feel supported and part of the Institution. It is evident that majority of staff would like to obtain an administrative position in their work organization although such opportunities are not enough to accommodate the numbers of staff, an implication that many feel demoralized and feel they should quit their job as soon as opportunity arises (Nkengne et al. 2021).

2.7 Organizational Support and Organizational Commitment

Among the factors influencing organizational commitment is salary alongside supervisor support, support from colleagues, promotion, and motivation (Vijay, 2016); which significantly suggests a positive relationship between organizational support and Organizational commitment (Laxmiprade, Supriti & Santosh, 2020). This study by Laxmiprade et al. (2020) further highlights the importance of providing organizational support to employees in order to foster their commitment to the Institution. Moreover, results provide evidence that if there is link between the values of the employees with those of the Institution, it enhances the commitment level of the employees.

Furthermore, Kurtessis et al. (2017) asserts that organizational support is positively related to affective organizational commitment as it influences organizational commitment of the employee. This aligns with the finding of Chin et al. (2023) that perceived organizational support increases employees' obligation to help the Institution achieve its goals, it also increases their emotional commitment to the Institution, and the expectation that their performance will be rewarded. Accordingly, the employees develop this belief based on their personal evaluation of the Institution's commitment to the tangible and non-tangible benefits offered to them (Chin et al. 2023; Kyoung et al. 2016; Ngo, Loi & Foley, 2023). Although, Kiwelu (2021) study on Perceived organizational support, employee morale and

organizational commitment found no significant relationship between Organizational support and Organization commitment; It can be concluded that perceived organizational support can lead to positive behavioral outcomes, including improved performance within and outside of one's role, as well as decreased withdrawal behaviors such as absenteeism and resignation (Chin et al. 2023).

2.7.1 Organizational support factors that determine organizational commitment

2.7.1.1 Favorable Job Conditions

In their study on importance of school working conditions and teacher characteristics in Sweden, Anna Toropova et al. (2020) notes that working conditions of staff are more important than material issues, implying that staff were more relaxed and commited to their work and the Institution when settled under good working conditions. Annierah Maulana Usop (2023) asserts that staff were satisfied with their jobs when they are supervised well, have trust and confidentiality in their principal, as well as the salaries where they can be able to afford luxurious materials. Staffs also were satisfied if they got opportunities for promotion and personal growth, better working conditions and the work itself where they have pride in what they do, especially when they have a chance to hold responsibilities and get the freedom and authority at their job (Fantahun et al. 2023).

2.7.1.2 Favorable workload

Anna Toropova et al. (2021) on working conditions in Sweden states that aspects like staff workload, work environment, student discipline, and teacher cooperation significantly relate to staff job satisfaction, whereby excessive workload causes emotional exhaustion that could motivate teachers to quit teaching. Whereas the cooperation of staff and student discipline are as important to staff's perceptions of job satisfaction, working conditions and staff well-being are also key factors that create higher levels of organizational commitment. Sissiqui & Shaukat (2021) on teacher mobility in Punjab assert that workload, organizational policies,

student-teacher ratio, salary and the environment greatly contribute to staff making decisions of changing jobs, an effect that underpins lack of commitment of staff while causing staff shortage and affecting quality (Fantahun et al. 2023).

In the colleges of commerce, teaching staff take an average 16 to 24 hours of work a week while the non-teaching staff take 40 hours a week as per the timetables and work schedules respectively. Basing on these timetable schedules, it implies that the teachings staff will hold an average three lectures per day for four to five days a week, taking on four to five course units, which is very tasking and exhaustive a workload (Fantahun et al. 2023). It is harder during assessment where the teaching staff have to assess an average 130 students per course unit, which affects their morale and yet most of these colleges do not consider payment of the marking allowances in time but staff take months demanding which demoralizes them, affecting their rate of commitment to work and to the Institution. This relates to earlier reports that teaching staff just award coursework marks without assessment or without marking the students work.

2.7.1.3 Accommodation

Findings by Sissiqui & Shaukat (2021) on mobility of teachers in Punjab, India indicate that conditions like where staff reside with their families and the distance to work could affect their well-being as they have emotional and psychological effects that come as they try to balance between family and the job. An article in the Daily Monitor News Paper, (2021) reported that in several organizations across the board in Uganda, staff may have accommodation either directly rented by the Institution or through a facility owned by the Institution thus easing the comfort and relaxation of staff as they are freed from the burden of commuting long distances to and from work.

Additionally, finding corporate housing provides a full-service solution, making it attractive due to the flexibility between the staff and the Institution, which comes with benefits such as price and quality, saving time, collecting one bill, and hosting an entire property for several staff (Globexs, 2022). In other instances, staff may be offered an allowance to enable cover their own accommodation however, such incentives come with taxes as the tax legislation deems such a tax benefit; hence, the value established on accommodation is attached to the employee's other income which is a disadvantage to the staff (Daily Monitor News Paper, 2021). This is not the case with the colleges of commerce as staffs are recruited centrally, then posted to distant colleges away from their homes yet no accommodation is offered but staffs have to look for places to stay. As a result, the staffs incur costs of accommodation from their meager salaries yet many of them also rent back home where their families are staying. It is therefore hard to strike a balance between family and work due to the long commutes they have to endure forcing them to stay a few days at work hence reducing on the commitment levels for both work and the Institution at large.

2.7.1.4 Fulfillment of socio-emotional needs

The study by Kanter (1977) on work and family in the United States suggests that it is largely assumed across various researchers that work and family go hand in hand implying that when one is not befitting, it will automatically and eventually affect the other. A study by Kossek, Valcour & Lirio (2014) on sustainable workforce in England indicates that work life balance is a job condition that is greatly valued by most employees, which results in creating important implications against work productivity and the well-being of the people involved (Lyness & Judiesch, 2014).

Onen (2021) in his study on the examination of job satisfaction in terms of communing time in Turkey shows that several employees for example travel long distances from home to work and vice-versa, causing discomfort, anxiety and stress, which result in staff arriving late for

work as well reaching home late from work thus affecting the family hence causing low levels of job satisfaction and motivation. Such unfavorable job conditions make staff dissatisfied with their jobs placements specially when working in remote locations against their family setup locations in regard to housing, hence building great lack of commitment towards their jobs while some resist transfer orders or deployment to locations that are hard to reach and far from their homes that would result in separating them from their families (Sissiqui & Shaukat 2021).

In the Colleges of Commerce, the norm is true as there has been observations of staff upgrading their qualifications with intentions of changing jobs from colleges of commerce to universities due to factors aforementioned. This has drained the staff base causing a lot of staffing gaps yet the ministry of education and sports as well as Ministry of Public Service take long to replace staff that quit due to government employment policies that ought to be followed.

In the Ugandan setting, according to Osiime Asenath Bamureeba (2021), interpersonal interaction with co-workers created greater work environment, fostering a sense of belonging and a stronger sense of social identity. Choosing own method of working, listening to staffs' concerns, encouraging the staff, developing teaching staff skills and solving work-related problems improved self determination and interest in work, hence building organizational commitment (Osiime Asenath Bamureeba, 2021).

2.7.1.5 Involving Performance Appraisal

Jun, Jun & Liping (2023) in the study on performance appraisal and employees' proactive working behavior in Shangai, China suggests that performance appraisal can lead to enhancement of future orientation of staff as well as strengthening their focus on long-term development if they are handled within the situpulated time frames and period. Since

performance appraisal interval is the period of time between when one performance appraisal is done and the time when the next occurs, the measure is used to determine how much time staff can have to arrange their work schedules visa-vie the time to make adjustable performance improvement.

Sonali & Ranpreet (2023) in the study on performance appraisal practices in Indian schools however notes, that appraisals were not a tool used to gage and judge performance of staff since there were no underlying factors that are basis for promotion or demotion but just a formality assessment that has no results. Additionally, the findings suggest that performance appraisal is conducted just for administrative purposes with no thought about its objectives and no extra effort is put to fulfill the basis for the appraisal process. It is also observed that good performers and poor performers have no distinctive alignment since no action is taken against either; for reward or punishment respectively, indicating that there is no lead to promotion or recognition of effort, besides rewards and salary increment or financial incentives (Sonali & Ranpreet, 2023).

The study by Adwoa, Brefo-Monuth & Anlesinya (2023) on performance appraisal justice and work attitudes in Ghana indicates that performance appraisals can positively affect the commitment of employees when managers and supervisors use distributive appraisals, the outcomes make staff feel indebted to the Institution, hence long term emotional attachment to the Institution. Additionally, staff can provide adequate information about key job-related benefits when supervisors make a thorough procedural explanation of the performance appraisal process, thus creating more satisfaction with the job. Reviewing employee's performance during appraisal in a fair and equitable style that can enhance job satisfaction more so when employees are treated with respect and dignity, a measure that enhances commitment to the Institution (Adwoa et al. 2023).

In the colleges of commerce, whereas the recruitment body is ministry of education and sports (Public Service Act, 2008), the appraisers are heads of departments who are accorded responsibilities internally implying that their comments and concerns are not looked into since the appraisal process seems to be just but a formality. Even when the staff may qualify for rewards and developmental support, none of these come forth as the recruitment body does not align along such provisions. This creates more dissatisfaction amongst the staff hence affecting their commitment levels.

2.7.1.6 Distributive justice

Organizational justice refers to employee's perception of fairness in the workplace in line with the Institution's processes, decisions and norms (Rusinowitz, 2022). Furthermore, justice in the Institution may relate to distributive, which concerns fairness in outcomes including pay and workload, procedural; detailing fairness in how decisions are made, Interpersonal; fairness about the treatment of the people, and information; judging whether the Institution is able to share adequate and truthful information (Mulgund, Rusinowitz, 2022).

Findings by Mulgund (2022) in India, on importance of distributive justice, procedural justice and fairness in workplace asserts that distributive justice means providing each individual employee a fair number of resources to enable them carry out their work. Additionally, it is perceived that employees are healthier when there is prioritizing of organizational justice, hence making employees better at their jobs and creating avenues for them to share ideas that would help the Institution to move forward. However, whenever employees believe their environment at the workplace is not fair, their morale deteriorates, increasing burnout (Mulgund, Rusinowitz, 2022). Employees ought to get a chance to voice their opinions and suggestions; perceptions the employees feel that the organizational processes are fair. Although employees in government-aided institutions in Uganda may be treated equally, with provision of resources, bonuses, sick leave, and promotions based on seniority, these services

are delayed due government policies and standing order (Act, 2008) and in UCCs, most of such services are not achieved. Furthermore, because of such delays by the recruitment body – government, staff reaches retirement at the stagnated position yet Institution administrators internally restrain staff from the aforementioned services, causing unfairness hence reason for staff to keep away.

2.8 The Gap

Various studies have been made about organizational commitment (Bizunesh et al. 2023; Cherif, 2020; Kamla-Raj, 2024; Nurdia Bokko, 2023) and many have indicated that staff can get committed to the Institution when they have support from their supervisors and their work conditions are ok (Kamla-Raj, 2024; Faupel & Helpap, 2020; Toropova et al. 2020; Ferry & Mei, 2021). However, it is not elaborate which conditions the staff perceive as being determinants of their commitment to the Institution. Several researchers have among other factors identified workload, and performance appraisals as some of the determinants of organizational commitment (Gu et al. 2022; Arun & Ahmed, 2016; Wang, Zhang & Chun, 2022); however, little is known or documented on the specifications of how much workload is standard; additionally, there is a mismatch between the staff perceptions on performance appraisals and the actual performance appraisal process and its significance. Hence this research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, area of study, sources of information, Population and sampling, variables and indicators. It also presents the measurement levels, procedure for data collection, data collection methods, instrumentation, and quality control. Additionally, the chapter also presents the strategies for data processing and analysis, ethical considerations, and methodological constrains.

