

**QUALITY OF WORK LIFE AND TEACHER PERFORMANCE IN SELECTED
PRIVATE SECONDARY SCHOOLS IN NAMA SUB COUNTY MUKONO DISTRICT**

BY

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DECLARATION

I, Nsubuga Shafique, declare that this is my original work and it has not been presented to any institution for the award of Master of Human Resource with Education.

Signed:



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Date: 14TH SEPTEMBER 2023

APPROVAL

This Dissertation is submitted with my approval as a supervisor.

Signed: 

Dr. Masagazi Joel Yawe

Date: 16TH SEPTEMBER 2023

DEDICATION

I dedicate this Dissertation to Mr. Kasozi Robert for the sponsorship, guidance and advice rendered to me during my course of study. Allah bless you.

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TABLE OF CONTENTS

Dedication.....	i
Approval.....	ii
Declaration.....	iii
Acknowledgement.....	vi
Table of Contents.....	v
List of Tables	x
List of Figures.....	xi
Acronyms	xii
Abstract.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.2.1 Historical Background.....	1
1.2.2 Theoretical Background	6
1.2.3 Conceptual Background	8
1.2.4 Contextual Background.....	9
1.3 Statement of the Problem.	11
1.4 Purpose and Objectives to the Study	13
1.4.1 Purpose of the Study.....	13
1.4.2 Objectives of the Study.....	13
1.5 Research Questions	14
1.6 Hypotheses.....	14
1.7 Scope of the Study	15

1.7.1 Content Scope	15
1.7.2 Geographical Scope	15
1.7.3 Time Scope	15
1.8 Justification of the Study.....	16
1.9 Significance of the Study	16
1.10 Conceptual Framework	18
CHAPTER TWO: LITERATURE REVIEW	20
2.1 Introduction	20
2.2 The Determinants of Quality of Teacher Work Life in Schools.....	20
2.3 Relationship between the Quality of Work Life and Teacher Commitment.....	32
2.4 Effect of Quality of Work Life on Teacher Turnover.....	43
2.5 Summary of Literature Review.....	47
CHAPTER THREE: METHODOLOGY	49
3.1 Introduction	49
3.2 Research Design	50
3.3 Area of the Study.....	50
3.4 Information Sources.....	50
3.5 Population and Sampling Techniques.....	51
3.5.1 Population.....	51
3.5.2 Sample Size Determination.....	51
3.5.3 Sampling Techniques	52
3.6 Variables and Indicators.....	53
3.7 Measurement Levels	54
3.8 Data Collection Procedure	54

3.9 Data Collection Methods.....	55
3.9.1 Questionnaire Survey.....	55
3.9.2 Interviews.....	56
3.10 Data Collection Instruments	56
3.10.1 Self-Administered Questionnaire.....	56
3.10.2 Interview Schedule.....	57
3.11 Quality/Error Control.....	57
3.11.1 Validity.....	57
3.11.2 Reliability	58
3.12 Strategy for Data Processing, Analysis and Interpretation.....	59
3.12.1 Data Editing.....	59
3.12.2 Data Presentation.....	59
3.12.3 Data Analysis.....	59
3.13 Ethical Consideration and Approvals	61
3.13.1 Ethical Consideration.....	61
3.13.2 Informed Consent.....	61
3.13.3 Participants' Confidentiality.....	61
3.14 Inclusion and Exclusion Criteria.....	62
3.14.1 Inclusion.....	62
3.14.2 Exclusion.....	62
3.15 Methodological Constraints.....	62
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.....	64
4.1 Introduction.....	64
4.2 Response Rate.....	65

4.3 Demographic Characteristics of Respondent.....	66
4.4 The Determinants of Quality of Teacher Work Life in Schools.....	68
4.5 Relationship between the Quality of Work Life and Teacher Commitment.....	76
4.5.2 Testing Hypothesis One: Quality of work life significantly influences teacher commitment in selected private secondary schools in Nama Sub-County.....	82
4.5.3 Regression Analysis.....	83
4.6 Effect of Quality of Work Life on Teacher Turnover.....	84
4.6.2 Testing hypothesis Two: Moderating effect of quality of work life significantly influences teacher turnover in selected private secondary schools in Nama Sub-County.....	91
4.6.3 Regression Analysis.....	92
CHAPTER FIVE: DICUSSION OF RESULTS.....	93
5.1 Introduction.....	93
5.2 Discussion of Findings.....	93
5.2.1 The Determinants of Quality of Teacher Work Life in Schools.....	93
5.2.2 Relationship between the Quality of Work Life and Teacher Commitment.....	99
5.2.3 Effect of Quality of Work Life on Teacher Turnover.....	104
CHAPTER SIX: CONCLUSIONS AND RECOMMEDATIONS.....	109
6.1 Introduction.....	109
6.2 Conclusions.....	109
6.3 Recommendations.....	110
6.4 Areas of Further Research.....	111
REFERENCES.....	113
APPENDICES.....	118

APPENDIX I: Table for Determining Sample Size for a Finite Population.....	118
APPENDIX II: INFORMED CONSENT FORM (Questionnaires).....	119
APPENDIX III: INFORMED CONSENT FORM (Individual Interviews).....	123
APPENDIX IV: QUESTIONNAIRE.....	127
APPENDIX V: INTERVIEW GUIDE.....	132
APPENDIX VI: INTRODUCTORY LETTER.....	133

LIST OF TABLES

Table 1: Sampling Frame.....	52
Table 2: Reliability indices for the questionnaire.....	58
Table 3: Summary of study response rates.....	65
Table 4: Demographic Characteristics of respondents.....	66
Table 5: The determinants of quality of work life in selected private secondary schools in Nama Sub County.....	69
Table 6: The relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County.....	76
Table 7: Correlation between the quality of work life and teacher commitment.....	82
Table 8: A single regression between the quality of work life and teacher commitment.....	83
Table 9: The moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.....	85
Table 10: Correlation between the quality of work life and teacher turnover.....	91
Table 11: A single regression analysis.....	92

LIST OF FIGURES

Figure 1: Conceptual Framework.....18

LIST OF ACRONYMS

CCTV	Closed-Circuit Television
DV	Dependent Variable
DIS	District Inspectors of Schools
IV	Independent Variable
Gov't	Government
MEO	Municipal Education Officer
MoES	Ministry of Education and Sports
MIS	Municipal Inspectors of Schools
NGOs	Non-Government Organizations
QWL	Quality of Work Life
SDT	Self-Determination Theory
SSA	Sub Saharan Africa
SPSS	Statistical Package for Social Sciences
Trs	Teachers
UNEB	Uganda National Examination Board

ABSTRACT

The study was conducted to explore the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County. The study objectives included: to establish the determinants of quality of work life in selected private secondary schools in Nama Sub County, to establish the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County, and to establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County. The research employed a cross-sectional survey design. Both quantitative and qualitative approaches were used. The study population comprised of 5 head teachers, 5 deputy head-teachers, 5 directors of schools, 2 District Inspectors of School, and 69 teachers. The questionnaires and interview guide were used in data collection. Data was analyzed quantitatively and qualitatively. From the field study, it was revealed that job security or security at work, balanced compensation; safe and healthy working conditions; adequate salary to all teachers; proper communication as well as team work; and career development in form of continuous professional development for teachers; these are the major determinants of quality of work life in selected private secondary schools in Nama Sub County. It also revealed that there was a positive significant relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County ($r=0.686$, $p=0.000$) with a regression R^2 of .471. This implies that any changes in quality of work life would lead to 47.1% change in the teacher job commitment. These results depict that the quality of work life is significantly related with improved teachers' commitment ($\beta_1 =0.686$, $p<0.01$). The study further noted that the presence of physical facilities such as teachers' houses encourages their punctuality at work; benefits such as salary enhance teacher job commitment, and teamwork among teaching staff enhance students' academic outcome in private secondary schools. The study further revealed that there is a positive significant relationship between quality of work life and teacher turnover in selected private secondary schools ($r=0.342$, $p=0.002$) and regression R^2 of .117. This implies that in situations where there is teachers' quality of work, job satisfaction is observed thus decreasing their intentions to leave the school; and compensation and fringe benefits arouse teachers' interest to the extent of retaining them in school. Basing on the above, it is concluded that quality of work life moderately influence teacher performance in selected private secondary schools in Nama Sub County. The study recommended that private secondary schools should have a policy on teachers' motivation. There is need for a streamlined policy on teaches remuneration to improve on the quality of work life; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.1 General Introduction

This study focused on the influence of quality of work life on teacher performance in selected private secondary schools. This chapter presents the context of the study (background), statement of the problem, purpose and objectives of the study and the research questions. In addition, it provided scope of the study, justification of the study, significance of the study; and conceptual framework.

1.2 Background to the Study

The quality of work life (QWL) is the teachers' feeling or perception of being comfortable with their teaching work. The QWL focuses on improving the work climate so that teachers can lead better work life (Erturk, 2022); and be more happy, useful, competent, flexible and productive for the private secondary school (Akar & Ustuner, 2017). Consequently, both organizational efficiency and teachers' happiness are improved. In this section, it entails the background to the study which comprised of historical background, theoretical background, conceptual background and contextual background.

1.2.1 Historical Background

World-over, Oyeh & Oluwuo (2018) asserts that the concept of quality of work life emerged since more than 45 years ago. The term Quality of Work Life (QWL) was initiated by Irving Bluestone, the Vice President of United Automobile Workers during 1970-80, which played a pivotal role in making decisions regarding improving the working conditions of the employees within an organization. On the other hand, Siti., Diyana.,

Nordin & Hussin (2018) asserted that the QWL was associated with satisfaction with working conditions, wages, as well as working hours in around 1969-1974 among the practitioners, and teachers in trade union in America and Europe. This was a result of the growing concern about the consequences of health, welfare and job satisfaction on American teachers and the new autonomous working group in Europe that earmarked the attention to the quality of work life. The QWL helps to ensure autonomy in work, and interdependence, as well as self-involvement with the idea of 'best fit' between technology and social organizations in developed countries (Rahayu & Nasharudin, 2019). The main components in the quality of work life that are useful for increasing teacher job commitment, teacher's productivity and improving product quality as well as reducing absenteeism according to Siti *et al.*, (2018) are: pay (wages); teachers' benefits (the most common issues that are health care, dental care, and retirement)/problems related to teachers such as health insurance etc); job security; alternative work schedules and job stress. While in the last decade, emphasis was only on personal life (out of work) in developed countries, nowadays the concept of QWL has emerged as a main social subject in contemporary management on a global scale.

Similarly, Erturk (2022) stated that in Sub-Saharan Africa, quality of work life at the secondary schools have been prominent in 1990s and basically and widely used in private secondary institutions. Developing countries in Africa adopted the concept of quality work life as a strategy to monitor teachers' job commitment and their satisfaction. Every teaching staff deserves to have satisfied and fulfilled life; and this because it leads to wellness within the secondary schools that result to improve teachers' efficiency and job commitment. Quality of work life measures as the favorable working atmosphere that

chains and promotes satisfaction by giving classroom teachers with rewards, job security and career development opportunity (Erturk, 2022). In Nigeria, Akar & Ustuner (2017) asserted that the government spearheads the policy on promoting the quality of work life in public schools. The government emphasized fair and adequate compensation for teachers, promoting conducive healthy and safe working conditions; develop individual capacity building and career advancement, promoting job security; social integration in work organizations; teachers housing as well as social relevance in work life. Despite the existing strategies to promote quality of work life, the performance of classroom teachers has remained wanting (Çoruk & Karakaya, 2017). A study conducted in three private secondary schools in Central Africa found out that, having good quality of work life create a harmonious ambiance that builds trust and reverence; despite this, teachers' job commitment at work as indicated by regularity, punctuality, content syllabus coverage as well as discipline has remained a nightmare (Çoruk *et al.*, 2017). Hence, this implies that quality of work life is a pivotal move to address these issues. Therefore, quality of work life and its relationship with teacher job commitment has become an explicit objective for many of the human resource policies in modern secondary schools, thus explaining the reason for this research.

In line with the above, Demir (2019) further noted that in East Africa, Kenya especially, quality of work life among secondary schools have been emphasised by the Ministry of Education with an aim of fostering a better school environment encouraging teachers' job commitment. During the past few years, quality of work life has received vital attention in academic environment due to its key role on the success of private secondary schools. A rise in the QWL help teachers' well-being, thereby the well-being of the whole secondary

school (Deveci, 2021). These days, for private schools to be successful and achieve its organizational objectives, it is imperative that its teaching staffs are satisfied with their work, since work occupies a vital place in many people's lives; such conditions are likely to affect not only their physical but also a high level of social, psychological, and spiritual well-being. In a nutshell, Demirtaş & Nacar (2018) argued that private secondary schools offering better quality of work life and supportive work environments shall gain leverage in hiring and retaining valuable classroom teachers; and private schools with high quality of work life enjoy exceptional growth and effectiveness. Most importantly, Makela (2020) pointed out that quality of work-life influences organizational commitment which gives teachers internal satisfaction of pulling their optimum strength into work. Besides, ensuring work life quality can also be termed as an image building activity which eventually helps secondary schools in a verity of ways ranging from attracting and retaining teachers to business-school expansion (Erturk 2020). Regrettably, all this appeared to have yielded to no avail as quality of work life has failed to have become responsive to teacher performance issues. This investigated, especially scrutinizing the frequently applied quality of work life and its influence onto teacher performance in selected private secondary schools.

Additionally, Swathi & Reddy (2016), in today's context it becomes vital to recognize the factors that constitute and influence the quality of work life in private secondary schools and teachers' perception about it. However, Hamidi., Wahab & Wayan (2019) believes that school managers and management theorists were more concerned with the management of material and financial resources in Tanzania schools. The quality of work life has remained a cause for concern East African private schools in recent years. This has captured the

attention of teachers and school managers, more so due to workplaces competing for suitably qualified and competent teaching staff (Abebe, 2017). Quality work life is a major issue for teachers and how schools deal with this issue is both of academic and practical significance. For private school operation, teachers are one of the most vital human resources and according to Afsar (2019), the success of any educational system depends largely upon their classroom teacher's work. Based on the explanation above, quality of work life is a challenge that must get full attention in private secondary schools. With full attention in private school, the teachers' performance shall be high (Jeric & Aviguetero, 2021). QWL involves factors that affect teachers' job commitment and satisfaction at the workplace such as cheerfulness and subjective well-being (Chand, 2016). It also includes the supportive and encouraging working atmosphere which promotes teachers' satisfaction, ensures better salaries, job security and development opportunities for them (Afsar, 2019). With a good quality of work life, it is expected that the teacher's job commitment shall be better; however the reverse has been true among private secondary schools in Mukono district, reason for this research.

In Uganda, the history and emphasis of quality work life in education sectors started in 20th century by of Ministry of Education and Sports and other related agencies. It is vital for private secondary schools to make teachers feel comfortable with work and work environment so that they get satisfaction at work (Hamidi, 2021). QWL has also been found to have a direct impact on human outcomes as it develops working conditions for people (Manju, 2019), significantly minimizes absenteeism (Nwaka & Obikeze, 2020), increases teachers' turnover and improves quality of professional life (Hamidi, 2021). The quality of work life includes providing opportunities for classroom teachers to make

decisions related to their work; and design their workplaces, as well as the need for classroom teachers to be more creative (Chand, 2016). Based on the explanation above, QWL is a problem that must get full attention in private secondary schools. With full attention in school, the QWL shall be able to increase the role and duties of teachers as educators. As a good educator, the teacher must be able to give the best role so that the educational goals can be achieved. With a good QWL, it is expected that the teacher's performance shall be better because the basic purpose of the QWL is to develop the best possible working environment for all members in an organization so as to provide job satisfaction which certainly has a positive impact on teachers' performance (Manju, 2019). In the research study, the quality of work life was represented by affective teachers' job commitment which is highly being complained of as being missing in Uganda, specifically in the private secondary schools in Nama Sub County.

1.2.2 Theoretical Background

This study on the quality of work life and teacher performance in selected private secondary schools based itself the famous theory of Organizational Theory. Organizational theory is one of the theories to help our understanding of the work life of teachers. An understanding of organizational and systems theory is, thus, important, if we are to have a clear picture of the interplay of factors (both external and internal) that impinge on the QWL in schools. Başaran & Guçlu (2018) provided an open systems scheme for studying organizations. They espouse that organizational behavior is the result of the dynamic interplay of bureaucratic expectations and individual needs informal norms, as well as external influences. All these factors have a vital impact on the quality of working lives of teachers in private secondary schools. Therefore, many supportive studies have examined

the QWL of teachers within the framework of the organization as open systems (Buyukgoze & Ozdemir, 2017; Akar & Ustuner, 2017). Other researchers have underscored the reciprocal influences between the school and the external environment in creating and maintaining healthy schools and positive teachers' working lives (Akar & Ustuner, 2017).

On the other hand, Akar & Ustuner (2017) suggested that QWL is associated with satisfaction with wages, hours and working conditions; describing the 'basic elements of a good quality of work life' as; safe work environment, equitable wages, equal employment opportunities, job security, and opportunities for advancement. QWL is a generic phase that covers a person's feeling about every dimension of work including economic rewards and benefits, safe and healthy working conditions, organizational and interpersonal relationship and its intrinsic meaning in a person's life. QWL is the work culture that serves as the corner stone. The theory assumes that when a person is not satisfied at work, they shall try to correct this situation through stimulating activities outside work. Here again, Başaran & Guçlu (2018) analysis tends to confirm the compensation model in certain circumstances and shows that certain spheres of work life correlate negatively with areas outside work. For example, the author points out that classroom teacher who have physically demanding jobs generally tend to seek out non-tiring leisure activities so that they can recuperate better. However, the main criticism the various authors have concerning the compensation model is that, taken to the limit, this model predicts an inverse relation between job satisfaction and satisfaction outside work, which the research in general does not tend to show. This ought to be investigated, especially scrutinizing the frequently applied QWL that exists in in private secondary schools and its influence on teacher performance.

However, with allegations of inadequate utilization of appropriate QWL within environmental dynamics in the private secondary schools in this Sub-County, this prompted the current researcher to opt for the research study.

1.2.3 Conceptual Background

In this study, the research focused mainly on two major study variables; that is, quality of work life and teacher performance.

The concept of **quality** according to Akar & Üstüner (2017), quality shall be construed to refer to efficiency and meeting of the demands of education in accordance with stakeholder aspirations. Quality is attributed to high level of value or excellence.

Quality of work life: Başaran & Guçlu (2018) refers to work quality life as a way of thinking about people, work and organizations. Arslan (2018) equated QWL to favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security and career growth opportunities. Ertürk (2022), opines that QWL is a philosophy or set of principles which holds that people are trust worthy, responsible and capable of making a valuable contribution to the organization. QWL can be defined as an extent which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organization. In this research study, quality of work life was considered as a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work. It is defined as teachers' aspirations regarding their job settings, wages and professional growth, balance between professional and private life and security and relationships with colleagues at the workplace.

Job Performance: It refers to the result of activities carried out by the teacher in the teaching-learning process that is measured based on their IPCRF rating (Seyhan, 2020). On the other hand, Performance Rating refers to the rating of teachers obtained in their performance of job. Teachers' performance can be indicated by teachers' job commitment, syllabus content coverage, regularity and punctuality.

1.2.4 Contextual Background

Hamidi (2021) noted that Uganda, like many other countries in Africa has prioritised private secondary school environment targeting to boost the quality of work life in education sectors. Today in many private secondary schools, teachers are not satisfied with their work. Quality of work life has become one of the organizational issues in the modern era. Thus, quality of work life (QWL) is a human resource management concept which is used to improve the work life of teachers. Quality of work life is the quality of relationship between teachers and the total working environment, with human dimensions, technical and economic consideration (Manju, 2019). Quality of work life is the quality of relationship between teachers and the total working environment, with human dimensions, technical and economic consideration. Quality of work life is a process by which interest groups in the private secondary schools shall learn how to work better together, how to determine for themselves what activities, changes and improvements are desirable and effective to the organization to be more efficient; as teachers at technical schools have different integration in the organization, work life and social dependence, overall living space from the other theoretical schools, thus, leading to different development of human capability and growth opportunities (Odanga., Aloba & Raburu, 2017).

More so, teacher's role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture in Uganda, and Mukono District inclusive. Education empowers human beings by developing their skills, abilities, rationale that provides competitive edge to them (Manju, 2019). In order to attain these goals, the teacher should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of work life. If the quality of work life of teachers is below average, then its resultant impact shall be on teaching and research work and these are the basis for the progress of any society. Quality of work life has a significant association in teaching environment. QWL of academicians, particularly in the private secondary schools, is not in a better condition in Mukono District (Mukono District Education Report, 2021). Factors such as salary and wages biasness between same qualified teachers, advancement opportunity for growth is low, salary and job security issues are badly affecting the relationship with administration and academicians, dissatisfaction regarding leave flexibility etc. are responsible for low quality of work life of teaching staff. QWL significantly contributes towards increasing the job satisfaction or dissatisfaction depending upon the teacher 's negative or positive perception of quality of work life dimensions (Manju, 2019).