3.1 Research Design

In order to assess the determinants of organizational commitment of staff in Uganda Colleges of commerce, a descriptive cross-sectional case study design was adopted, because the study analyzed data at a single point in time. This was evident since the researcher only collected the data at a specified time period (Hoover, 2021). The technique was descriptive because it was used to explore various opinions, thus allowing for sample data collection from predetermined interest groups at a given time (Siedlecki, 2020). Additionally, the descriptive survey design was used to allow an easy way of analyzing and describing the data facts. Furthermore, alongside the descriptive study were approaches and techniques to which, a mixed-method approach was applied in order to gain a more comprehensive understanding of the research. The quantitative was for teaching staff since the sample size was relatively big while the qualitive was for the non-teaching staff of whom the sample size was small, with some; especially on governing council employment terms being semi-literate.

3.2 Area of Study

The area of study was on two Uganda colleges of Commerce (UCC), specifically Soroti and Tororo. The selection of these two colleges was because they were relevant to the research

subject in addition to the researcher being able to reach the required standards due to feasibility (Nurdiana, 2013); the area also offered fresh perspective to the problem as well as aligning with the research trends. Attraction from the disgruntled staff due to unethical behavior like providing poor service, creating a negative work environment etc., was the basis for the area of study (Trevino, 2018). Furthermore, the area of study was because the subject matter was of profound interest to the researcher, there was potential for publication and impact (Nurdiana Gaus, 2013). The two colleges were the benchmark for the rest of the colleges since their policies, job descriptions and implementations of the employment systems were the same.

3.3 Sources of Information

One of the sources of information was primary data collected from the management, teaching, and non-teaching staff of the colleges. Secondary data was collected from literature studies, literature concerning to the problem, material through online systems (internet), and documents like minutes of meetings.

3.4 Population and Sampling

The population involved personnel from the top management, the teaching staff and the non-teaching staff of those colleges to ascertain their perceptions about the determinants of organizational commitment. The selection procedure was because, regardless of the position and job specification of individual staff, their perceptions were presumed similar or familiar. Furthermore, since the area of researcher was higher educational institutions, both teaching and non-teaching staff were key elements in the sustainability of the Institution.

3.4.1 Target population

There are five Uganda Colleges of Commerce institutions in Uganda. Out of those, two colleges were selected for this study. The overall population of this study was 155, and the

sample size was 108 for both male and female. These comprised of 52 teaching staff broken down as 24 from UCC Soroti and 28 from UCC Tororo; 46 non-teaching staff broken down as 28 from UCC Soroti and 28 from UCC Tororo including the top management staff. Uganda colleges of commerce were selected because they are government aided institutions where human resource and recruitment was determined by public service and Ministry of Education and Sports (Act, 2008), which was not defined in private institutions that could make the research justifiable.

3.4.2 Sampling Size and Selection

Basing on a fairly large population of the study (155), adapted from Krejcie & Morgan (1970) table (Amin, 2005) provided for making the sample size selected, a population of (N) 155, then a sample size (S) 108 was appropriate for use to fill the instruments and overall data. A simple random sampling technique and non-probabilistic purposive sampling techniques were used to select the respondents. Rotary technique of random sampling was applied where a specified number of pieces of paper were drawn; ensuring the sample size was written on and the rest blank. Then all the picked written on pieces of paper were the basis for those respondents for the study while the blank picked members were exempted from the study. This method was time saving, provided high level of accuracy, reduced higher number of samples, avoided bias, and also used a very short time (Backus, 2017).

Purposive critical case sampling was applied because the sample was expected to reveal insights required in the study being that the sample was for top management (Crossman, 2020). Categories of the sample population were created by dividing them into interest groups; - teaching staff, non-teaching staff and top management.

Table 3.1 Sample size and selection technique

Category	Target Population	Sampl size	Category of participants	Sample Size	Technique
UCC Soroti	75	52	Teaching staff	24	Simple random
			Non-Teaching staff	28	Simple random
UCC Tororo	80	56	Teaching staff	28	Simple random
			Non-Teaching staff	28	Simple random
Total	155	108		108	

Source: Adopted and modified from Krejcie and Morgan (1970)

3.4.3 Sampling Techniques

The researcher applied probability sampling method. This was because probability sampling involved random selection of respondents, ensuring that every member of the population had a chance of being selected (McCombes, 2019). Probability sampling refers to a group of individuals that will actually participate in the given research based on random selection of those individuals, to allow the researcher make strong statistical interpretations concerning the entire group (McCombes, 2019).

3.4.3.1 Sample type

Simple random sampling was applied because it made it possible to divide the population into small groups to allow the researcher draw more precise conclusions since this type of sampling ensured that each subgroup was appropriately represented in the sample. For the case of the area of study, strata included the gender identity, the age range, the income bracket, and the respondents' job role, and marital status.

3.5 Variables and Indicators

In this study, determinants (independent variable) were conceptualized to consist of work environment, career development, and organizational support. Items measuring this variable were from (Eisenberger et al. 1986; Li L. 2020; Mowday, 1979). Organizational commitment

(dependent variable) was considered to include affective, continuance, and normative. The items measuring this variable were adopted from survey instrument developed from (John P. Meyer et al. 1991) and modified to suit the current study.

3.6 Measurement Levels

A Likert scale was used to measure the data determined by statements of Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree. The respondent selected the response that best described their perception to each statement. Frequency distribution and graphical representation was applied by use of frequency tables and pie charts.

3.7 Procedure/Protocols for Data Collection

The researcher obtained a letter of introduction from Uganda Christian University (UCU) that sought permission to collect data from the field. The researcher delivered the letter and introduced self to the management of the study area and sought permission prior to engagement of the target population. The management received the letter and accorded the researcher the necessary support. A member of staff at each study area was assigned the responsibility to guide the researcher to reach the respondents; distributed the tools and also helped in collecting the tools from the respondents and delivered them to the researcher.

3.8 Data collection methods instrumentation

Data collection for primary was done using both quantitative and qualitative methods.

3.8.1 Questionnaire

Data retrieval for both teaching staff and non-teaching was accumulated from a survey method supported by a structured questionnaire instrument. A questionnaire study according to Patten (2014) indicates that it is a search tool with a series of questions providing an

efficient way to collect data, useful for collecting information on sensitive matters, and are economical for researchers to contact many respondents that may be geographically distant.

A Likert scale was used to measure perceptions, and opinions about the area of study. The method of measurement in the question was a question and answer approach from the respondents. The teaching staff and some non teaching staff not in management and those on governing council terms were the respondents with a population of 98 and a return rate of 96.9%. The Likert scale consisted of five levels arranged in a sequential order (5, 4, 3, 2, 1)

Table 3.2: Likert Scale Table

Sequence	Explanation	Likert Scale
5	Strongly Agree	SA
4	Agree	A
3	Doubtful	D
2	Disagree	DA
1	Strongly Disagree	SD

3.8.2 Interview

The researcher applied the interview method through formulation of a guide containing a list of open-ended questions as an instrument of the determinants of organization commitment of staff and used them to engage the target population, to gain in-depth information. Face-to-face interviews were conducted between the researcher and participants. This was because a group of non-teaching staff was semi-illiterate that they had difficulty understanding how to write answers and because they would not have time to handle through other means. The semi-illiterate staff were mostly kitchen staff and ground workers employed on governing council terms where the standard government of Uganda minimum employment standards were not relied on but as per the human resource manual of the governing council of the colleges. The researcher planned for two interview schedules and the information was jotted down using

pen and paper. The procedure used was self-introduction of the interviewer and introduction of the interview's purpose and then the introduction of the interviewee. Then the questions followed in line with the specific information on the topic. A total of 10 respondents were target although the actual number met was 7 respondents because data saturation had been reached since a sufficient amount of data had been gathered to understand the phenomenon under study. This was due to replication of existing data yet no new themes were observed during the interview, neither were there any new understanding from the analyzing further data.

3.9 Quality/Error Control

Quality is a measure that determines whether the collected data meets the research requirements (Costa, 2022), eliminating errors and represent respondents accurately without bias. Data was compared from different groups and individuals to increase confidence in the results. All measurement tools for quantitative data were checked to ensure they cover all aspects of the concept being measured. Tests on the questionnaire were done by reviewing the questions visa-vie the responses. A pilot survey was made and tested on groups of 20 students of UCU, these were analyzed for reliability using SPSS as shown in the table.

***Table* 3.3 Reliability**

The reliability of the instruments was determined using Cronbach's alpha (α)

Variable	**Cronbach's Alpha**	**N of Items**
Work Environment	0.757	6
Career Development	0.905	8
Organizational Support	0.800	12
Organizational Commitment	0.758	9

Source: Primary data, (2024)

All the items were found to have Cronbach's alpha (α) of 0.7 which aligns with Nunnally, (1978) who recommends a reliability level of 0.7 for all research tools. This indicates that the instruments used to measure the variables were consistent and reliable.

3.10 Strategy for Data Processing and Analysis

3.10.1 Qualitative data analysis

The qualitative data collected from interviews was sorted and listed into frequency quantities of the question alignment themes; put into patterns formulating logical finding from the study. To report the qualitative data, a definition of themes was drawn to know where identified issues in the text would go. Text was divided up from each interview under the appropriate theme.

3.10.2 Quantitative data analysis

Quantitative data was sorted and categorized as per the variables measuring the concepts and then coded. The SPSS data analysis system was used to calculate the occurrences and proportions. To report the quantitative data, presentations were made using tables in form of correlation, demographic or regression, and graphical presentations in form of charts.

3.11 Ethical Considerations

The research based on principles such as voluntary participation, ensuring that no participant feels forced or pressure to participate as suggested by (Denison, 2023). The researcher ensured that informed consent where participants were accorded a brief description of the study in addition to length of study and right to no penalty over reiteration to withdraw from participation. Pseudo names like respondent A, respondent B, respondent C etc., were used instead of accurate names of the respondents and nor did the respondent's location appear on the instruments. Furthermore, there was emphasis on anonymity to control trace of individual participants as well as confidentiality to protect the privacy of the participants (Denison,

2023). These would help protect the participants' rights, welfare, and ensure validity and reliability.

On the other hand, since the researcher was an insider it was an advantage that provided an avenue for a pre-understanding to the design of the study (Brannick & Colghlan, 2007); because of the knowledge to the current situation. This was key in developing research questions based on the researcher's rich understanding of the issues that needed investigation (Fleming, 2018). However, to avoid researcher bias, the researcher removed the 'coat' of an insider and wear the 'coat' of a researcher by remaining in a neutral position guarding against temptation of sharing own experiences (Fleming, 2018). The researcher ensured the interview begins with a disclaimer, as the participants were requested to answer the questions as though the issues were not previously discussed but as first-time responses. The researcher acknowledged her position as an insider placed within the context of the study to enhance dependability, credibility, and transferability. The researcher ensured continuous monitoring throughout the research process to maintain ethical practices and commitments (Fleming, 2018).

3.12 Methodological Constraints

Constraints had been anticipated to be variation in responses among the target population due to fear. Some administrators had been expected not to provide reliable and valid information as they would hide the truth and reality of their staff perceptions. Some had been anticipated to deliberately choose to occupy themselves with other engagements and fail to show up for the interviews. Another constraint was anticipated to be high Costs incurred on transport between the selected areas of study.

3.13 Strategies to manage the study constraints

Clear briefing and explanation to the participants by the researcher managed to help guard against variations in responses. In addition, the researcher's initiative to build rapport with the administrators and other participants/respondents, helped in terms of openness. On variation in responses, the researcher stuck to the responses most common and similar. The researcher tried to minimize costs by engaging some of the participants on phone by conferencing and sending digitalized questionnaire forms to those who were far.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the analysis and interpretation of findings. It includes both descriptive and inferential statistics. The purpose of the study was to establish the determinants of organizational commitment of staff in Uganda Colleges of commerce with specific reference to Soroti and Tororo Colleges of Commerce. The presentations and analysis in this chapter show the results as tested according to the objectives of the study using the following tests, cross tabulation, Pearson's product correlation, multiple regression and analysis of variance. The tests carried out were guided by the following objectives;

i. To establish the influence of work environment on organizational commitment in Uganda colleges of commerce,
ii. To ascertain how career development determines organizational commitment in Uganda colleges of commerce,
iii. To establish how organizational support relates to organizational commitment in Uganda colleges of commerce,
iv. To assess the relationship between work environment, career development, organizational support and organizational commitment.

4.1 Demographic Data

The results show the background characteristics of the respondents that were involved in the study.

4.1.1 Response rate

The study anticipated a sample size of 108 respondents, with 98 questionnaires and 10 for interview guides. The findings indicated that 95 out of 98 questionnaires were returned highlighting a response rate of 96.9% which was sufficient response for analysis. Similarly,

out of 10 interviewees, 7 were interviewed representing 70 % for interviews which was also acceptable and sufficient for analysis. *See table 4.1 below*

Table 4.1: Response rate

Institution	Targeted sample			Actual sample					
	Questionnaires	**Interviews**	**Total**	**Questionnaires**		**Interviews**		**Total**	
	N0. Of Respondents	N0. Of Respondents		Freq.	%	Freq.	%	Freq.	**Percentage turn up**
Soroti	45	7	52	43		4		47	46.1%
Tororo	53	3	56	52		3		55	53.9%
Overall	98	10	108	95	96.9%	7	70%	102	100%

Source: *Primary data (2024)*

According to the results above, the greatest number was from Tororo UCC 55 respondents representing 53.9 % of the total number of respondents as opposed to 47 respondents from Soroti UCC representing 46.1 %.

4.2 Descriptive statistics

To show the demographic characteristics of the sample, cross tabulations and frequency distributions were used to indicate variations of respondents by sex, age group, education level, position held, marital status, period of work and salary scale. The results from these cross tabulations are shown in the corresponding tables.

4.2.1 Age of the respondents

Cross tabulations were used to obtain the age distribution of the respondents as indicated in table 4.2 below

Table 4.2	**AGE OF RESPONDENT**				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22- 30	15	15.8%	15.8%	15.8%
	31-40	27	28.4%	28.4%	44.2%
	41-50	37	38.9%	38.9%	83.2%
	Above 50	16	16.8%	16.8%	100%
	Total	95	100.%	100%	

Source; Primary date, (2024)

The findings indicate that majority of the respondents (38.9%) were aged between 41-50. These were followed by 31-40 with 28.4%, then those above 50 with 16.8% and the least was age group from 22-30 with 15%. *This implies that all the respondents* were mature enough to give valid responses.

4.2.2 Gender of respondents

Crosstabs were used to study the status of the respondent distribution by gender as shown in the table 4.3 below.

Table 4.3	**Gender of respondent**				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	37	38.9%	38.9%	38.9%
	Male	58	61.1%	61.1%	100%
	Total	95	100.0%	100.0%	

Source: *Primary data, (2024)*

The findings indicate that both male and female were represented although majority of the respondents were male representing 61.1% while the female had a representation of 38.9%.

4.2.3 Level of education

The status of respondents with respect to level of education was obtained and the findings are indicated in *table 4.4 below*.

Table 4.4: Education level of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	10	10.5%	10.5%	10.5%
	Diploma	24	25.3%	25.3%	35.8%
	Degree	38	40.0%	40.0%	75.8%
	Post Graduate Diploma	9	9.5%	9.5%	85.3%
	Masters	14	14.7%	14.7%	100%
	Total	95	100.0%	100. %	

Source: *Primary data, (2024)*

The findings indicate that majority of the respondents have a degree or higher level of education with 40.0% at degree level, 9.5% at PGD and 14.7 % at Masters level. On the other hand, the diploma holders and certificate holders were at 25.3% and 10.5 % respectively. This implies that all the respondents had sufficient education and were able to comprehend and give correct responses to the questions.

4.2.4 Marital status

Data was collected from the respondents on their marital status. Frequencies were computed and used to come up with findings as shown in table *4.5 below***.**

Table 4.5: Marital status of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	19	20.0%	20.0%	20.0%
	Married	67	70.5%	70.5%	90.5%
	Separated	9	9.5%	9.5%	100%
	Total	95	100.0%	100%	

Source: *Primary data, (2024)*

As indicated in the table above, majority of the respondents are married with 70.5% against the single and separated at with 20.0% and 9.5% respectively. This implies that most the respondents are mature and responsible; while others young, active and energetic.

4.2.5 Work Experience

Data was collected from the respondents to ascertain their work experience in years. As shown in *table 4.6 below.*

Table 4.6: Period of work at the institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 Years	14	14.7%	14.7%	14.7%
	6- 10	38	40.0%	40.0%	54.7%
	11-20	24	25.3%	25.3%	80%
	Above 20	19	20%	20%	100 %
	Total	95	100.0%	100.%	

Source: *Primary data*, (2024)

The findings indicate that majority of the respondents had over six years' work experience, with 40.0% between 6-10 years, 25.3% between 11-20 and 20% above 20 years' experience. On the other hand, those below 5 years were 14.7 %. This implies that the respondents have worked long enough to give genuine feedback as far as work commitment is concerned.

4.2.6 Position at work

The study sought to establish the work position of the respondents. These were broken down as teaching and non-teaching staff; with a sub division of the non-teaching staff to top management, non-teaching – workers in offices but not managers and support staff – ground workers, security personnel, drivers and kitchen staff. This was done in order to get responses from the least ranked staff to the highest ranked. *See table 4.7 on next page*

Table 4.7: Position of respondent at work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TOP MANAGEMENT	8	8.4%	8.4%	8.4%
	TEACHNG STAFF	39	41.1%	41.1%	49.5%
	NON-TEACHING STAFF	48	50.5%	50.5%	100%
	Total	95	100.0%	100%	

Source: *Primary data*, (2024)

The findings indicate that the teaching staff had representation of 41.1%, followed by all non-teaching staff combined with a representation of 58.9%; - broken down as 50.5% - office workers, ground workers, security personnel, drivers and kitchen workers and the 8.4% for top management. This implies that all the staff categories were represented in the study.

4.2.7Salary scale

The questionnaire sought to establish the salary scale of the respondents as a way of making judgment on the determinants of organizational commitment of staff. *See table 4.8 below.*

Table 4.8 Salary scale of the respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U1-U2	5	5.3%	5.3%	5.3%
	U3-U4	32	33.7%	33.7%	38.9%
	U5-U6	14	14.7%	14.7%	53.7%
	U7-U8	22	23.2%	23.2%	76.8%
	OTHER(GC)	22	23.2%	23.2%	100.0%
	Total	95	100.0%	100.0%	

Source: *Primary data (2024)*

The findings indicate that majority of the respondents were those of scale U3-U4 with 33.7%. These were majorly the teaching staff as per the respondents' bio data. These were followed by both U7-U8 and those on Governing Council terms with a representation of 23.2%

respectively. These were followed by U5-U6, mostly those working in offices as non-teaching staff with 14.7% and then followed by the U1-U2; the top management staff with 5.3%.

4.3 Descriptive Statistics showing Study Findings

This section examines the descriptive statistics obtained from the study findings presented in a systematic order as per the objectives.

4.3.1 Influence of work environment on organization commitment

The findings for the descriptive statistics concerning work environment on organization commitment are as follows:

Table 4.9: Descriptive statistics on Influence of work environment on organizational commitment

SN.	Area of Concern	SA	A	D	DA	SD	Mean	STD
1.1	I have a good level of job security and employability	27 (28.4)	43 (45.3)	16 (16.8)	6 (6.3)	3 (3.2)	3.89	.994
1.2	The Institution's problem is my own problem	16 (16.8)	37 (38.9)	19 (20.0)	15 (15.8)	8 (8.4)	3.40	1.189
1.3	There is high distribution of leadership and leadership support at my Institution	18 (18.9)	50 (52.6)	19 (20.0)	8 (8.4)	0 (0)	3.82	.838
1.4	I don't receive conflicting requests from managers since there is good communication	25 (26.3)	54 (56.8)	8 (8.4)	8 (8.4)	0 (0)	4.01	.831
1.5	My manager supports and encourages my adoption of skills and performance	29 (30.5)	51 (53.7)	10 (10.5)	4 (4.2)	1 (1.1)	4.08	.821
1.6	I would feel guilty if I left my Institution now	25 (26.3)	26 (27.4)	15 (15.8)	22 (23.2)	7 (7.4)	3.42	1.301

Source: *Primary Data (2024)*

Findings in table 4.9 on whether there is a good level of job security and employability indicates that 27(28.4%) and 43(45.5%) strongly agree and agree respectively, on the other

hand, 6(6.3%) and 3(3.2%) disagreed and strongly disagreed respectively. The mean is 3.89 and standard deviation indicates .994. One of the interviewed participants had these to say:

> "…job security is vital because it provides financial stability, allowing individuals to plan for the future without constant worry about income loss. It also fosters a sense of safety and well-being, enabling workers to put more focus on their work and personal development. It allows workers to develop their skills and advance within the institutions without the fear of sudden unemployment, thus enhancing individual job commitment…" (Non-teaching staff A, 2024)

Which is closer to the mean; this implies that majority of the respondent's responses agree that there is a good level of job security and employability in the Institution. Such individual security at workplace is critical to everyone, impacting everything from employee well-being to productivity.

Findings in Table 4.9 also reveal the majority of respondents 16(16.8%) strongly agreed and 37(38.9%) agree to the statement that the Institution's problem is their own problem. However, 15(15.8%) and 8(8.4%) disagree and strongly disagree respectively to the statement. The mean is 3.40 and the standard deviation is 1.189. The interviewed participants had these to say;

> "…good employees always feel that their Institution challenges are their concerns. I certainly won't keep a problem employee around, sticking out the atmosphere in our workplace. If someone has concerns going on around them, then I may do my best to work with them to conquer their demons, and if that means being a little more accommodating, then that's what I'll do. If someone in the team is a problem though, and there are no underlying concerns, then I shall ship them out quick smart…" (Non-teaching staff C, 2024)

This implies that majority of the staff agree which indicates that the staff feel that Institution's problems are their own problems. In this regard, if the institution has challenges, employees devote more of their time and energy to sort out the existing pertinent issues at hand.

Findings in Table 4.9 further reveal that 18.9% of the respondents strongly agree and 52.6% agree to the statement that "there is high distribution of leadership and leadership support at the Institution", This agrees with results obtained through qualitative data where 43% agreed that there is high distribution of leadership and leadership support; 28.6 also agreed though citing that it is not fairly distributed. In support of the above, one of the key interviewed participants noted that;

> "…. employees, colleagues and other team members who are part of the institution that practices distributed leadership may have higher levels of job satisfaction and commitment. Distributed leadership recognizes that no single leader possesses all the skills and knowledge required to address the multifaceted challenges in the education institution…." (Non-teaching staff Q, 2024)

This means that distributed leadership taps into the expertise and potential of several individuals within the same institution, allowing for a more comprehensive and responsive approach to College improvement. Such distribution leadership improves employees' morale through a clear vision, increasing their engagement, improving their retention and building trust, as well as creating a culture of openness.

The findings further reveal that majority of the respondents do not receive conflicting orders and requests from managers. The results are 79% and 71.4% for questionnaires and interviews respectively; these highlights good communication within the organizations. However, 14.3 % of the respondents to interviews revealed that they sometimes receive conflicting requests from managers. One of the interviewed non-teaching staff noted that;

> "…effective communication channels are essential for the success of the institutions. With so many ways to connect, it can be tough for organizations to know where to focus their communication efforts to avoid receiving conflicting orders. I hear from junior staffs all the time about their struggles with reaching their managers,

> institutions are finding it challenging to get the right message to the right individual at the right time…" (Non-teaching staff A, 2024)

This clearly indicates that effective communication is being able to convey information clearly and concisely. With effective communication channels, it tends to reduce on conflicts among employees. It ensures that conflicts are resolved quickly and amiably or even avoided completely. This because, workplace conflicts can be disruptive, they can cost an institution severely. The presence of ineffective channels of communication often leads to misunderstandings and conflicts.