Subsequently, the quality of work life is a picture of the quality of personal relationships with the overall working conditions. Nwaka & Obikeze (2020) suggests that the creation of a quality work environment is the duty of all components in the private secondary schools. The perception of senior private secondary school teachers in Uganda, Mukono District inclusive regarding the quality of work life is so varied that Safura (2018) defines the quality of work life as teachers' perception of the physical state of work. The components

of work life quality to be used in this study are: available facilities, safety of the work environment, teacher involvement, balanced compensation, communication, career development, security of work, and pride in school. The government of Uganda through the MoES has emphasize to improve the teachers' quality of work life, and this has been done through offering career opportunities to teachers, improving peaceful environment, and teaching staff to participate in decision-making processes to boost teachers job commitment and teachers' turnover intentions could be reduced by increasing their quality of work (Nwaka & Obikeze, 2020). The teacher performance data which is still low above concludes that teacher job commitment and turnover in private secondary schools in Nama Sub-County is also still in the low category. Subsequently, most of the studies on quality of work life largely focus on the teachers' performance in developed and developing countries (Akar & Ustuner, 2017; Başaran & Guçlu, 2018; Çoruk & Karakaya, 2017; & Demirtaş & Nacar, 2018); and few or no study captured teachers' performance. Teachers in Nama Sub-County most often do not enjoy the school environment as expected to attain their goals. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study on the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County.

1.3 Statement of the Problem

The quality of work life (QWL) has an influence on teacher performance in selected private secondary schools. The QWL is the employees' feeling or perception of being comfortable with their work. The basic components of QWL in private secondary schools included; job security, reward systems, trainings and development, career advancement opportunities and

participation in decision making. It focuses on improving the work climate so that classroom teachers can lead better work life (Demir, 2019); and be more happy, useful, competent, flexible and productive for the private secondary schools (Makela, 2020). Consequently, both private secondary schools efficiency and teachers' happiness are improved; while on the other hand, QWL enhances teachers' job commitment and influences teachers' turnover (Manju, 2019).

Despite the high premium placed on teachers' performance by the *National Policy on Education* (2019), teachers work place performance have not shown the desired results in Uganda and Mukono District in particular. Teachers in a number of private secondary schools in Nama Sub County do not keep time because their job commitment and loyalties are divided between different schools where they teach to earn a living (Kiwanuka, 2021). Teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, and at times teachers procrastinate on events. All these might have negative impact on the teachers' job commitment (Ssenyonga, 2020). This situation of performance of teachers has persistent despite the school managers emphasize of quality of work life. Thus, there still exists cases of increasing declining teachers' performance in most of the private secondary schools are reaching enormous proportions, and the situation is alarming in Nama Sub County. Most parents are dissatisfied with their students' academic performance in these schools as evidenced by UNEB results, where few students usually get grade one (UNEB Results, 2020).

Consequently, Mukono District Local Government has put up measures to address the issue of teachers' job commitment and absenteeism in order to improve on the performance of

teachers by strengthening inspection of school department, in addition to the Ministry of Education and Sports recruiting and training more teachers in QWL through workshops (Kiwauka, 2021). This has been done with an intention of improving the performance of teachers. Despite these interventions in place, the performance of teachers in private secondary schools in Nama Sub-County has remained low. There may be delay in planning for academic activities, postponement of time to give and mark assignment, tests and examination (Ssenyonga, 2020). In a nutshell, most of the studies on QWL largely focus on the performance of school employees in developed and developing countries (İsmetoğlu, 2017; Deveci, 2021; Ertürk, 2020; & Demirtaş & Nacar, 2018); and few or no study captured teachers' performance. Private secondary school teachers in Nama Sub-County still experience decline in performance of teachers (Ssenyonga, 2021). It's in this light that the research ding out or calls for more studies geared towards exploring the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County.

1.4 Purpose and Objectives of the Study

1.4.1 Purpose

To explore the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County.

1.4.2 Objectives of the Study

The objectives of this study were:

1. To establish the determinants of quality of work life in selected private secondary schools in Nama Sub County.

2. To establish the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County.
3. To establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.

1.5 Research Questions

To establish the most outstanding quality of work life and its influence on teacher performance, three research questions were set on the determinants of quality of work life and two frequent indicators of teacher performance to gather qualitative information from respondents:

1. What are the determinants of quality of work life in selected private secondary schools in Nama Sub County?
2. What is the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County?
3. What is the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County?

1.6 Hypotheses

Two research hypotheses (corresponding to the research question 2 and 3) were tested on the corrected quantitative data:

- i. Quality of work life significantly influences teacher commitment in selected private secondary schools in Nama Sub-County.
- ii. Moderating effect of quality of work life significantly influences teacher turnover in selected private secondary schools in Nama Sub-County.

1.7 Scope of the Study

The scope was divided into three dimensions, that is; content, geographical, and time scope.

1.7.1 Content Scope

The study focused on quality of work life and its impact on teacher performance in selected private secondary schools. Specifically, the study was based on establishing the determinants of quality of work life in selected private secondary schools, establishing the relationship between the quality of work life and teacher commitment in selected private secondary schools, as well as identifying the moderating effect of quality of work life on teacher turnover in selected private secondary schools. The independent variable (quality of work life) and the dependent variable (teacher performance) were examined.

1.7.2 Geographical Scope

This research was conducted among selected private secondary schools in Nama Sub County, Mukono District, and this area was selected because of increasing decline in the quality of work life of teachers following the impact of COVID-19 pandemic on the school finances.

1.7.3 Time Scope

The study considered the period between 2019-2022. This was the time when schools in Nama Sub County suffered most due to COVID-19 pandemic as it was characterized by schools' mandatory closure, affecting the income of every one at the same time the opening of the schools following a reduction in the spread of the pandemic.

1.8 Justification of the Study

Ideally, teachers prove to be the biggest asset not only for their schools but also for the country. Besides, their responsibility for transferring knowledge, they now have to be able to perform a variety of tasks, such as working in teams, assisting in integrating students with special educational needs and contributing to school management (Heidarie., Askary., Saedi & Gorjian, 2019). Every organization, including secondary schools, has problems to face. Teacher job commitment is one of the vital things to note and improve. To improve teacher job commitment and retention in schools, one that can be pursued is to improve the quality of work life (Kiwanuka, 2021). However, all this kind of quality of work life among private secondary schools has not been handled and many papers in Uganda have less handled teachers' performance as mentioned earlier and this study is aimed at looking at quality of work life and providing policy incites on how well teachers can be shaped so as to improve their own quality of work life that can improve their effectiveness at work, thus concern for this study.

1.9 Significance of the Study

The findings of the study shall contribute to the following:

To the school administrators: They shall be guided by the results of the study to develop better and effective working environment, where teachers should be treated as a key element rather than working as a machine. In order to attract and retain teachers, an organization has to develop a high quality of work life. Thus, having knowledge about what quality work life and how it can be managed is paramount for policy formulation.

To the teachers: Teacher's role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals, the teacher should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of work life. The results of the study shall enlighten teachers on the importance of quality work life.

To the students: As they are the direct beneficiary of this study, whatever results this study shall produce, is directly geared towards improving their learning and performance outcome.

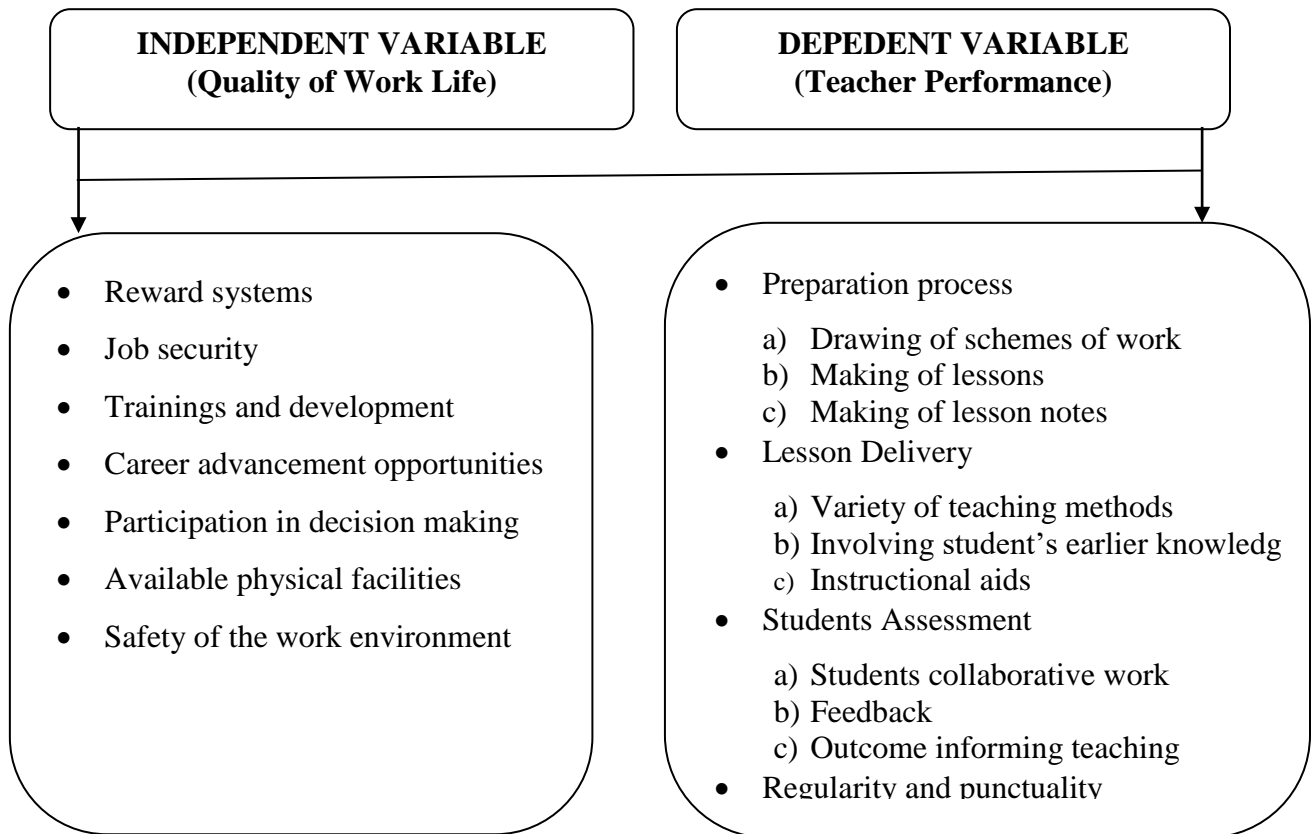
To the parents: This study shall be of great value through informing the parents as it may help develop in them a sense of awareness of the importance of the role they play as partners of teachers for the total development of their child. They shall base of this study conclusions and recommendations to find out the recommended strategies that can be adopted towards achieving teachers' commitment and retention at places of work.

To the community people: Through information, this study shall provide insights on how they shall provide help to the school head and teachers for the better learning of the students.

To Policy Makers: The results and findings of the study shall serve as an eye opener as solutions and recommendations shall be promulgated in planning and adopting Quality of Work Life (QWL) programs to create excellent work condition and job for its teaching staff. This shall enable these policy makers formulate strategies that can improve teachers' performance, thereby improving on their job commitment and retention.

Library Users: These study findings shall be considered as a source of reference for other academic library users from Uganda Christian University and beyond. It shall act as a vital source of reference by future researcher in the long run.

1.10 Conceptual Framework



Source: Developed by the Researcher Himself guided by Buyukgoze & Ozdemir (2017).

Figure 1: Conceptualization

1.10.1 Interpretation of the Conceptual Frame Work

This conceptual framework was adapted from (Büyükgoze & Özdemir, 2017) guided by the Organizational Theory. The theory assumes that when a person is not satisfied at work, they shall try to correct this situation through stimulating activities outside work. From the conceptual framework above, it can be seen that, there are different components of quality of work life such as reward systems, job security, trainings and development; career advancement opportunities; participation in decision making; available physical facilities, and safety of the work environment. When this quality of work life is in place, teachers' performance tends to improve. In this regard, teachers' performance is manifested through preparation process (i.e. drawing of schemes of work, making of lessons and making of lesson notes), lesson delivery (i.e. variety of teaching methods, involving student's earlier knowledge and instructional aids), student's assessment (i.e. students collaborative work, feedback and outcome informing teaching); regularity and punctuality. On the other hand, intervening variables include; leadership at the top and level of School Inspection.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter two entails the empirical information regarding the quality of work life and teacher performance in selected private secondary schools. It further covers different writers, researchers and authors' views, opinions, perception and ideas. The literature review is further done basing on the study themes developed in accordance to the study objectives namely: the determinants of quality of teacher work life in schools, the relationship between the quality of work life and teacher commitment, and effect of quality of work life on teacher turnover.

2.2 The Determinants of Quality of Teacher Work Life in Schools

According to Muhammad., Abdurrahman., Oyku & Ashfaque (2017), quality of work life is the degree to which members of a work institution are able to satisfy vital personal needs through their experiences in the institution. More specifically, QWL may be set into operation in terms of teachers' perceptions of their physical and psychological well-being at places of work. Thus, stress at work is often considered in isolation, wherein it is assessed on the basis that attention to an individual's stress management skills or the sources of stress shall prove to provide a good enough basis for effective intervention. Alternatively, job satisfaction may be assessed, so that action can be taken which shall enhance an individual's performance. Somewhere in all this, there is often an awareness of the greater context, where upon the home-work context is considered; for example, and other factors, such as an individual's personal characteristics, and the broader economic or cultural climate, might be seen as relevant. Some of the vital scopes of the quality of work life, according to Conklin (2018) are: adequate and fair compensation, safe and healthy

working conditions, opportunity to use and develop human capacities; social integration in the work organization; constitution in the work institution; work and total life span and social relevance of work life.

More to the above, Amir & Marzuki (2017) further explains quality of work life in terms of eight broad conditions of teachers that constitute desirable quality of work life. They proposed the following criteria for measuring quality of work life, including: adequate and fair salary; safe and healthy working conditions; opportunity to use and develop human capacities; as well as opportunity for career growth by expanding one's capabilities. Others included the knowledge and qualifications; social integration in the workforce by creating freedom from prejudice; supporting primary work groups to have a sense of community and inter personal openness; egalitarianism and upward mobility of teachers; constitutionalism in the work organization; and work and quality of life; as well as social relevance of work (Manju, 2019). Thus, quality of work life provides for the balanced relationship among work, non-work and family aspects of life. In other words, family life and social life should not be strained by working hours including overtime work, work during inconvenient hours' travel, transfers, and vacations.

Nwaka & Obikeze (2020) argued that the components of quality of work life majorly include; job security, reward systems (i.e. compensation, incentives etc.); training and development, career advancement opportunities, and allowing teachers to participate in decision making. Besides, Jerome (2019) classified quality of work-life indicators into intrinsic and extrinsic factors. The intrinsic factors are those that propel individuals to desire to engage in tasks that they find inherently satisfying and enjoyable, novel, or

optimally challenging, the desire to do something for its own sake. Specifically, the duo identified autonomy, competence and relatedness as the key components of these intrinsic factors. They argued that these three factors are germane for teachers to realize optimal psychological functioning and growth throughout their lifespan. Jerome (2019) further described the extrinsic factors as those that have to do with external influences such as rewards, social evaluations, rules, responsibilities and even punishment. The major thrust of their study which they tagged 'Organizational theory', is that workers are actively growth oriented and that they move towards a unified sense of self and integration with others. The indicators of quality of work life include pay package and fringe benefits; autonomy and control; advancement opportunity and job security; and job enrichment, as well as flexible working time. For instance, earnings which is pay package can be subjective when teachers are asked to give the information themselves, and objective when collected from the administrative source.

With this change in thought, many scholars have since focused more attention on intrinsic work orientation, and it has become an increasingly vital factor for economic performance and future competitiveness in the knowledge-based economy (Chand, 2016). Intrinsic motivation differs from extrinsic in the sense that intrinsic is derived from the job experience itself; while, extrinsic motivation is based on the expected pleasure of the activity; and according to Hamidi (2021), extrinsic rewards are now less motivating as day to day remuneration is more strongly driven by intrinsic rewards. An intrinsic rewarding job is interesting and challenging, one does a number of things at the job, like being able to use skills, abilities, learn new things, and work independently as well as being recognized for doing a good job. Jerome (2019) further stated that intrinsic job rewards are more

strongly and consistently related to overall job satisfaction than extrinsic characteristics while Chand (2016) found that work environments providing varied work initiative and voice were associated with a stronger intrinsic orientation. The measures of quality work life are multi-dimensional as they include both monetary and non-monetary indicators. Based on literature, the following major indicators can be identified: job security, job enrichment, flexible work time, advancement and growth, pay packages and fringe benefits, work intensity, skills, autonomy and control, relatedness, safety and healthy work environment, thus reason for this study to ascertain the situation in Nama Sub County.

In terms of reward system, Temesgen (2017) argued that reward system is a formal and well-structured procedure through which private secondary schools motivate classroom teachers, and increase their efficiency by giving them different kinds of benefits in addition to their wages. These benefits could be in form of compensation, fringe benefits, recognition and appreciation which arouse classroom teachers' interest, and also help in retaining them. Education institutions, in order to reach their goals and visions rely on various motivational factors to get teaching staff perform their best, and classroom teachers are motivated directly when by their reward system, they contribute to their private school' effectiveness. The duo further asserted that the purpose of reward system is to contribute to the increased value of an organization, to motivate and encourage actions that are needed for an organization's success. They also opined that for the teachers, the rewards need to be better than other options and for the private secondary school, the outcome of the classroom teacher's actions must be better than the reward. Hamidi (2021) opined that private secondary schools that reward teachers perform better than those that do not. This implies that reward systems have the potential of being the most vital school's management

control system. Teachers with clear goals that are rewarded in accordance with their expectations are often satisfied with their work place. For instance, something that is much appreciated by a teacher might be like a punishment to another teacher who feels a social pressure to take part of these “rewards”. In other words, there is no optimal reward system that can be used in every school and in every situation hence private secondary schools should study their environments and their teachers to know the best way to reward them.

In terms of healthy and decent work condition, Jeric & Aviguetero (2021) asserted that this involves providing such conditions in the private secondary school where classroom teachers feel healthy and privileged with their jobs. They do not feel any risk to their lives, can work freely and have conducive learning environment. Furthermore, teachers find their job interesting and their experiences pleasant. Teachers believe that they are enjoying opportunities for professional development and their perceived values match with those of the school, resulting in overall satisfaction with the working conditions of the school (Afsar, 2019). The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

More so, Hamidi., Wahab & Wayan (2019) asserted of administrative support as another determinants of quality of teacher work life in schools. Teachers perceive that they enjoy maximum support from their head-teachers, and, their administrators collaborate with them frequently. The classroom teachers feel that they can speak to their administrators freely, get assistance related to their daily work; are trusted and treated equally and may exercise

and defend their rights freely. Quality of work life is a holistic approach that includes an individual's job-related wellbeing and the extent to which he is satisfied with the rewards, fulfillment at job and enjoys the absence of stress and other negative personal consequences. A relatively comprehensive approach to quality of work life is provided by Rahayu & Nasharudin (2019). Walton proposes an ideal quality of work life program which includes practices in eight major areas: adequate and fair compensation, safe and healthy work conditions, opportunity to use and develop human capacities, opportunity for career growth and security; coordination and social integration at work, work and personal life and social relevance of work.

In other words, Afsar (2019) noted that facilities at work being another component of quality of work life. This provides evidence of teachers' satisfaction with benefits such as health and accommodation facilities. There is also developmental opportunities and decent and fair wages as another components of quality of work life. Teachers feel privileged to make decisions about their work at school, utilize their abilities at schools and are provided with opportunities to change or update their nature of work. Quality of work life also includes teachers' perceptions of decent and fair wages matching the market. This would positively affect their commitment to work.

Oyeh & Oluwuo (2018) states that the Occupational Safety and Health program aims to provide a conducive climate for teachers to excel, thus, every incident both light and fatal accidents and illnesses must be accounted for by the parties concerned. To improve safety at work, safety and health facilities must be improvised in private secondary schools, and this because it shall be related to the level of teacher job satisfaction. Thus, Occupational

Safety and Health in the work needs to be improved in order to create a good quality of work life for teaching staff. The indicator that gives the highest contribution in improving the quality of work life for teachers is presence of affective communication and career development. Oyeh & Oluwuo (2018) asserts that good communication at school can be done between the head-teacher and the teacher; the teacher with fellow teachers, and the teacher with the students. If good communication is established in school, then teamwork and personal relationships with others shall be maintained and certainly have an impact on the job commitment and satisfaction of someone working in the institution. In addition, career development also has a very good role in improving the quality of work life in private secondary schools. Classroom teachers should be given the flexibility to be able to develop their careers better.

Broadly, Rahayu & Nasharudin (2019) argued that the concept of QWL involves four major aspects: appropriate salary, occupational health care, suitable working time, and safe work environment. The safe work environment provides the basis for a teacher to be happy at work. The work should not pose a health hazard for the teachers. The school managers and teachers are aware of their risks and rights, and could achieve a lot for their mutual benefit. The working time has been indicated by the particular State according to the legislation, and in accordance to the existing institutional framework. The concept of QWL assumes that a job is more than just a job; it is the center of a person's life. However, in recent years, there has been increasing concern for QWL due to the following factors: increase in education level and consequently job aspirations of teachers; association of teachers (UNATU); significance of human resource management; widespread industrial unrest; as well as growing of knowledge in human behavior.