Still on work environment, the findings in table 4.9 show that 30.5% and 53.7% of the respondents strongly agree and agree respectively to the statement "the manager supports and encourages the adoption of skills and performance". The mean is 4.08 and deviation is 0.821. One of the interviewed participants had these to say;

> "…managers can create an atmosphere in which employees feel comfortable sharing their ideas, seeking clarification, and collaborating with colleagues. Effective leadership involves nurturing a thriving and engaged team, where employees feel valued, supported and empowered…" (Non-teaching staff E, 2024)

This implies that majority of the respondents agree with the statement, indicating that there is support from managers on adoption of skills and performance. to achieve this, managers employs a thoughtful combination of strategies and resources that cater to the holistic well-being and professional growth of their workforce.

Further findings in table 4.9 also reveal that majority of the respondents (53.7 %) agree with the statement with the statement "I would feel guilty if I left my Institution now", 27.4% of whom do strongly agree. On the other hand, 23.2% and 7.4% disagree and strongly disagree respectively. The mean is 3.42 and the deviation is 1.301. One of the interviewed participants had these to say;

"…most employees are committed to their daily duties. There is high job commitment as indicated by their punctuality and regularity for duty. The rate of employee turnover intentions has remained low…" (Non-teaching staff F, 2024)

This implies that respondents agree with the statement indicating therefore that staff wouldn't like to leave the Institution.

4.3.2 Career Development and Organization Commitment

The second objective of the study was to ascertain how career development determines organizational commitment in Uganda colleges of commerce. The findings are shown in table 4.10.

Table 4.10: How career development determines organizational commitment

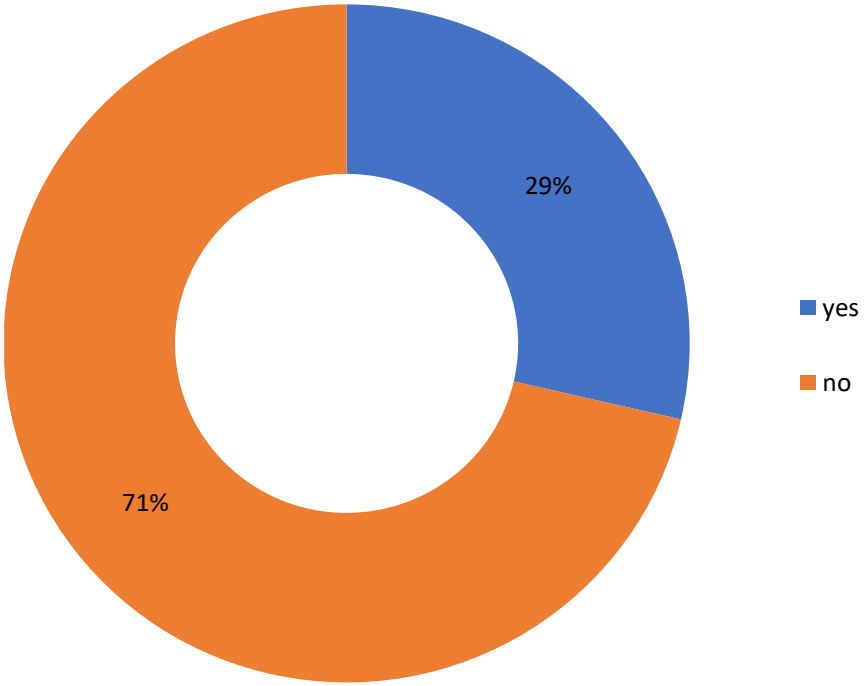
SN.	Area of Concern	SA	A	D	DA	SD	MEAN	STD
2.1	There are opportunities to do extra ordinary activities at work	16 (16.8)	52 (54.7)	11 (11.6)	13 (13.7)	3 (3.2)	3.68	1.013
2.2	There is a chance to advance my career in this Institution	30 (31.6)	40 (42.1)	15 (15.8)	9 (10.5)	1 (1.1)	3.94	.976
2.3	There is a feel of a sense of accomplishment from what I do	27 (28.4)	48 (50.5)	11 (11.6)	7 (7.4)	2 (2.1)	3.96	.944
2.4	The Institution offers enough training opportunities to keep my skills and knowledge up to date	6 (6.3)	43 (45.3)	23 (24.2)	11 (11.6)	12 (12.6)	3.21	1.138
2.5	The Institution greatly supports me in exploring my professional interests and goals	21 (21.1)	36 (37.9)	13 (13.7)	19 (20.0)	7 (7.4)	3.45	1.236
2.6	There is an opportunity for me to reach my full potential	13 (13.7)	37 (38.9)	19 (20.0)	19 (20.0)	7 (7.4)	3.32	1.160
2.7	The consequence of leaving this Institution would be due to scarcity of available alternatives	7 (7.0)	36 (37.9)	17 (17.9)	29 (30.5)	6 (6.3)	3.09	1.112
2.8	There is no too much to be gained if I stick with this Institution indefinitely	5 (5.3)	23 (24.2)	33 (34.7)	27 (28.4)	7 (7.4)	2.92	1.018

Source: *Primary Data (2024)*

Findings in table 4.10 reveal that 16(16.8%) and 52(54.7%) of the respondents strongly agree and agree respectively to the statement" there are opportunities to do extra ordinary activities at work.

The researcher further carried out interviews to establish the non-teaching staff's response to whether there are opportunities for them to do extra ordinary activities at work. The responses are shown in graph 4.1 below.

Figure 4.1: Graph showing respondents opportunities to do extra ordinary activities at work



Source; Primary data, (2024)

As shown in the graph above, 71% of the respondents agree that they get opportunities to do extra ordinary activities at work. Accordingly, these opportunities surface during sports Galas, Prayer sessions, and college events like graduation, freshers' balls, inter house competitions and cultural galas among other events.

The findings in table 4.10 also reveal that 30(31.6%) and 40(42.1%) respondents strongly agree and agree respectively with the statement "there is a chance to advance my career in this

Institution. This is lower than qualitative data obtained from non-teaching staff where only 57.1% of the respondents agree with receiving opportunities that lead to advancement in their careers. The findings further reveal that the organizations have selective policies, a lot of bureaucracy and do not offer any financial support for that matter; additionally, some respondents' busy schedules do not allow time for career advancement. Moreover, 9(10.5%) and 1(1.1%) of the respondents disagree and strongly disagree to the statement. One of the interviewed participants had these to say;

> "…the organizations give employees several opportunities for their career advancement through upgrading and other refresher courses. In the dynamic world of work, understanding the importance of career growth is fundamental for every individual aiming for success and skills acquisition. Thus, career advancement not only paves the way for professional development but also enriches individual's personal life….." (Non-teaching staff G, 2024)

This implies that managers within the organizations encourages their colleagues to access the available opportunities for career growth and development through upgrading, attending workshops and other refresher trainings to acquire more skills necessary at work. In the quest for career advancement, it is not just about climbing the ladder but doing so with intention and strategy.

Findings in table 4.10 further reveal that majority of the respondents (78.9%) feel a sense of accomplishment whereby 28.4% and 50.5% strongly agree and agree respectively to the statement "there is a feel of a sense of accomplishment from what I do", From the qualitative data collected through interviews, it was revealed that 71.4 % of the respondents felt a sense of accomplishment through positive feedback from clients. One of the interviewed participants noted that;

> "…feeling a sense of accomplishment at work can significantly boost individual motivation and job satisfaction, henceforth job commitment. As employees acquire

> new skills and knowledge, they feel a sense of accomplishment and growth, bolstering their confidence and paving way for new opportunities…" (Non-teaching staff C, 2024)

This clearly means that cultivating a sense of accomplishment at work is not only beneficial for individual's personal growth and job satisfaction, but also contributes to their overall success. This can be achieved by setting clear goals; breaking tasks into manageable steps, prioritizing time effectively, embracing continuous learning, seeking and providing feedback, one can create a work environment that fosters a lasting sense of accomplishment.

According to the Findings in table 4.10, 45.3% of respondents agree that the Institution offers enough training opportunities to keep their skills and knowledge up to date; 6.3% strongly agree to this statement. From the qualitative data, 71.4% of the respondents agree to receive training opportunities. The interviews further revealed that staffs get training opportunities through workshops, coaching, mentorship, encouragement and support for upgrading. However, 28.6% of the interviewees said they do not get enough training opportunities except through personal efforts. The interviewed participant had these to say:

> "…organizations offer several refresher and training opportunities both external and internal training sessions being attended by the entire employees. Thus, engaging in continuous learning and professional development expand their skills and knowledge. Attending seminars and workshops, even online courses relevant to individual field help in equipping employees with more skills and necessary knowledge to effectively complete their work assignments…" (Non-teaching staff D, 2024)

This implies that organizations empower their team towards developing adequate skills in all areas of business. It is vital for ensuring that employees are prepared for their role; that they feel supported, motivated, valued and capable; and that they have upward movement. Such trainings are fundamental step to ensure workers can do their jobs correctly and efficiently. It

also helps to keep employees up-to-date with the latest and greatest Institution information, trends and best practices for their roles.

Findings in table 4.10 also reveal that 21(21.1%) and 36(37.9%) respondents respectively strongly agree and agree that the Institution greatly supports them in exploring their professional interests and goals. 57.1% the respondents interviewed revealed that they are encouraged and supported through assignment of responsibility however 42.9 % said that they are encouraged but not supported financially.

From the table 4.10 majority of respondents 38.9% strongly agree with the statement "there is an opportunity for me to reach my full potential, 13.7 % agree with the statement. Similarly, 57.1 % agreed to have opportunities to reach their full potential. One of the interviewed participants noted that;

> "…. boosting employee potential can lead to better job satisfaction, which can increase Institution dedication. Celebrating small achievements with your colleagues at work or emphasizing how valuable their skills and contributions are to the Institution's overall success is vital…" (Non-teaching staff A, 2024)

This implies that one of the best ways to motivate employees is to set clear and challenging goals that align with their strengths, interests and values. Goals help team members to focus on what matters, measure their progress and celebrating their achievements. They also provide a sense of purpose, direction and autonomy.

Findings in table 4.10 further reveal that 7(7.0%) and 36(37.9%) respondents strongly agree and agree respectively to the statement "the consequence of leaving this Institution would be due to scarcity of available alternatives. However, 29(3.5%) and 6(6.3%) respondents disagree and strongly disagree that the consequence of leaving the Institution would be due to scarcity of available alternatives. The mean is 3.09 and deviation is 1.112 implying that

majority is the responses disagree an indication that the staff cannot leave the Institution because they can't find alternative jobs.

Findings in table 4.10 also reveal that 5(5.3%) and 23(24.2%) respondents strongly agree and agree with the statement here is no too much to be gained if I stick with this Institution indefinitely. However, 27(28.4%) and 7(7.4%) respondents disagree and strongly disagree that there is no too much to gain if they stuck with the Institution indefinitely. The mean is 2.92 and deviation is 1.018 implying that majority responses are neutral hence an indication that many staff would rather work elsewhere if they got the opportunity to leave.