Additionally, Oyeh & Oluwuo (2018) argued that the concept of quality of work life is gaining increasing attention in the area of Human Resource Management. The QWL encompasses the sum of total healthy experience of individual's experience in various facets of the work life or life at work. The reaction of teachers to work depends upon three factors: work ethics, values, the personality traits and individual characteristics such as need pattern, tolerance for ambiguity, locus of control, abilities and skills of the teachers; characteristics of the job, such as the amount of challenge it offers, the extent of autonomy one has in doing the job, the extent of skills used in performing the job, and the like; and facilities offered by the institution at the work place such as reward systems and training facilities. Besides, Akar & Ustuner (2017) argued that many different factors influence the quality of an individual's working life. These factors may include; job satisfaction, working conditions and workplace-stress. More factors such as work duties, workplace environment, peers, and income influence how satisfied a teacher is with the job. When job satisfaction is positive, this greatly contributes to a better quality of working life. An individual who is satisfied with their job is more likely to experience a higher quality of working life than a teacher who is dissatisfied or even resentful of the work, and the researcher found out whether this is applicable in Nama Sub County.

Further, workplace-stress which is considered as the amount of stress experienced by the teacher in the work environment. Workplace-stress is caused by numerous factors, including what duties an individual must perform, or their peer group in a school, and their overall workload (Arslan, 2018). A teacher, who has a heavy workload, is also more likely to experience workplace-stress. Workplace-stress often leads to the stress outside the workplace due to the attending to other items of work in an individual's daily life. This

stress is the cause of experiencing lower quality of work life. The negative consequences of occupational stress are recognized as major problems for both teachers and private secondary schools. For teachers, stress frequently contributes to the risk of accidents, burn-out and illnesses like coronary heart disease, ulcers, hyper-tension, anxiety and severe depression. For private secondary schools, stress-related problems result in low job satisfaction, poor quality of performance, increased absence from work and high teacher turnover intention.

Furthermore, other factors which influence quality of work life are: individual teachers' wage, their working hours, fairness in the workplace, workplace conditions, as well as personal characteristics such as anxiety or depression (Arslan, 2018). An individual who is receiving a low wage, especially in comparison to how difficult their job is, shall have a lower quality of working life. Teaching staff who work for too many hours, too few hours or unusual hours are more likely to have a lower quality of working life. An individual who has very few working hours at the work place is not likely to receive enough money to maintain her/his standard of living; while an individual who is working for too many hours is likely to experience workplace stress and decline in social relationships (Arslan, 2018). The unusual hours can cause a decline in the quality of life due to the fact that individuals with unusual hours are more likely to see a decline in social relationships as well as experience difficulty in attending to normal activities. On the other hand, Manju (2019) argued that work place conditions are influencing the teachers' performance at their work, and it consists of all the factors which act and react on the body and mind of a teacher. Fairness in the workplace is considered as the way how fair a workplace is and how fairly it is maintained. When a workplace is not managed fairly, it generally means that every

individual in the workplace is not treated equally. When a workplace is considered unfair, this leads to a decline in the quality of working life because an individual worker may feel resentment at being unfairly punished or fired due to the workplace unfairness. Thus, need for this study to ascertain the situation in Nama Sub-County.

In addition, quality of working life may be affected by personal characteristics exhibited by a teacher. Personal characteristics can affect a workplace through how it is perceived, or how job duties are performed (Swathi & Reddy, 2016). An individual who is anxious in social situations, for example, shall report a lower quality of working life if this situation requires constant, daily interaction with other staff. Other personal characteristics such as depression, shyness, and general happiness can also affect the overall quality of working life as these characteristics influence the way the individual performs the duties sincerely. In this regard, chronic stressful experienced by teachers at work can adversely affect physical and mental health. Poor quality of work life and employment status can be seen as a determinant of premature departure from working life. This has been observed in teachers with physically or mentally demanding work; with monotonous, repetitive work, and other types of stressful experience. Exposure to poor quality of work life is also indicated to increase intentions to leave the education institution, and to reduce performance; and motivation at earlier stages of employment trajectories (Seyhan, 2020). Therefore, different authors and writers has given different components of quality of work life observed among private secondary schools at global and regional level, thus this study to identify the gap in reference to Uganda, and Nama Sub County in particular.

Seyhan (2020) argued that the components of quality working life in the works includes work environment, school culture and climate; relation and co-operation; training and

development; compensation and rewards; school facilities, job satisfaction and job security; and autonomy of work, as well as adequacy of resources. In the study of Abebe (2017), components such as: respect from supervisor and trust on teachers' capability; change of work; challenge of the work; self-esteem; future development opportunity arising from the current work; scope of impacted work and life beyond work itself; and contribution towards society from the work were included as components of QWL in their work. Afsar (2019) argued that the components of Quality work life include: equal employment opportunities; safe work environment; equitable wages; work role conflict, and opportunities for advancement. Hamidi., Wahab., & Wayan (2019) encompassed job satisfaction, work role ambiguity, job involvement, work role overload, job stress, organizational commitment, and turn-over intentions as elements on their study about quality work life; while, Lau *et al.*, (2001) comprised: job security, career advancements opportunities, reward systems, training, and participation in decision making; and the researcher wonders and wants to find out whether this is the case in private secondary schools in Nama Sub County.

Jeric & Aviguetero (2021) involved the following factors in their study of QWL: workload, poor working environments, resident aggression, lack of involvement in decision making, inability to deliver quality of care preferred, balance of work and family, shift work, professional isolation, lack of recognition, poor relationships with supervisor/peers, role conflicts and lack of opportunity to learn new skills. Chand (2016) considered favorable work environment, nature of job, personal growth and autonomy, and stimulating opportunities and co-workers as main elements on their study about QWL. On the other hand, Temesgen (2017) embroiled health and well-being, job satisfaction, job security,

competence development and the balance between work non-work life. Thus, the components of quality of work life focuses on the following elements: adequate and fair compensation; opportunity for continued growth and security; safe and healthy working conditions; immediate opportunity to use and develop human capacities; social integration in the work institution; constitutionalism in the work institution; and work and total life space and social relevance of work life. The researcher agrees with the above authors in that private secondary schools in Uganda have to emphasize quality of work life which the research needs to ascertain.

In the study of Hamidi (2021), 14 components were given emphasis, and these were: reward systems, interesting and satisfying work, trust in senior management, fair pay and autonomy, job security, training and career advancements, opportunities, participation in decision making, recognition of efforts, health and safety standards at work, balance between the time spent at work and the time spent with family and friends, amount of work to be done, level of stress experienced at work, and occupational health and safety at work. Besides, Jerome (2019) noted that quality of work life can be described through the following components: fringe benefits and welfare measures; physical work environment; adequate and fair compensation; job security; work load and job stress; opportunity to use and develop human capacity; opportunity for continued growth; human relations and social aspect of work life; participation in decision making; reward and penalty system; equity, justice and grievance handling; work and total life space; and image of organization. With regards to the quality of work life in question, the researcher developed a sense of concern in achieving knowledge on the determinants of quality of work life in selected private secondary schools in Nama Sub County.

2.3 Relationship between the Quality of Work Life and Teacher Commitment

According to Rahayu & Nasharudin (2019), quality of work life aims at commitment improvement of teachers. It is necessary to provide more challenging environment in order to obtain this aim and create more synergy. Siti., Diyana., Nordin & Hussin (2018) found that quality of work life jointly contributes 14.5% of teachers' job engagement in private secondary schools in Rivers State. One of the possible reasons why the finding of this study is baffling to the researcher is because a hired teacher with good quality of work life is expected to engage in the job area to a very high extent. The finding of this study is supported by the finding of Oyeh & Oluwuo (2018) who asserted that enhanced quality of work life brings about teachers' dedication to duty. Teachers' dedication to duty as rightly pinpointed by Oyen *et al.*, is a string determinant of quality of work life. Another possible reason why teachers' quality of life did not contribute to their job commitment to a very high extent is traceable to the fact that the quality of work life given to teachers is in no measure compared to what other public servants receive. Teachers' quality of work life is most of the times on paper and not being implemented as promised. Teachers are seen going into incessant strike actions because of poor quality of work life. This poor-quality work life cannot in any way be compared to the level and sensitivity of their involvement in responsibility.

Ertürk (2022) argued that quality of work life encompasses every aspect of a person's work which includes working condition, job security, pay and allowances, recognition, appreciation, development, and interpersonal relation; and its effect on his life outside work. Therefore, it can be noted that quality of work life is concerned with improving life not only at work but also life outside work. An institution is made of teachers who possess

skills, ability, aptitudes that create competitive advantage for it. Various functions of an institute is planned, executed and controlled by human resource. The management of human resource plays a key role in opening up new opportunities for promoting the growth of both individual and institutional. Through, quality of work life' the institute works in the same direction. Now-a-days, jobs are so demanding that it imbalance the family and work life due to job pressure and conflicting interests. In order to attract and retain teachers, an organization has to develop a high quality of work life. Organizations by adopting Quality of work life programs ensure to create excellent work condition and job for its employees. Hence, quality of work life seeks to create such a work environment where the teachers work co-operatively and make positive contribution in achieving school objectives.

Additionally, Akar & Üstüner (2017) argued that a good quality of work life in school is defined as a systematic effort from the school to provide good opportunities for teachers to influence their work and opportunities to contribute to overall school effectiveness. Schools that have a good quality of work life are private schools that have good supervision, good working conditions, payroll and satisfactory compensation, and make work interesting, challenging and full of rewards. Besides, Arslan (2018) argued that the elements of the quality of work life itself are openness of communication, a fair reward system, attention to job security, and opening participation in work design. Ertürk (2022) conducted a survey on the task force in George Mason University's teachers to correctly measure the QWL. Using Eisenberger's construct of perceived organizational support, survey was conducted to know which key factor influences teacher commitment to the schools, job satisfaction, and general QWL. According to this survey, researcher said that teachers are looking for various factors which come under the QWL constructs these are as follows: retirement

benefits, job security, salary, healthcare benefits, workspace, special recognition for achievements, availability of on-campus child care, adequate input in the decision process, and fair and equitable performance appraisal equitable distribution of resources.

Çoruk & Karakaya (2017) asserted that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage teachers, make balance between professional, personal & social life and ultimately enhances teacher job satisfaction and commitment which ultimately leads to overall development of educational institutions. Although, this model is not based on a specific theory, it has been proved that many researchers around the world used quality of work life as basis for teacher stability and producing teachers displaying their utmost talent within the schools. Providing an environment that letting the teachers grow and show operational freedom would be beneficial in the organizational setting. Contrary to the finding of this study was the assertion made by Demir (2019) when they found that quality of work life holds no water for teachers' job engagement if they do not have intrinsic motivation. The reason why quality of work life of teachers could not bring about job engagement could be because some of the husbands and wives of these teachers may have had more than necessary hence making them to overlook whatever packages and presentations made for them. However, the fore going study was carried from outside Uganda, not fully private secondary schools based and carried out almost two years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

A study by Ertürk (2020) suggests that the academic shall give greater commitment to the educational establishment they are working for if they receive a good support by the

department in achieving their goals. Taking care of the academic's well-being would develop an affective commitment among the teachers to the private secondary schools. Recognition from the school in appreciating the academic contributions shall encourage a high impact research production and the delivery of extensive teaching quality. Interestingly, it is good to retain those who have high affective commitment than those who have high continuance commitment. Deveci (2021) did a study of secondary teachers and principals. He focused on great workplace and found that there is a positive influence between QWL and teacher's participation, professional collaboration and interaction, use of skill and knowledge, and teaching environment. Besides, Demirtaş & Nacar (2018) have also agreed that having affective commitment would reduce the chance of the academic leaving. Thus, having a high need to commit in the schools would only mean that the teachers shall only work just to ensure that they are still working in the organization. Whereas, staffs that have high desire to commit shall give maximum contributions to the organization; however, this assertion has not been observed in Mukono District, thus need for this study.

Research by Deveci (2021) indicates that the concept of QWL is not limited to union laws, equal employment opportunities and job satisfaction; nor it is restricted to the factors such as autonomy at work, opportunities for learning or interaction with colleagues; rather, it encompasses the processes of meeting teachers' needs by extending a mechanism to involve them in decision making regarding their professional lives. Besides, Makela (2020) noted that quality of work life may be defined as teachers' aspirations regarding their job settings, wages and professional growth, balance between professional and private life and security and relationships with colleagues at the workplace. QWL involves factors that

affect job satisfaction at the workplace such as cheerfulness and subjective well-being. It also refers to the supportive and encouraging working atmosphere which promotes employee satisfaction, ensures better salaries, job security and development opportunities for them. Jerome (2019) identified four factors of QWL practices. These four practices such as payment for work, job benefits for family, physically safe, and creativity of outside. Policy implications may be useful for overall improvement of QWL of academic professions. The research suggests private secondary schools should provide research facilities, job security, conducive working environment, and overall career advancement opportunities for their academic professionals. The study suggests private secondary schools should offer minimum reasonable salaries and benefits to their academic professionals.

According to Kiwanuka (2021), the various dimensions of quality of work life include intrinsic value of work, health and safety, skills development and career, work organization and work-life balance and social dialogue and teachers' engagement. Improved morale of teachers and enhanced efficiency of schools were identified to be the outcome of quality of work life programs. Besides, Oyeh & Oluwuo (2018) believe that supervisory practices along with wages and benefits are the key factors in teachers' job commitment. Quality of work life has also been found to have a direct impact on human outcomes as it develops working conditions for people, significantly minimizes absenteeism, increases teachers' turnover and improves quality of professional life. Chaos, weariness, and resentment are common factors that create disappointment among classroom teachers. Unsatisfied work life leads towards underperformance (Ertürk, 2022); therefore, quality of work life is a great factor that motivates classroom teachers in improving organizational and operational

efficiency. Based on these characteristics, it was imperative to measure the quality of work life of private secondary school teachers in Uganda. The literature provides little evidence of previous studies that compares teacher quality of work life in Uganda; therefore to fill in this gap, the researchers conducted this preliminary study.

More so, Akar & Üstüner (2017) argued that quality of work life (QWL) is perceived as an important factor of the overall life quality. It is a continuous process of making improvements in the work, making it favourable for the teachers within the school. It involves strategies that increase job commitment and satisfaction of teachers and aims to improve working conditions in the secondary schools. The organizations which favour teachers' quality of work life attract high performing workers as they feel secured and privileged and perform better. The organization with an environment conducive to learning and growth for their teachers makes them realize that the school considers them as dependable and capable of contributing towards achieving the school goals. Hamidi (2021) a study with the sample unit professor reveals no significant difference between the levels of QWL. Of the eight factors of QWL, a noticeable difference can be seen only between social integration and cohesiveness. Nwaka & Obikeze (2020) did a study to measure the effect of stress on QWL of college teachers. They took 100 college teachers of universities of Bihar and Jharkhand and studied their different perception of QWL. Findings exposed that junior teachers had more stress than senior teachers. As well as female teachers were feeling more stress in their job in comparison to male teachers. Başaran & Güçlü (2018) perceived that quality of work life is how teachers feel about their jobs, colleagues and schools and this increases schools' development and productivity; and one wonders whether it is the same case in Nama Sub County.

Büyüköze & Özdemir (2017) grouped the dimensions of “personal and professional development, work redesign, team building, work scheduling and total organizational change” into the quality of work life construct. Büyüköze & Özdemir were of the opinion that quality of work life programs are meant to “enhance productivity and increase the teachers’ job commitment and satisfaction, which could lead to better work performance and a better quality of life in the society. Demir (2019) presented a model of quality of work life with its basic components as job satisfaction, job security, teacher benefits, teacher involvement, better reward system and organizational performance. Quality of work life is a direct impact on human outcomes that considerably reduces absenteeism and burnouts. The fact that school administrators and teachers are committed to the school and their work, that they are satisfied with their work, that they can manage stress and burnout, that they build strong and effective relationships with students, parents and colleagues, in short, that they have a high quality of work, can be considered as the most important factor for success. In this sense, it is believed that the quality of teachers' work shall influence their job commitment. With the presence of teachers’ job commitment, teachers’ self-esteem, motivations, performance, and productivity levels increased, which calls for this study.

Demirtaş & Nacar (2018) measured quality of working life, and identified various dimensions of quality of work life such as health and safety, social dialogue and teachers’ job commitment, intrinsic value of work, work organization and work-life balance, diversity and non-discrimination. On the other hand, Deveci (2021) argued that the Quality of Work Life refers to all the organizational inputs that aim at the teachers’ job commitment and enhancing organizational effectiveness. Makela (2020) attributed the

evolution of Quality of Work Life to various phases in history. Legislation enacted in early 20th century to protect teachers from risks inherent in job and to eliminate hazardous working conditions. Emphasis was on job security, due process at the work place and economic gains for the worker. Demirtaş & Nacar (2018) identified the relationship between the QWL and performance of Esfahan University and Esfahan medical University teaching staff. According to this study, performance was directly related to adequate and fair compensation, social integration and work environment, safe and healthy work environment, development of human capacities, growth and security, constitutionalism (rule of law), work-life space, and social relevance of work life. Of these constructs, developments of human capacities, social integration, constitutionalism, and work and life space were more effectively related to performance. They concluded that the level of QWL was different from school to school, thus need for the study to ascertain the situation among private secondary schools in Nama such county.

Kiwanuka (2021) did a research paper on quality of work life of classroom teachers. The researcher explored that quality of work life is an important issue from the teacher's perspectives as it affects the teacher's job satisfaction level, commitment, engagement, performance, work life balance, organizational commitment and etc. Therefore, the present study would be of strategic importance to educational institutions to identify the critical and determinants factors that could enhance teacher's quality work life, stress level and performance level. Deveci (2021) concluded that classroom teachers with favorable quality of work life are more committed and maintain a long term relationship with their organizations as compared to those with unfavorable quality of work life. Besides, Demirtaş & Nacar (2018) noted that the outcome of the research indicates that six out of

seven factors (work load, family life, transportation, compensation policy and benefit, working environment and working condition and career growth) have significant influence on quality of work life and the remaining factor (colleagues and supervisor) has no significant influence on quality of work life. Teachers on the whole rated their quality of work life positively with respect to job commitment, job security and to feel supported and informed. Also on the negative side teachers report feeling stressed and to be dissatisfied with their salaries and additional benefits, roles and hours worked. However, there are no specific studies to date that have been conducted to understand teacher's perception of quality of work life in Mukono District private secondary schools, which ascertain the need for this study.

Additionally, Seyhan (2020) argued that people spend a long period of their lives in work environments. The quality of these working conditions increases their motivation and makes them feel good about themselves. Minimizing these problems in the work life and increasing the efficiency of the organizations has emerged the concept of teachers' quality of work. Today, quality of work life covers issues such as balancing between jobs and people in modern work life, having self-control over work, job safety, reward, career path (Abebe, 2017). The quality of work of teachers is a concept that requires the improvement of working conditions, job satisfaction, productivity and social balance; a technique that aims to create better working conditions by making changes in the current work environment and contributing to the improvement of the quality of life, while increasing the productivity of the organization and trying to increase the skills of people working in the organization and ensure their satisfaction; a physical and psychological well-being in the work environment in a way that leads to the integration of employees with the whole

work environment (Manju, 2019). The quality of teachers' work directly affects the evaluation of working conditions, teacher satisfaction and dissatisfaction, productivity, the social environment in the school, management style, and the relationship between work life and social life. Teachers' quality of work keeps employees in the organization and the sustainability of teachers, thus need ascertain whether this is applicable in Nama Sub County.

Çoruk & Karakaya (2017) depicted, in their research, that the availability of QWLBP reduces employee absenteeism and enhances organizational productivity. This study was undertaken to find the impact of QWLBP on academic performance and to identify most critical factors related to work life to maintain a balance between work and family. Rahayu & Nasharudin (2019) studied and compared the existing and expected QWL in universities and found an extensive gap between employees. They defined the QWL programs "an approach helps in improving the life of employees and improves the overall universities performance." Hamidi (2021) studied the relationship between principals' quality of life and their performance in high schools of the city of Hamedan in Iran and concluded that, if the quality of working life increases, performance will improve. Demir (2019) did his thesis on the "relationship between QWL and organizational commitment among high school teachers in Gonbadkavus city in Iran." The findings indicated that there was a positive relationship between individual's QWL and organizational commitment. Jerome (2019), the researcher aimed at the study of nature of the perceived QWL of the university employees, the nature of their job satisfaction, and the nature of association between QWL and job satisfaction. The results indicate that the selected group of university teachers perceived different aspects of their QWL as either uncongenial, namely, autonomy, top

management support, and worker's control mainly or they have had a certain amount of dilemma to comment on a few other aspects such as personal growth opportunities and work complexity mainly bearing the potential involving a slight trend of negative opinion, thus reason for this study in Ugandan private secondary schools.