4.3.3 Organizational Support and Organizational Commitment

The Third specific objective of the study was to establish how organizational support relates to organizational commitment in Uganda Colleges of Commerce, descriptive statistics were obtained as shown in table 4.11 on next page

Table 4.11: How organizational support relates organizational commitment

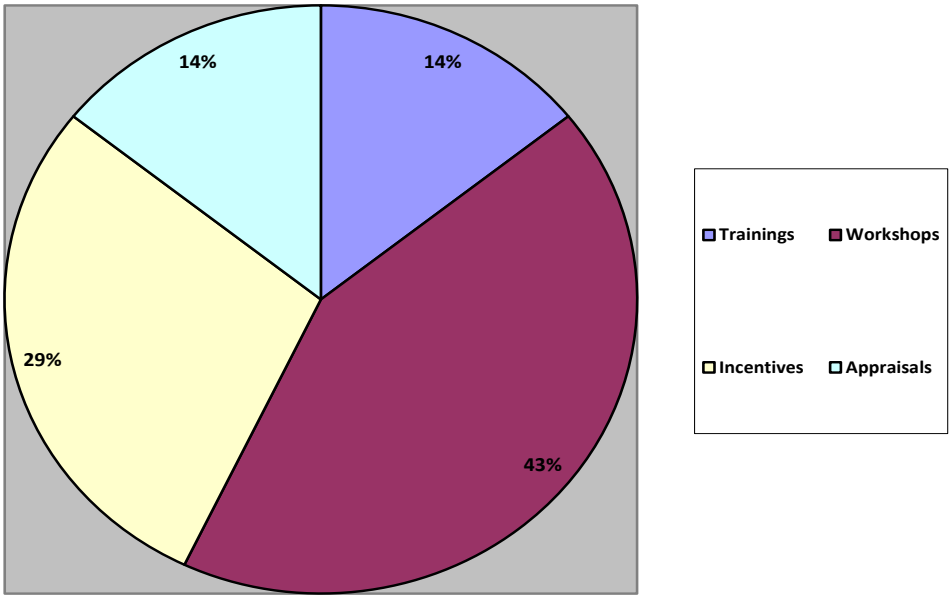
SN.	Area of Concern	SA	A	D	DA	SD	MEAN	STD
3.1	My manager or mentor greatly supports and encourages my development	31 (32.6)	42 (44.2)	12 (12.6)	6 (6.3)	4 (4.2)	3.95	1.045
3.2	The Institution values my contribution to its well-being	25 (26.3)	48 (50.5)	17 (17.0)	3 (3.2)	2 (2.1)	3.96	.874
3.3	The Institution provides an understanding of the criteria I must meet to be promoted	8 (8.4)	51 (53.7)	21 (22.1)	10 (10.5)	5 (5.3)	3.49	.977
3.4	Observing other people's experiences in the Institution makes me predict my future career path.	25 (26.3)	39 (41.1)	18 (18.9)	12 (12.6)	1 (1.1)	3.79	1.009
3.5	The Institution cares for my general satisfaction at work	7 (7.4)	48 (50.5)	23 (24.2)	15 (15.8)	2 (2.1)	3.45	.920
3.6	The Institution avails help when I have a problem	16 (16.8)	47 (49.5)	18 (18.9)	12 (18.9)	2 (12.6)	3.66	.974
3.7	The Institution disregards my best interests when it makes decision that affect me	6 (6.3)	30 (31.6)	34 (35.8)	19 (20.0)	6 (6.3)	3.12	1.009
3.8	I don't feel like an attached to my Institution	3 (3.2)	9 (9.5)	19 (20.0)	34 (35.8)	30 (31.6)	2.17	1.078
3.9	It would be hard for me to quit my job now even if I wanted to	24 (25.3)	33 (34.7)	21 ()22.1	12 (12.6)	5 (5.3)	3.62	1.150
3.10	Leaving this Institution requires considerable personal sacrifice; another Institution may not match the overall benefits I have here	15 (15.8)	27 (28.4)	26 (27.4)	15 (15.8)	12 (12.6)	3.19	1.249
3.11	I don't feel obligated to stay working in this Institution	12 (12.6)	23 (24.2)	27 (28.4)	26 (27.4)	7 (7.4)	3.07	1.151
3.12	I find that my values and the organizational values are similar	16 (16.8)	37 (38.9)	22 (23.2)	16 (16.8)	4 (4.2)	3.47	1.090

Source: *Primary Data (2024)*

Findings in table 4.11 reveal that 31(32.6%) and 42(44.2%) respondents strongly agree and agree respectively with the statement "my manager or mentor greatly supports and encourages my development. 85.7% of the respondents agreed to the statement that their manager supports and encourages their development.

Further still, staff were asked how the Institution inspires them regarding job performance; Majority of them (42.8%) are inspired through workshops, others (28.6%) through appraisals, 14.3% through trainings and 14.3 % through incentives. See pie chart below;

Figure 4.2: How staffs are inspired by the Institution to perform better



Source; Primary data (2024)

Findings in table 4.11 also reveal that majority respondents 26.3% and 50.5% respectively strongly agree and agree with the statement "the Institution values my contribution to its well-being. From the interview it was revealed that the respondents are given rent and other allowances. 71.4% of the interviewee feel valued by the Institution, however 28.9% do not feel valued or appreciated; this is as opposed to the questionnaire responses where only 3.2% and 2.1% disagree and strongly disagree respectively. This implies that majority of the Non-

teaching staff do not feel valued or appreciated for their contribution to the Institution's wellbeing.

Findings in table 4.11 further reveal that respondents 8(8.4%) and 51(53.7%) strongly agree and agree respectively with the statement "the Institution provides an understanding of the criteria I must meet to be promoted although 10(10.5%) and 5(5.3%) respondents respectively disagree and agree that the Institution provides an understanding of the criteria met to be promoted. The mean is 3.49 and deviation is 0.977 implying that majority responses agree that they understand the criteria met to be promoted and those who agree are not close to the mean of strongly agree. One of the interviewed participants noted that;

> "…it is good for employees to understand the available criteria followed while promoting colleagues. Recognition that is fulfilling, authentic, equitable, embedded in Institution culture, and personalized to the individual is critical for cultivating an environment where both employees and the Institution thrive…" (Non-teaching staff H, 2024)

This implies that having a clear criteria and policy for promotion demonstrate their investment in and commitment to their employees. Promoting from within allows effective succession planning, ensuring that key positions are filled by experienced and knowledgeable individuals. When employees know their dedication could lead to promotions, they are often motivated to extent greater effort, refine their skills.

Findings in table 4.11 further reveal that 25(26.3%) and 39(41.1%) respondents respectively strongly agree and agree with the statement "observing other people's experiences in the Institution makes me predict my future career path", although, 12(12.6%) and 1(1.1%) respectively disagree and strongly disagree that observing others people's experiences makes then predict their future career path. The mean is 3.79 and deviation is 1.009, implying that majority of the respondents agree with the statement hence an indication that staff can predict

their future career path basing on what goes on in the Institution. Similarly, an interview participant noted that;

> "…employee experience is an employee-centric way of thinking about the Institution and takes into consideration how employees see, hear, believe and feel about all parts of their work life, throughout the employee lifecycle. Experienced employees are always equipped with adequate and relevant skills needed for an individual to accomplish the work assignments…." (Non-teaching staff B, 2024)

This implies that promotions typically require a certain level of experience and skill that can only be gained over time. Even if one has talent, roles like administrative position demand comprehensive knowledge of the Institution, and leadership skills that come with experience.

Additionally, findings in table 4.11 also reveal that 7(7.4%) and 48(50.5%) respondents respectively strongly agree and agree with the statement "the Institution cares for my general satisfaction at work although, 15(15.8%) and 2(2.1%) disagree and agree respectively that the Institution cares for their general satisfaction at work. The mean is 3.45 and deviation is 0.920 implying that majority responses agree with the statement, and indication that the Institution cares for the staff satisfaction. One of the interviewed non-teaching staff had these to say:

> "…managers within the Institution put their focus on the happiness and fulfilled the employees are with their jobs, encompassing their overall experience and contentment with their roles….." (Non-teaching staff F, 2024)

This implies that keeping your employees happy is an absolute necessity. Employee satisfaction measurements serve this purpose. Employee satisfaction holds immense significance in today's workplace dynamics. It contributes significantly to shaping a positive work culture. When employees feel valued, respected and supported, it cultivates a culture of work commitment. Satisfied employees are more likely to be engaged and committed to their roles. They exhibit greater efficiency and productivity, and are motivated towards delivering their best work consistently.

Findings further reveal in table 4.11 that 16(16.8%) and 47(49.5%) respondents strongly agree and agree respectively with the statement “the Institution avails help when I have a problem. However, 12(18.9%) and 2(12.6%) respondents disagree and agree respectively that the Institution avails help when they a have problem. The mean is 3.66 and deviation is 0.974 implying that majority responses agree with the statement hence indicating that the Institution avails help whenever the staff have a problem.

Findings in table 4.11 further reveal that 6(6.3%) and 30(31.6%) respondents strongly agree and agree that “the Institution disregards my best interests when it makes decisions that affect me although 19(20.0%) and 6(6.3%) respondents disagree and strongly disagree that the Institution disregards their best interest when it makes decision that affect them. The mean is 3.12 and deviation is 1.009. One of the interviewed participants had these to say;

> “…senior managers have a tendency of ignoring suggestions and small decisions taken by their colleagues (juniors) at work. They always take long to act on the proposed interests while making decisions at their place of work….” (Non-teaching staff G, 2024)

This implies that majority responses are neutral and thus indicates that staffs are not fairly satisfied with the way the management handles staff interests during decision making in an Institution.

Findings in table 4.11 also indicate that 3(3.2%) and 9(9.5%) respondents strongly agree and agree respectively to the statement “I don’t feel like am attached to my Institution. However, 34(35.8%) and 30(31.6%) respondents disagree and strongly disagree respectively that they fell attached to the Institution. The mean is 2.12 and deviation is 1.078. One of the interviewed noted that;

> “…when workers feel valued, respected and supported, it cultivates a harmonious atmosphere where collaboration and teamwork thrive. This always exists where

> employees feel respected, thus able to feel attached to their Institution. A positive work environment fosters innovation, creativity and teamwork…." (Non-teaching staff H, 2024)

This implies that majority responses disagree, an indication that staffs are less satisfied with the way they are handled and treated.

Additionally, findings in table 4.11 also reveal the 24(25.3%) and 33(34.7%) respondents strongly agree and agree respectively with the statement "It would be hard for me to quit my job now even if I wanted to, although, 12(12.6%) and 5(5.3%) disagree and strongly disagree that it would be hard for them to quit their job even if they wanted to. The mean is 3.62 and deviation is 1.150. This implies that majority responses agree with the statement, an indication that staffs have various circumstances that warrant their stay in the Institution.

Table 4.11 findings reveal that 15(15.8%) and 27(28.4%) respondents strongly agree and agree respectively with the statement "leaving this Institution requires considerable personal sacrifice; another Institution may not match the overall benefits I have here. However, 15(15.8%) and 12(12.6%) respondents disagree and strongly disagree that the Institution requires considerable personal sacrifice. The mean is 3.19 and deviation is 1.249 implying that majority responses are neutral. One of the interviewed participants had these to say;

> "…employees are motivated to go the extra mile to meet client needs, resulting in improved client satisfaction. Happy employees create happy clients, driving business growth and success. When employees are fully motivated and satisfied at work, it enhances their loyalty. This fosters a healthier and happier workforce…" (Non-teaching staff T, 2024)

This indicates that while staffs are assured of alternative employment, others are not assured even when there may be chances of them leaving.

Findings in table 4.11 reveal that 12(12.6%) and 23(24.2%) respondents strongly agree and agree with the statement "I don't feel obligated to stay working in this Institution" although,

26(27.4%) and 7(7.4%) respondents disagree that they feel obligated to stay working in that origination. The mean is 3.07 and deviation is 1.151. This implies that majority responses are neutral, an indication that while some staff feel obligated to stay working, others do not feel the same.

Further findings reveal that 16(16.8%) and 37(38.9%) respondents strongly agree and agree respectively with the statement "I find that my values and Institution values are similar". However, 16(16.8%) and 4(4.2%) respondents disagree and strongly disagree that their values and the Institution values are similar. The mean is 3.47 and deviation is 1.090 implying that majority of the responses agree with the statement and those who agree indicating that staff blend well with the values of Institution. One of the interviewed participants noted that;

> "…when employees are valued at work, it increases their happiness and commitment. Employee happiness pertains to the emotional state of employees and their overall sense of well-being, joy and fulfillment, both within and outside the workplace…" (Non-teaching staff J, 2024)

This clearly implies that valuing employees and prioritizing them, Institution position themselves for long-term growth and sustainability in a competitive market landscape. Happy and valued employees experience greater job satisfaction and higher level of engagement.

4.3.4 Work Environment, Career Development, Organizational support and organizational commitment

The last specific objective of the study sought to establish the relationship between work environment, career development, organizational support and organizational commitment. Descriptive statistics were obtained and the results are as shown in table 4.12 below;

Table 4.12: Relationship between work environment, career development, organizational support and organizational commitment

SN.	Area of Concern	SA	A	D	DA	SD	MEAN	STD
4.1	I am willing to put in a great deal of effort beyond that normally expected in order to help this Institution be successful.	32 (33.7)	33 (34.7)	4 (4.2)	23 (24.2)	3 (3.2)	3.72	1.252
4.2	I talk up this Institution to my friends as a great Institution to work for	31 (32.6)	53 (55.8)	4 (4.2)	5 (5.3)	2 (2.1)	4.12	.874
4.3	I feel very little loyalty to this Institution	0 (0)	2 (2.1)	10 (10.5)	65 (68.4)	18 (18.9)	1.96	.617
4.4	I would accept almost any types of job assignment in order to keep working for this Institution	14 (14.7)	27 (28.4)	5 (5.3)	34 (35.8)	15 (15.8)	2.91	1.369
4.5	I could just as well be working for a different Institution as long as the type of work was similar	0 (0)	0 (0)	37 (38.9)	48 (50.5)	10 (10.5)	2.28	.647
4.6	It would take very little change in my present circumstance to cause me to leave this Institution	3 (3.2)	3 (3.2)	9 (9.5)	52 (54.7)	28 (29.5)	1.96	.898
4.7	Often, I find it difficult to agree with this Institution's policies on important matters relating to its employees	0 (0)	1 (1.1)	48 (50.5)	41 (43.2)	5 (5.3)	2.47	.616
4.8	I really care about the fate of this Institution	10 (10.5)	40 (42.1)	5 (5.3)	28 (29.5)	12 (12.6)	3.08	1.285
4.9	For me, this is the best of all possible organizations for which to work	5 (5.3)	22 (23.2)	16 (16.8)	43 (43.0)	9 (9.5)	2.69	1.092

Source; Primary data (2024)

Findings in table 4.12 reveal that 32(33.7%) and 33(34.7%) respondents strongly agree and agree respectively to the statement "I am willing to put in a great deal of effort beyond that

normally expected in order to help this Institution be successful". However, 23(24.2% and 3(3.2%) respondents disagree and strongly disagree respectively that they are willing to put in a great deal of effort beyond that normally expected in order to help the Institution be successful. The mean is 3.72 and the standard deviation is 1.252. This implies that majority of responses agree to the statement implying that staff are willing to do whatever it takes to improve the status of the Institution. One of the interviewed participants noted that;

> "…employees is always motivated and satisfied to devote more of their time to work, making this Institution to become a success. They spend a lot of their ample time to work, correct mistakes and handle challenges until they make this Institution to become successful…" (Non-teaching staff G, 2024)

This implies that motivation is the factor which helps an individual in an Institution to stay on in the race and move forward. It promotes determination and obstructs the factors of deviation. A motivated employee is never moved by trivial obstacles that often comes in the way, and is always ready to adapt and learn, contributing full potential to the success of the Institution.

Findings in table 4.12 also reveal that 31(32.6%) and 53(55.8%) respondents strongly agree and agree to the statement "I talk up this Institution to my friends as a great Institution to work for", although, 5(5.3%) and 2(2.1%) disagree and strongly disagree respectively that they talk up the Institution to friends as a great Institution to work for. The mean is 4.12 and the deviation is 0.874 implying that majority of the responses agree to the statement an indication that the staff can talk about the Institution and they feel proud of it.

Findings in table 4.12 also reveal that 2(2.1%) respondents agree to the statement "I feel very little loyalty to this Institution". However, 65(68.4%) and 18(18.9%) respondents disagree and strongly disagree respectively that they feel very little loyalty to the Institution. The mean is 1.96 and the deviation is 0.617. One of the interviewed participants had these to say;

> "…organizations are highly dependent on employees' loyalty. It is vital for Institution's success. Today, employers are under pressure from several stakeholders to perform well and as a result cannot always offer job security. It is not surprising then that some organizations are losing a third of their employee base annually. With numbers like that, employee loyalty can feel like a thing of the past….." (Non-teaching staff G, 2024)

This implies that majority responses disagree an indication there is loyalty of staff to the Institution. Several Institution leaders are not worried about excessive staff turnover, particularly amongst young employees. They see an absence of loyalty in millennial as the cause.

Findings in table 4.12 further reveal that 14(14.7%) and 27(28.4%) respondents strongly agree and agree to the statement "I would accept almost any types of job assignment in order to keep working for this Institution". However, 34(35.8%) and 15(15.8%) respondents disagree and strongly disagree respectively that they accept almost any type of job assignment in order to keep working for the Institution. The mean is 2.91 and the standard deviation is 1.369. This implies that majority responses disagree to the statement and those who disagree are not close to the mean of strongly disagree. Another interviewed participant noted that;

> "…job descriptions provide a benchmark for measuring an employee's performance and assessing their skill development. They can be effectively used to set clear goals, providing feedback and identifying areas for improvement, supporting the employee's professional growth..." (Non-teaching staff D, 2024)

This indicates that staffs are not ok assignments that keep them working fully for the Institution. With clear job assignments, it establishes boundaries, helping employees understand what is expected and allowing them to prioritize their tasks accordingly.

Findings in table 4.12 also reveal that 48(50.5%) and 10(10.5%) respondents disagree and strongly disagree with the statement "I could just as well be working for a different Institution

as long as the type of work was similar. The man is 2.28 and the deviation is 0.898. This implies that majority respondents disagree that they could just as well be working for a different Institution as long as the type of work was similar. The mean is 2.28 and the standard deviation is 0.647. This implies that majority responses disagree with the statement an indication that staffs are not willing to leave the Institution for another employment opportunity.

Additionally, findings in table 4.12 further reveal that 3(3.2%) strongly agree and agree respectively to the statement "it would take very little change in my present circumstance to cause me to leave this Institution". However, 52(54.7%) and 28(29.5%) respondents disagree and strongly disagree respectively that it would take very little change in the present circumstance to cause them to leave the Institution. The mean is 1.96 and the deviation is 0.616 implying that majority respondents disagree with the statement; this indicates that staff wouldn't leave the Institution for any would be better employment.

Findings in table 4.12 reveal that 10(10.5%) and 40(42.1%) respondents strongly agree and agree respectively with the statement "I really care about the fate of this Institution". However, 28(29.5%) and 12(12.6%) disagree and strongly disagree that they care about the fate of the Institution. The mean is 3.08 and the standard deviation is 1.285 implying that majority responses are neutral, indicating that while some staff care about the fate of the Institution, others do not feel the same way.

Findings in table 4.12 further reveal that 5(5.3%) and 22(23.2%) respondents strongly agree and agree to the statement "for me, this is the best of all possible organizations for which to work" respectively. However, 43(43.0%) and 9(9.5%) respondents respectively disagree and strongly disagree that this is the best of all possible organizations for which to work. The mean is 2.69 and deviation is 1.092 implying that majority responses are neutral, an indication

that while some staff feel the Institution is the best work for, others do not see it the same way.

4.4 Relationship among the determinants of organizational commitment of staff

A Pearson (r) coefficient was computed based on the given data interval and need to test the strength and direction of relationships that exist among the study variables. See table 4.13 below;

Table 4.13 **Correlations**

Variable	1	2	3	4
1 Work Environment	1			
2 Career Development	.720**	1		
3 Organization Support	.772**	.784**	1	
4 Organization Commitment	.237*	.193	.248*	1

**. Correlation is significant at the 0.01 level (2-tailed), N=95

Source: Primary data (2024)

4.4.1The Relationship between work environment and organizational commitment

The relationship between work environment and organizational commitment was examined. The findings in table 4.13 show that there is a significant positive relationship (0.237*) between the work Environment and organization commitment. This signifies that improved work environment will lead to an improvement in organizational commitment. These results show that staff perceive that the various forms of work environment such as supervisor support, guidance and counselling, coaching, and mentoring among others greatly influence their commitment to the Institution.

4.4.2 The Relationship between career development and organizational commitment

In reference to the results in table 4.13, there is a strong positive relationship (0.193) between career development and organizational commitment. This signifies that improved career development increases organizational commitment of staff. These results show that staffs perceive career development factors such as promotional chances, feeling being supported greatly determine the organizational commitment.

4.4.3 The Relationship between organization support and organizational commitment

Findings on the relationship between organizational support and organizational commitment in table 4.13 show that there is a strong positive relationship (0.248*) signifying that increased organization support will lead to an improvement on organizations commitment. The results show that staff perceive the various forms of organizational support such as favorable job conditions, favorable workload, distributive justice among others positively relate to organizational commitment.

4.5 Regression Model

In order to establish the predictive power of the independent variables on the dependent variable, a regression analysis was carried out. See table 4.14 below;

Table 4.14: Model Summary

The researcher used standard multiple regression analysis to establish the extent of variance in the dependent variable explained by the model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.226[a]	.511	.496	.45320	.511	.325	3	91	.807

a. Predictors: (Constant), OS, WE, CD

Accordingly, the model explains 51.1 % of the variance in Institution commitment. This is implying that the independent variables predict 51.1 % of the variance in the dependent variable

4.5 Other Findings:

Respondents were asked in which ways they are rewarded for the effort in displaying good performance in your Institution. The findings revealed that; 85.7 % were rewarded mostly through recognition and rewards. See table below;

Response	Frequency	Percentage	Cumulative percentage
Not rewarded	1	14.2%	14.2%
Rewards	3	42.8%	57%
Recognition	3	42.8%	100

4.5.1 What available avenues make you feel comfortable with your professional growth?

The respondents were asked if there were avenues to make them feel comfortable with their professional growth. 28.6% of the respondents said there are no avenues for professional growth where as 71.4% mentioned sports and other events at the Institution.

Response	Frequency	Percentage	Cumulative percentage
No	2	28.6%	28.6%
Sports	5	71.4%	100%

4.5.2 The respondents were asked if their role excellently fit with strengths

71.4 % feel that their role excellently fits with their strength because they have the right qualification for the right job and they have gained experience over time that has helped them to discover their strength.

Response	Frequency	Percentage	Cumulative percentage
Yes	5	71.4%	71.4%
No	2	28.6%	100%

4.5.3 Are there clear avenues that guide you to understand the criteria you must meet to be promoted?

57.1 % of the respondents are aware of clear avenues that guide them to understand the criteria to meet for promotion including tasks and assignment of responsibility where as 42.9% are not aware of the avenues and criteria needed for them to get promoted.

Response	Frequency	Percentage	Cumulative percentage
Yes; through tasks, assignment of responsibility	4	57.1	57.1%
No	3	42.9	100%

4.5.3 Can you predict your future career path by observing other people's experiences?

Majority of the respondents agree that they can predict their future career path by observing other peoples' experiences.

Response	Frequency	Percentage	Cumulative percentage
Yes	5	71.4%	71.4%
No	2	28.6%	100%

4.5.4 In which ways does the Institution care about your general satisfaction at work?

Majority of the respondent 85.7% do not feel that the Institution cares about their general satisfaction at work.

Response	Frequency	Percentage	Cumulative percentage
Yes	1	85.7%	85.7%
No	6	14.3%	100%

4.5.5 Are there avenues does the Institution avails help when you have a problem?

85.7 Of the respondents agree that the Institution avails help in form of salary advance or in cases of sickness or loss of a loved one.

Response	Frequency	Percentage	Cumulative percentage
Yes	6	85.75	85.75%
No	1	14.3%	100%

4.5.6 Are there instances that the Institution disregards your best interests when it makes decisions that affect you.

Response	Frequency	Percentage	Cumulative percentage
Yes	3	42.9	42.9%
No	4	57.2	100%

Majority of the respondents 57.2% said the Institution does not disregard their best interest and suggestions such as when they proposed online admission forms.

4.6 Chapter Summary

In this chapter the results of the study were presented using correlation and regression analysis based on the study objectives. The results indicated a positive significant relationship between work environment and organizational commitment, career development and organizational commitment, organizational support and organizational commitment.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter provides the summery of findings, discussion, conclusion and recommendations based on the findings presented in chapter four in line with the research objectives and reviewed related literature on the determinants of Organizational commitment. The chapter is divided into three sections. The first section captures discussion, the second conclusion and third is on the recommendations based on the findings.