More so, Başaran & Güçlü (2018) argued that a good quality of work life in school is a very vital and basic thing that must be done well in school because with a good quality of work life, it shall have an impact on teacher job commitment. Büyükgöze & Özdemir (2017) states that the main goal of the quality of work life is to develop the best possible working environment for all members of the school organization to create a good and conducive working atmosphere. QWL incorporates a hierarchy of perspectives that not only include work-based factors such as job satisfaction, satisfaction with pay, and relationship with work colleagues but also factors that broadly reflects life situation and general feelings of well-being. QWL is a comprehensive concept that includes an individual's job related well-being as well as the extent to which work experiences are rewarding, fulfilling, and devoid of stress and other negative personal consequences (İsmetoğlu, 2017). QWL refers to the level of satisfaction, motivation, involvement, and commitment and individuals experience with respect to their lives at work (Makela, 2020). Thus, schools must be able to create a good quality of work life, so that teachers feel comfortable in working and work satisfaction continues to grow so as to create a good working atmosphere between coworkers, superiors and other teachers. With regards to the quality of work life in question, the researcher developed a sense of concern in achieving knowledge on the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County.

2.4 Effect of Quality of Work Life on Teacher Turnover

According to Rahayu & Nasharudin (2019), the quality of work life is a learning-teaching activity done by teachers to create a convenient work environment to help to increase their teaching performance. The availability of structures and infrastructures for teaching has a great impact on the teachers' turnover. Besides, Oyeh & Oluwuo (2018) argued that the quality of work life is significantly influenced by the head teacher's managerial competence and teachers' emotional intelligence. In addition, the head-teacher's managerial competence and teachers' emotional intelligence have a significant contribution to the performance and retention of teachers in private schools. In addition, teachers' turnover intention is an employee's plan and consideration to leave the current job at a certain time, an intention to voluntarily change jobs or organizations; a tendency to leave an organization of one's own accord; a teacher's cognitive response to an organization's working conditions; an employee's intention or desire to leave the organization in which he or she is employed.

Further, Akar & Üstüner (2017) noted that teachers are likely to believe that it is more beneficial for them to leave the organization and look for another organization or job if they are dissatisfied with the current job, expectations are not met (salary, promotion, peer group, attitude of the school management, organizational culture, etc.), the organization and the employer are not satisfied), the inability of the organization and the individual to achieve common goals. The turnover intention is described as a case of employees not willing to work more in the organization they already work for. The turnover intentions can be prevented organizationally. Some improvements to the teacher's conditions shall ensure that the teachers' turnover intention is eliminated (Ertürk, 2022). While factors such as job

satisfaction, job opportunities, investments, rewards, and penalties, etc. are among the factors that prevent turnover intentions, wages, career and promotion opportunities, profession, stress and working conditions are among that induce turnover intentions among teachers. The teachers who has turnover intention shall be more insensitive to some of the negative work practices that he has endured for various reasons before and will have a negative impact on the organization by being more irresponsible towards both his managers and his colleagues. The turnover intentions shall lead to the need for urgent employment, the loss of trained employees who have adapted to the organization, demoralization, and low motivation in other school staff, and therefore organizational productivity will decrease. The findings and suggestions of the studies above are varied but were carried from outside Uganda and are not education based in nature. This constitutes a gap of a similar study in Uganda which is education based, thus a justification for this study to close this gap.

Further, Arslan (2018) argued that the turnover intention in educational organizations means a teacher's desire to leave the teaching profession. Qualified teachers are directly related to improving students' performance and the future success of the education system, as they have a critical role in improving the entire educational processes and their contributions to improving students' academic achievement. This can also negatively affect the quality of teaching, as the intention of teachers to leave the teaching profession may lead to less teaching efforts (Başaran & Güçlü, 2018). Teachers' retention can increase the quality and quality of education and training services offered to students. This because teachers can provide an effective and efficient service through their job commitment and retention. Job satisfaction affects teachers' work and social life and their physical and

psychological health and productivity. In this sense, it can be said that the job satisfaction of teachers, who are at the center of education and training services, is very important in achieving the school's goals. Therefore, it shall be useful to investigate the effect of quality of work life on teachers' turnover intentions. This fact exhibits the importance and authenticity of the research. Therefore, this study aims to determine the effect of teachers' quality of work life on their job satisfaction and turnover intentions with particular reference to Nama Sub County.

The fact that teachers' quality of work affects their job satisfaction positively and decreases their turnover intentions underlines the importance of teachers' quality of work. Therefore, teachers should be provided with offered a higher level of job satisfaction and career opportunities, they should have self-control over their work, in other words, teachers should be able to make important decisions in educational activities professionally, they should be provided with organized classroom environments and workshops, they should have a say in planning, implementation, development and administrative actions of these processes (Ertürk, 2020). When teachers are provided with an environment to perform their job in a comfortable, peaceful manner without stress; their requirements for tools, equipment and materials are met; they are included in the decisions making processes; when school administrators adopt a non-repressive management style and ensure the balance of work and family life of teachers, in other words, when they do not ignore family life in school and evaluate the school and family life together, care about these two living spaces of the teacher equally, the job satisfaction of the teachers increased and it contributes to the reduction or prevention of the turnover intentions which has been

observed across the country, and the researcher wonders whether the same situation in private secondary schools in Nama Sub County.

Teachers' quality of work and all dimensions is statistically significant predictor of both job satisfaction and turnover intentions. In this context, as teachers' quality of work increases, their levels of job satisfaction shall rise, and the turnover intentions will decrease. On the other hand, all dimensions of teachers' quality of work and the overall scale emerge as statistically significant predictor of teachers' job satisfaction and turnover intentions (Çoruk & Karakaya, 2017). In this regard, the quality of work life has a high level of impact, among other factors, on ensuring teachers' job satisfaction and preventing or minimizing their turnover intentions. Therefore, it would be wrong to ignore teachers' quality of work at schools. QWL is often considered in two directions, one is of removal of negative aspects of work and working conditions, and other is the modification of work and working conditions to enhance the capability of teachers and to promote behavior which is vital for individual and society (Deveci, 2021). Besides, Hamidi., Wahab & Wayan (2019) identifies dimensions that make up QWL framework as adequate and fair compensation, immediate opportunities to use to develop human capacities, safe and healthy working conditions, future opportunities for continued growth and security, and rights for privacy in the work institution, thus influencing teachers labour over intention. Interestingly, there are limited numbers of studies on teachers' quality of work, so these results are crucial for giving ideas to administrators and experts. Therefore, this study can be considered as an original research, thus need for study focusing on Nama Sub County.

Studies in the literature (Büyükgöze & Özdemir, 2017; and Siti., Diyana., Nordin & Hussin, 2018) supports the results of this research, that the quality of work life increases

the organizational productivity and effectiveness of teachers as well as positive behaviors such as forming organizational identity, and increasing professional performance, job satisfaction and professional initiatives and they emphasize that absenteeism, turnover intention and burnout reduce their standard of living. Quality of work life is the positive relationship that exists between the teachers and his work environment; this is corroborated by Demirtaş & Nacar (2018) who opined that quality of work life is associated with work environment, organization culture and climate, relation and co-operation, training and development, compensation and reward, facilities, job satisfaction and job security, autonomy of work, adequacy of resources. Quality of work life exists when teachers exercise freedom in their workplace in matters affecting them, relate well with their superiors and jointly share organizational responsibilities. With regards to the quality of work life in question, the researcher developed a sense of concern in achieving knowledge on the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.

2.5 Summary of Literature Review

Based on the literature review, it is concluded that quality of work life contributes to teachers' job commitment and turnover intentions in secondary schools developed and developing countries. It was also concluded that reward systems, job security, career advancement and decision making are significant contributors to teachers' job commitment but training and development is not. As a result, it was suggested that teachers' quality of work influences both job commitment and turnover intentions. Given that teachers' perceptions of the quality of work, job commitment and turnover intentions are moderate, improving teachers' quality of work shall increase their job commitment and reduce their

turnover intention (Hamidi., Wahab & Wayan, 2019). In this context, necessary precautions should be taken at the district, provincial and ministry level, starting with the school administrators, and necessary studies should be carried out to have a high quality of work life for teachers at schools. Otherwise, the teachers' quality of work shall decrease, which shall lead to a decrease in job commitment and an increase in turnover intentions, which is undesirable situation at private schools because teachers shall be beneficial for students and the school if they work in a comfortable quality work environment. No matter how qualified teachers are, when their perceptions of quality of work are not high, it shall be difficult for them to focus on educational activities, and they shall not have the desire to use their skills.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents and explains the research design, area of the study, information sources, population and sampling techniques; variables and indicators, measurements levels, and procedure for data collection. It also presented data collection methods and instruments; quality/error control; strategy for data processing, analysis and interpretation; ethical considerations and approvals; selection criteria, and methodological constraints as detailed hereunder.

3.2 Research Design

The research employed a cross-sectional survey design that involved capturing of private secondary schools in Nama Sub County. A cross-sectional survey design according to Kothari (2013) as cited in Tumuhimbise (2017) is the nature of research design where primary data could be collected from different participants at a single point in time. This nature of research design was used because it enabled the investigator to collect data at once from only the chosen sample population so as to adequately generalize the research findings on the entire target population in the society at a lower cost and within a shorter time. This design was also selected because different categories of participants were studied at one point in time. The cross-sectional survey was handy in this study since it accommodates a variety of methods of data collection that facilitates a quantitative understanding of the study problem at hand (Nyenje & Nkata, 2016). It therefore enabled the application of both quantitative and qualitative approaches of collecting and analyzing data. The quantitative data was captured with the help of

questionnaires; whereas, the qualitative was captured using interview guide. This helped to cover areas where some variables cannot be easily quantified.

3.3 Area of the Study

This research was conducted among selected private secondary schools in Nama Sub County, Mukono District, and this area was selected because of increasing decline in the quality of work life of teachers following the impact of Covid-19 pandemic on the school finances.

3.4 Information Sources

Creswell (2014) asserted that “data sources implies to the existing recognized literature whether unpublished or published as long as it has been accepted by the academic or peer reviewed”. The researcher used majorly use primary and secondary sources of information.

3.4.1 Primary Sources

Sekaran (2003) argued out that, “primary sources of data are data which was obtained from the field by the investigator on the specific study variables for the specific study purpose”. Primary sources of information tend to be original in nature and got for the first time from field. Primary data was collected by the use of interview guide and questionnaires. Questionnaires were designed in a form of a likert scale. Primary data tools were fairly distributed to District Inspector of Schools, head-teachers, deputy head-teachers, Directors and selected private secondary school classroom teachers in Nama Sub County in order to get their detailed views about the study variables.