5.1 Discussion

This section presents the findings of the study in relation to literature on previous studies carried out on staff commitment. The discussions are presented in line with the research objectives.

5.1.1 The influence of work environment on organizational commitment in Uganda colleges of commerce.

The findings show that there is a significant relationship between Work environment and organizational commitment r (95) =0.233*, p (0.01); implying a positive relationship between work environment and organizational commitment. This implies that work environment is highly associated with Institution commitment hence Organizational commitment improves with improved work environment. The results signify that improved work environment will lead to an increment in the level of organization commitment by the employees. These results align with Ojo & Malete (2021); Ferry & Mei (2021) whose findings mentioned job conditions as a strong contributor to organizational commitment.

This shows that if employees of the institution perceive to have a good work environment, they will improve on their commitment to the institution. Therefore, improved work environment

encourages organizational commitment while poor work environment negatively affects organizational commitment. Therefore, this relationship is linear and significant which is in conformity with the findings of Rico et al. (2022); Funminiyi (2018) and Awada et al. (2022) each of whom pointed out that work environment is closely linked with organization commitment; that if environment of the workplace is suitable, then it can lead to the wellbeing of employees which in turn improves organizational commitment. This is also highlighted by Onen (2021) in his study which revealed discomfort, anxiety and stress among staff in institutions without housing facilities or allowances for the same; This was found to result in staff arriving late for work as well reaching home late from work thus affecting the family and building great lack of commitment towards their jobs. Previous studies have also revealed that some staff resist transfer orders or deployment to locations that are hard to reach and far from their homes that would result in separating them from their families (Sissiqui & Shaukat 2021).

5.1.2 How career development determines organizational commitment in Uganda colleges of commerce.

The findings show that there is a significant relationship between Career development and organizational commitment r (95) =0.193, p (0.01); implying a positive relationship between career development and organizational commitment. This implies that improved career development among the staff will lead to improved organizational commitment. The results show that staffs perceive the different career development activities such as training, mentorship, workshops greatly and this influences their performance and consequently the level of commitment to the Institution. Therefore, the relationship is linear and significant which is in conformity with Rahayu, et al. (2019); Supeli & Creed (2016); Cherif (2020), & Sharif et al. (2024) whose findings revealed that career development in organizations encourages organizational commitment. The findings by Klongerbo (2019) also suggest that

development opportunities at work lead to engagement and retention of staff. Additionally, career development will always increase the effectiveness and creativity of human resources to help the company to achieve its goals, which further creates a strong desire to continue with the Institution which leads to the formation of organizational commitment of employees (Ikram et al. 2022). This is also in agreement with Touni (2023) whose study recommended providing educational opportunities for teaching staff to help them to develop self-confidence and positive self-image through enhancing their professional knowledge and skills (Touni, 2023). However, Rawashdeh & Tamini, (2020), Silaban, 2021 reported a negative effect of training and development on organizational commitment.

Moreover, Career development provided will stimulate employees to contribute best they can to support their future careers (Ikram, Nurdasila & Syafruddin, 2022). It is evident that majority if staff would like to obtain an administrative position in their work organization although such opportunities are not enough to accommodate the number of employees, an implication that many feel demoralized (Nkengne et al. 2021). However, Rawashdeh & Tamini (2020), Silaban, 2021 reported a negative effect of training and development on organizational commitment.

5.1.3 To establish how organizational support relates to organizational commitment in Uganda colleges of commerce

The results in 4.4 show that there is a significant relationship between organizational support and Organizational Commitment (r= 248**, p= 0.001). There is a positive relationship between organizational support and organizational commitment. This signifies that increased positive or negative effort by management towards supporting staff is associated with a change in commitment Levels. The results indicate that Uganda Colleges of Commerce staff consider support from the institution as a significant factor in their commitment to college activities.

This is in line with the assertions made by Kamla-Raj (2024) that organizational support provides safety for the employees which gives them confidence that their Institution stands with them hence improving their level of commitment. The findings Laxmiprade et al. (2020) whose findings significantly suggested a positive relationship between organizational support and Organizational commitment; the study further highlights the importance of providing organizational support to employees in order to foster their commitment to the Institution. The findings are also in agreement with Chin et al. (2023) whose study revealed that perceived organizational support increases employees' obligation to help the Institution achieve its goals, it also increases their emotional commitment to the Institution, and the expectation that their performance will be rewarded. It also as well as decreased withdrawal behaviors such as absenteeism and resignation (Chin, et al. 2023).

5.1.4 The relationship between work environment, career development, organizational support and organizational commitment.

From the results of multiple regression analysis, it indicated an adj. R of 49.6%, meaning that the study variables explain 49.6% of the variance in Organizational Commitment in these institutions; UCC Soroti, UCC Tororo. The remaining percentage of 50.4% is explained by other factors. Further to this, results indicate that organizational support is the most significant factor in ensuring organizational commitment. This concurs with the findings in the qualitative data where 59% of the staff agreed that support from the institution boasts their commitment to the Institution. These findings are supported by Adelle Atkinson et al. (2022) whose study revealed that a supportive relationship between a staff and the supervisor helps develop the attitude and skills and commitment to work. The findings also align literature on staff engagement that emphasizes the value of supervisor support; to the extent that it improves work life balance which in turn improves employee commitment (Talukder, 2019).

The study findings therefore suggest that the more support the staff get from the Institution, the more committed they are to Institution goals and objective. The findings also revealed work environment significantly contributing to the staff organizational commitment by 23.7% while career development contributes 19.3%. This means that whenever there is improvement in Work Environment improved organizational commitment prevails. This aligns with the findings by Gu et al. (2022) that workers are more willing to integrate their extraordinary use of skills, abilities, and knowledge to achieve success in a welcoming and supportive workplace environment. Results from the study also indicate that through career development staff commitment to the Institution can be boasted.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Introduction

The study focused on examining the relationship between Work environment, career Development, Organizational Support and organizational commitment; the above elements are part of the determinants of organizational commitment.

6.1 Conclusion

Findings revealed the following:

The study confirms a relationship between work Environment and Organizational Commitment. This means that a good work Environment such as sufficient lighting, air temperature, sound at work, colors and decorations in the workplace, comfortable work space, settings structure and equipment are necessary in improving organizational commitment.

In addition, the study confirms a significant relationship between Career Development and Organizational Commitment. This implies that Organizational commitment cannot be achieved without career development activities like induction, training, coaching, mentorship, job rotations and internal promotions among others.

The study further confirms a relationship between Organizational support and Organizational commitment. This means that staff commitment cannot be expected in a situation where employees are given little or no support at all; that there is need for the organizations to support employees through appreciation and recognition, work-life balance, training grants, supervisor support and others.

6.2 Recommendations

Given the above conclusions, the study recommends the following:

Considering that Organization support was the most predicting variable for organizational commitment, institutions should come up with policies and channels through which enhanced organization support can be offered and appreciated by staff; this will lead to improvement in staff commitment.

Further still, the institutions should put in place modalities to support staff work-life balance including provision of accommodation and ensuring transfers or posting do not take them very far from their families.

Considering that there was a significant relationship between work environment and organizational commitment, institutions should create environments where all other amenities of work should ensure effective interaction and connection between workers.

Since there is a significant relationship between career development and organizational commitment deliberate effort should be made by institutions to ensure support to staff career journeys. The study recommends career development manuals and scheduled routine programs in this regard.

There is need to establish measures that will encourage every individual to be committed to the achievement of organizational objectives.

6.3 Areas for Further Studies

Since the study was limited to a given scope and specifics, the following areas need to be taken into consideration for the future studies.

The study considered some factors that contribute to organizational commitment in selected Uganda colleges of commerce Soroti UCC and Tororo UCC. The findings indicated that these specific factors of work environment, career development and organization support explain 49.6% of the variance Organizational commitment. Further research can be carried out to the factors that explain the other 50.4%.

Further studies can also be done into how top management impacts employees' organizational commitment.

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Appendix II: Questionnaire for Teaching and non-teaching staff

Questionnaire

Self-Administered Questionnaire (SAQ) for research on Determinants of organizational Commitment of staff in Soroti and Tororo Uganda Colleges of Commerce.

Dear Respondent,

I am Susan Kyozira a student of Master of Education in Educational Administration and Management, at Uganda Christian University. I am carrying out a survey on determinants of organizational commitment of staff with specific reference to Uganda Colleges of Commerce as part of the requirement for the award of a master's degree.

I shall be grateful if you could spare some time to respond to the items that follow herein. The information collected will be used strictly for academic purpose and always kept with maximum confidentiality.

Please tick your level of agreement with the statements that follow, where 5 stands for maximum agreement and 1 stands for minimum agreement. Please take your time to read carefully, and then respond to all the statements appropriately. For your information, you do not need to indicate your name and location anywhere in the self-administered questionnaire. In case of any hesitation, you will be at liberty to withdraw from this exercise at any time you deem necessary. Thank you very much in advance.

Signed:

……

SUSAN KYOZIRA

PRINCIPAL INVESTIGATOR

DATE: November 22nd, 2024

PART I

In this section, please tick your appropriate choice

Bio Data

1. Age of the respondent

   A. 22 – 30 years ☐ C. 41 – 50 years ☐

   B. 31 – 40 years ☐ D. 51 and above ☐

2. Sex of the respondent

   A. Female ☐ B. Male ☐

3. Highest level of Education

   A. Certificate ☐ E. Masters ☐

   B. Diploma ☐ F. PhD ☐

   C. Degree ☐ G. Others ☐

   D. Post Graduate Diploma ☐

4. Marital Status

   A. Single ☐ C. Separated ☐

   B. Married ☐

5. Period of work at UCC

   A. below 5 years ☐ D. 11 – 20 years ☐

   B. 6 – 10 years ☐ E. 21 – 30 years ☐

   C. 31 years and above ☐

6. Work position of the respondent

   A. Top Management ☐ C. Non- Teaching Staff ☐

   B. Teaching staff ☐ D. Support Staff ☐

7. Salary scale

   A. U1 - U2 ☐ D. U7 – U8 ☐

   B. U3 – U4 ☐ E. Others (GC) ☐

   C. U5 – U6 ☐

PART II

In this section, please respond by circling your most appropriate level of agreement.

Section A.

Work Environment determinants of organizational commitment.

Strongly Agree **5**	**Agree** **4**	**Doubtful** **3**	**Disagree** **2**	**Strongly Disagree** **1**

Sno.	Area of Concern	SA	A	D	DA	SD
1.1	I have a good level of job security and employability	5	4	3	2	1
1.2	The Institution's problem is my own problem	5	4	3	2	1
1.3	There is high distribution of leadership and leadership support at my Institution	5	4	3	2	1
1.4	I don't receive conflicting requests from managers since there is good communication	5	4	3	2	1
1.5	My manager supports and encourages my adoption of skills and performance	5	4	3	2	1
1.6	I would feel guilty if I left my Institution now	5	4	3	2	1

Section B.

Career development factors that determine organizational commitment.

Strongly Agree 5	**Agree 4**	**Doubtful 3**	**Disagree 2**	**Strongly Disagree 1**

Sno.	Area of Concern	SA	A	D	DA	SD
2.1	There are opportunities to do extra ordinary activities at work	5	4	3	2	1
2.2	There is a chance to advance my career in this Institution	5	4	3	2	1
2.3	There is a feel of a sense of accomplishment from what I do	5	4	3	2	1
2.4	The Institution offers enough training opportunities to keep my skills and knowledge up to date	5	4	3	2	1
2.5	The Institution greatly supports me in exploring my professional interests and goals	5	4	3	2	1
2.6	There is an opportunity for me to reach my full potential	5	4	3	2	1
2.7	The consequence of leaving this Institution would be due to scarcity of available alternatives	5	4	3	2	1
2.8	There is no too much to be gained if I stick with this Institution indefinitely	5	4	3	2	1

Section C.

Organizational support factors that determine organizational commitment

Strongly Agree 5	**Agree 4**	**Doubtful 3**	**Disagree 2**	**Strongly Disagree 1**

Sno.	Area of Concern	SA	A	D	DA	SD
3.1	My manager or mentor greatly supports and encourages my development	5	4	3	2	1
3.2	The organization values my	5	4	3	2	1

	contribution to its well-being					
3.3	The Institution provides an understanding of the criteria i must meet to be promoted	5	4	3	2	1
3.4	Observing other people's experiences in the Institution makes me predict my future career path	5	4	3	2	1
3.5	The Institution cares for my general satisfaction at work	5	4	3	2	1
3.6	The Institution avails help when i have a problem	5	4	3	2	1
3.7	The Institution disregards my best interests when it makes decision that affect me	5	4	3	2	1
3.8	I don't feel like an attached to my Institution	5	4	3	2	1
3.9	It would be hard for me to quit my job now even if I wanted to	5	4	3	2	1
3.10	Leaving this Institution requires considerable personal sacrifice; another Institution may not match the overall benefits I have here	5	4	3	2	1
3.11	I don't feel obligated to stay working in this Institution	5	4	3	2	1
3.12	I find that my values and the organizational values are similar	5	4	3	2	1

Section D.

Organizational Commitment

Strongly Agree 5	**Agree 4**	**Doubtful 3**	**Disagree 2**	**Strongly Disagree 1**

Sno.	Area of Concern	SA	A	D	DA	SD
4.1	I am willing to put in a great deal of effort beyond that normally expected in order to help this Institution be successful.	5	4	3	2	1
4.2	I talk up this Institution to my friends as a great Institution to work for	5	4	3	2	1

4.3	I feel very little loyalty to this Institution (R)	5	4	3	2	1
4.4	I would accept almost any types of job assignment in order to keep working for this Institution	5	4	3	2	1
4.5	I could just as well be working for a different Institution as long as the type of work was similar (R)	5	4	3	2	1
4.6	It would take very little change in my present circumstance to cause me to leave this Institution (R)	5	4	3	2	1
4.7	Often, I find it difficult to agree with this Institution's policies on important matters relating to its employees (R)	5	4	3	2	1
4.8	I really care about the fate of this Institution	5	4	3	2	1
4.9	For me, this is the best of all possible organizations for which to work	5	4	3	2	1

Appendix III: Interview Guide for non-teaching staff

Self-Directed Interview Guide for research on Determinants of Organizational Commitment of Staff in Soroti and Tororo Uganda Colleges of Commerce.

I am Susan Kyozira a student of Master of Education Administration and Management, at Uganda Christian University. I am carrying out a survey on determinants of organizational commitment of staff with specific reference to Uganda Colleges of Commerce as a part of the requirement for the award of a Master's degree.

I am grateful that you would spare some time to interface with me in this interview regarding my research. The information collected will be used strictly for academic purpose and always kept with maximum confidentiality. In case of any hesitation, you will be at liberty to withdraw from this exercise at any time you deem necessary. Thank you very much in advance.

……  ……

SUSAN KYOZIRA

PRINCIPAL INVESTIGATOR

DATE: November 22nd, 2024

Theme 1.

1.0 Determinants of organizational commitment.

1.1 In which ways does the Institution greatly inspire the best in you regarding job performance?

4.2 Do you have a good level of job security and employability?

4.3 Are there opportunities that make you feel empowered and motivated at your Institution?

4.4 Is there a high distribution of leadership and leadership support at your Institution?

4.5 Do you receive conflicting requests from managers since there is good communication?

1.6 Are you always rewarded for the effort in displaying good performance in your Institution?

1.6 Are there chances that your manager or mentor support and encourage your adoption of skills and performance levels?

Theme 2

2.0 Career development factors that determine organizational commitment.

2.1 What available avenues make you feel comfortable with your professional growth?

2.2 Are there opportunities to do extraordinary activities at work?

2.3 Are there opportunities that can lead to advance your career in this Institution?

2.4 Does your role excellently fit with your strengths?

2.5 Is there a feel of a sense of accomplishment from what you do?

2.6 Does the Institution offer enough training opportunities to keep your skills and knowledge up to date?

2.7 Through which avenues does the Institution greatly support you in exploring you professional interests and goals?

2.8 Are there opportunities for you to reach your full potential at this Institution?

Theme 3

3.0 Organizational support factors that determine organizational commitment

3.1 Are there ways through which your manager or mentor support and encourage your development?

3.2 In which ways does the Institution value your contribution to its well-being?

3.3 Are there clear avenues that guide you to understand the criteria you must meet to be promoted?

3.4 Can you predict your future career path by observing other people's experiences?

3.5 In which ways does the Institution care about your general satisfaction at work?

3.6 Are there avenues does the Institution avails help when you have a problem?

3.7 Are there instances that the Institution disregard your best interests when it makes decisions that affect you?

Theme 4

4.0 Organizational Commitment

4.1 When do you show interest in discussing your Institution with people outside it?

4.2 Through which instances do you feel like you are attached to your Institution?

4.3 When do you really feel as if this Institution's problems are your own?

4.4 Would it be hard for you to quit your job right now, even if you wanted to?

4.5 Does leaving this Institution require considerable personal sacrifice; can another Institution match the overall benefits you have here?

4.6 Would the consequence of leaving this Institution be due to the scarcity of available alternatives?

4.7 In which ways do you feel obligated to stay working with this Institution?

4.8 Would you feel guilty if you left your Institution now?

4.9 Is there no too much to be gained by sticking with this Institution indefinitely?

4.10 When do you find that your values and the Institution's values are similar?

Appendix IV: Letter of Introduction

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

09th September, 2024

TO WHOM IT MIGHT CONCERN

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR SUSAN KYOZIRA

Warm greetings from the School of Research and Post-Graduate Studies, UCU!

This serves to introduce the above named; **Susan Kyozira** as our student pursuing a Masters in Education Administration and Management registration number **RS22M06/014.**

Susan is conducting a research as a requirement for the award of the above mentioned degree entitled: **Determinants of Organizational Commitment Of Staff In Soroti And Tororo Uganda Colleges Of Commerce.**

She has fulfilled all clearance requirements such as getting faculty and Research Ethics Approval from UCUREC; accredited by Uganda National Council for Science and Technology (UNCST). Her work has minimal risks and deemed not harmful to both individual participants and the institution.

Any assistance given to her to achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

UGANDA CHRISTIAN UNIVERSITY
09 SEP 2024
DIRECTORATE OF POSTGRADUATE STUDIES

Dr. Owor Joseph
Head, Post Graduate Studies.
Uganda Christian University
jowor.ucu.ac.ug

Appendix IV: UCUREC Authorization Letter.

UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

05/09/2024

To: SUSAN KYOZIRA

UGANDA CHRISTIAN UNIVERSITY
+256-706-680-390

Type: Initial Review

Re: UCUREC-2024-996: DETERMINANTS OF ORGANIZATIONAL COMMITTEMENT OF STAFF IN SOROTI AND TORORO UGANDA COLLEGES OF COMMERCE

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **29/08/2024** approved the above referenced study.
Approval of the research is for the period of **05/09/2024** to **05/09/2025.**

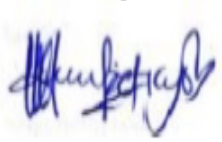
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **05/09/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Data collection tools	English	1	2024-08-19
2	Protocol	English	1	2024-08-19

Yours Sincerely



Prof. Peter Waiswa
For: Uganda Christian University REC

turnitin Similarity Report ID. Oid25569:142404862

PAPER NAME	AUTHOR
Susan Kyozira Dissertation-Final Draft	Susan Kyozira
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115 Pages	183MB
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Susan Kyozira (Candidate)

Dr. Moses Wambi

Supervisor

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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 22nd MAY 2025

Name of Candidate: SUSAN KYOZIRA **Reg. No:** RS22M06/014.

Title of Dissertation: DETERMINANTS OF ORGANIZATIONAL COMMITMENT OF STAFF IN SOROTI AND TORORO UGANDA COLLEGES OF COMMERCE

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate will have to indicate the current month and year.	Changed to May 2025	Cover page corrected
2	The candidate must follow the UCU format/structure of a Master dissertation especially when it comes to the presentation of the preliminary	Anomaly rectified and indicated	Page xiii, corrected

	sections of the dissertation. From the cover/title page, she should present the Declaration, Approval etc and then the abstract should be last preliminary section. This anomaly needs to be rectified.		
3	The candidate should make effort to learn what is conventionally considered to be a strong positive relationship.	Adopted a positive relationship and omitted strong	Page xiii in abstract, corrected
4	The candidate should follow the correct order of presenting preliminary sections on the Table of Contents.	Abstract changed and moved to last page of preliminary pages and tables of contents corrected	Page v table of contents, corrected
5	There is need for the candidate to lucidly indicate that the study employed mixed-method approach and give rationale for this.	Furthermore, alongside the descriptive study were approaches and techniques to which, a mixed-method approach was applied in order to gain a more comprehensive understanding of the research. The quantitative was for teaching staff since the sample size was relatively big while the qualitive was for the non-teaching staff of whom the sample size was small, with some; especially on governing council employment terms being semi-literate.	Page 34, information added and hence corrected
6	The candidate should indicate the category of people that responded to the questionnaire. How many were they and what was the return rate?	Teaching staff and some non-teaching staff responded to questionnaire; total was 98 respondents and return rate was 96.9%	Page 39, corrected
7	The candidate should clarify her claim of non-teaching staff was semi-illiterate. Yet, according to the GOU set the lowest employment qualification	The colleges have staff on governing council terms working a kitchen staff and ground workers whose qualification was no as per the government of Uganda standards since they are paid a wage internally.	Page 39, corrected

	support staff/non-teaching in colleges as being the "O" Level certificate.		
8	The candidate must show the interview protocol and the number of interviews conducted. She should also indicate whether she reached data saturation and if yes, at what point was it reached.	The procedure used was self-introduction of the interviewer and introduction of the interview's purpose and then the introduction of the interviewee. Then the questions followed in line with the specific information on the topic. A total of 10 respondents were target although the actual number met was 7 respondents because data saturation had been reached since a sufficient amount of data had been gathered to understand the phenomenon under study. This was due to replication of existing data yet no new themes were observed during the interview, neither were there any new understanding from the analyzing further data.	Page 40, corrected
9	The candidate should appropriately show how validity and reliability of both the quantitative and qualitative data collection tools were established and what were the results attained?	Data was compared from different groups and individuals to increase confidence in the results. All measurement tools for quantitative data were checked to ensure they cover all aspects of the concept being measured. All the items were found to have Cronbach's alpha (α) of 0.7 which aligns with Nunnally, (1978) who recommends a reliability level of 0.7 for all research tools. This indicates that the instruments used to measure the variables were consistent and reliable.	Page 40, 41 corrected
10	The candidate should make sure that all Tables are presented within acceptable page margins	Tables aligned within the acceptable page margins	Page 49, 53 etc. corrected
11	There is need for the candidate write all the references correctly following the APA7thEdition Format.	References worked on as directed	Pages 84 – 90, corrected

12	The candidate ought to indicate the category of people that responded to the questionnaire. The candidate ought to indicate the category of people that responded to the interview guide.	Questionnaire – respondents were both teaching and Non- teaching staff Interview guide – respondents were non- teaching staff	Page 91, corrected Page 97, corrected

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Comments here are observed to be same as for the external examiner	All observations were attended to as per the information noted above. All the observations were checked and corrected	Checked as per the external and internal examiner and corrected

SN	COMMENTS BY VIVA VOICE PANNEL	ACTION TAKEN	INDICATOR
1	Objectives and conceptual framework do match; however, the indicators would fit better under the commitments	Indicators fitted under the commitments	Page 14, corrected
2	Use schools /colleges instead of the organization	Replaced the term organization with Institution	For all related pages, corrected

SUSAN KYOZIRA ___ _____ DR. WAMBI MOSES _____

Candidate's Name Signature Supervisor's Name Signature