3.4.2 Secondary Sources

Kothari (2013) point out that, “secondary data is the data which is collected and analyzed by someone else”. A range of secondary documents were gathered to help in analyzing, and this included; teachers’ performance records, government policy documents, district education reports, textbooks, e-journals, thesis and research reports as well as other internet sources which the investigator made best use of it.

3.5 Population and Sampling Techniques

3.5.1 Population

The target population comprised of; Head-teachers (5), Deputy Head-teachers (5), District Inspectors of School (2), Directors of Schools (5) and teachers (93) from 5 private secondary schools found in Nama Sub County, in accordance with the District Education office records (2022). The head-teachers, directors and deputy head-deputies were treated with the same instrument. This because both constituted the headship of the schools, and this nature of key respondents were interviewed to get variety of ideas and views to make the research findings more reliable and comprehensive for the benefit of the private schools. On the other hand, the teachers were assumed to be the keen consumers of the school leadership styles that influence quality of work life, so they were seen to be good complements to articulate issues connected to the variable to be scrutinized. District Inspectors of schools were also selected in order to obtain valid and reliable information required for this study.

3.5.2 Sample Size Determination

The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to

Katamba & Nsubuga (2014), sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this research. In this regard, out of 110 target population, 86 sample size were considered for this research. These included; five (5) head teachers, five (5) deputy head-teachers, five (5) directors of schools, two (2) District Inspectors of School, and sixty-nine (69) teachers. These selected respondents enabled the investigator to get a variety of views and unbiased response which made the research a reality.

Table 1: Sampling Frame

Category	Population	Sample size	Sampling
Head teachers	5	5	Purposive
Deputy head teachers	5	5	Purposive
District Inspectors of School	2	2	Purposive
Teachers	93	69	Simple random
Directors of Schools	5	5	Purposive
Total	110	86	All

Source: (Ministry of Education & Sports Annual Statistical Data Forms Report, 2021)

3.5.3 Sampling Selection

The study employed both simple random sampling and purposive sampling technique to select the study participants. Simple random sampling was applied to select teachers because all the members in the sample had an equal opportunity of being selected and to avoid biases. In this, one set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 69 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and

each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teacher participated in answering the questionnaires.

On the other hand, purposive sampling was used to select District Inspectors of Schools, Directors of Schools, Head-teachers, and deputy head teachers from whom the researcher got specific information. Such sampling technique was used because it was quick and helped the researcher to collect the first-hand information.

Nama Sub County has 05 private secondary schools; all private secondary schools out of which the researcher purposively used them for the study. They were few and this was believed to enhance ample generalizability of the findings to the district private schools.

3.6 Variables and Indicators

3.6.1 Variables

Creswell (2014) states that, "a variable is a measurable feature that assumes different values among the subjects". There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used quality of work life as an independent and teacher performance as a dependent variable.

3.6.2 Indicators

Quality of work life included elements of pay (wages), employee benefits, job security/security of work, alternative work schedules, available facilities, safety of the work environment, teacher involvement, balanced compensation, communication, career development and pride in school. On the other hand, teacher performance was also manifested through teacher job commitment, teacher turnover, class attendance

(regularity), students' academic outcomes, adherence to routine tasks, work content coverage and syllabus completion.

3.7 Measurement Level

According to Kothari (2013), "sound measurement level should meet the tests of validity and reliability". There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It was recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was used for period one has been in school.

3.8 Procedure for Data Collection

The research process started with the attainment of the introductory letter from the Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University, to conduct research. This letter of introductory was presented to the Head teachers of the selected private secondary schools and the sampled respondents seeking permission for data collection. The researcher requested for permission from the directors/head-teachers to conduct research in their schools. The researcher was also trained field assistants who helped in collecting data from pilot schools, so as to aid her in the collection of data. Frequent visits were made to private secondary schools to

observe. The collection of data involved one week filling out the questionnaires and interviewing key informants including of directors, Inspectors of Schools, head-teachers and their deputies.

Additionally, this focused on obtaining the primary data (from the reliable source) that was needed to produce the report findings. Data collection exercises were done using interview guide with the selected respondents following the set questions and questionnaires respectively. This was applicable for collecting both the qualitative and quantitative data respectively. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, made adjustments, and proceed with the actual data collection; that is, interviewing the selected respondents. The process was then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

3.9 Data Collection Methods

The data collection methods included:

3.9.1 Survey

This data was collected using mainly a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings. Teachers responded to the prepared questionnaire because it was easy to administer, saves time and could be collected at the respondent's convenient time (Nsubuga, 2019). Closed- ended teachers' questionnaires were distributed to the selected schools to find out the teacher's views on the quality of work life and how such quality of work life influences teacher performance in selected private secondary schools.

3.9.2 Interviews

The district inspector of schools, directors, Head teachers and deputy head teachers were interviewed to confirm data collection using questionnaires. This confirms teacher's responses to the questionnaire since interviews enabled the participants to inform the researcher on aspects of the setting and situation that he is not familiar with (Drew, Hardman & Hart, 1996) as cited in (Nsubuga, 2019). The interviews could be tape recorded for future reference.

3.10 Data Collection Instruments

Several tools were of great importance in obtaining data from the field of study. They comprised of the following.

3.10.1 Questionnaires

A set of questionnaires was developed for the teachers only. The design constitutes closed-ended questions covering 5 items on the respondent's background in Section A, 10 items on components of quality of work life in Section B, 10 items in section C, and 10 items in section D. All items on section: B, C, and D was measured on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A questionnaire with sufficient quantity was used because of their suitability in reaching respondents in a large sample and also enabled respondents to give information that is free of influence. The questionnaires were used to obtain data on teacher's background, the components of quality of work life and its influence of teacher performance. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best instruments for quantitative research.

3.10.2 Interview Guide

Interviews were arranged and conducted by the researcher with the district inspector of schools, directors, head teachers and deputy head teachers in the five private secondary schools. The interview method was preferred because it was more natural and qualitative, thus (Amin, 2005). It also involved meeting respondents face –to – face and collecting information from the selected respondents.

3.11 Quality/Error Control

The study was guided by the validity and reliability of instruments: -

3.11.1 Validity

According to Sekaran (2003), “validity refers to the degree to which results obtained from analysis-of the data actually represents the phenomenon under study”. The validity of the questionnaires was determined by pre-testing the instruments. Pretesting was done by administering to ten (10) respondents within the study population but outside the sample. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

$$\frac{30}{34}$$

$$= 0.88$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments.

3.11.2 Reliability

Reliability is the degree of consistency that the instrument demonstrates (Stephanie, 2016). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers will be more credible once Cronbach alpha is always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on components of quality of work life, plus issues of teacher performance) shall accordingly be aligned. After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists. Thus, the reliability of the questions was used to collect data for the analysis of the relationship between study variables. The results are presented in Table 2.

Table 2: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.806	0.789	24

The Cronbach's alpha is 0.806 as indicated in Table 2, above 0.7 the recommended reliability value. This showed that the questionnaire was reliable. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

3.12 Strategy for Data Processing, Analysis and Interpretation

Raw data was processed into meaningful information. The process involved editing, tabulation and analysis with a view of checking the completeness and accuracy of the information (Cohen, 2011). Data handling was done as follows: -

3.12.1 Data Editing

Editing involved sorting of the collected data in order to get information that is relevant to the study variables, at this stage all the responses were edited by the researcher as they were provided by the respondents.

3.12.2 Data Presentation

Thematic content analysis was used as the main analysis strategy. Key findings were transformed into themes for easy analysis and presentation of data. Narrative reasoning was used to interpret the findings and was logically argued out. It was analysed based on the social characteristics of the study participants. After editing the data, it was then presented in form of frequency tables so that it could easily be interpreted. Tables were developed by the use of computer packages as SPSS. However, qualitative data was analyzed by developing themes that was derived from the study objectives.

3.12.3 Data Analysis

The analysis of the data was made using the information given by the head-teachers, directors, deputy head teachers, the district inspector of schools and teachers through questionnaire and interview guides. It was analysed based on the social characteristics of the study participants. The questionnaires were in form of objective questions.

Qualitative Data Analysis

Head teachers, deputy head teachers, directors and the district inspector of schools provided qualitative data. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and was logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that were raised. This therefore, gave an in-depth insight of the problem under study.

Quantitative Data Analysis

Quantitative data was provided by teachers. Data was analyzed using SPSS to get variable Mean and Standard deviation which was drawn to ensure clear and easy presentation of research findings. Quantitative data was analyzed scientifically and was correlated using the Pearson product moment correlation because all the hypotheses were concerned with relationships that is to say, quality of work life and teacher performance; and it is Pearson Correlation Coefficient that is appropriate for testing such relationships. The statistical analyses were manipulated by SPSS. The quantitative records involved records from the questionnaires only. The raw statistics were obtained from questionnaires used to be cleaned, sorted and coded. The coded facts were entered into the Computer, checked and statistically analyzed by the use of the statistical bundle for social scientists (SPSS) software package deal to generate descriptive and inferential records. Descriptive evaluation was used and utilized to describe the major variable and associated indicator objects associated to the study objectives.

3.13 Ethical Considerations and Approvals

3.13.1 Ethical Consideration

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Nama Sub County was sought from the Sub County Chief and Head-teachers for the selected private secondary schools.

3.13.2 Informed Consent

Informed consent form (Appendix II) that elaborates on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of the research which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

3.13.3 Participants' Confidentiality

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. I asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity was also strictly followed. The identity of the schools and participant were not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to

those involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report was not able to identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to teachers observe in the classroom and alphabetical letters A, B, C, D & E were used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.14 Inclusion and Exclusion Criteria

3.14.1 Inclusion

The study involved both male and female participants selected purposively for head-teachers, district inspectors of schools, directors, deputy head-teachers and randomly for teachers. The private secondary schools that included in the study were selected using purposive sampling method.

3.14.2 Exclusion

No one below 18 years of age was included in this study. Students were also excluded. Teachers from government secondary schools were also not considered in this study.

3.15 Study Methodological Constraints

The study was limited by the following obstacles: -

There was the challenge of busy schedules of the head teachers and the absence of some teachers from school due to the mocks and national examinations that were going when the

study was being carried out. In the first place the requested for audience from the head-teachers who had busy schedules but tried to respond though he managed to access all the targeted key informants targeted to interview. For teachers, the researcher moved to some teacher's homes later after work and got response to the questionnaires.

The researcher met un-co-operative respondents who were unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information given was confidential.

As well there was a challenge of inadequate time where it was hard to balance the work place pressure and data collection. The time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, work schedule and examinations with the study. This was solved by the researcher through giving more time to the research and trying to balance all the work as per planned work schedule. The researcher also asked for permission from the workplace to have a break to conduct a research to fulfill his requirements for the award of a Masters' Degree, which fortunately was granted.

Lastly, the topic on the quality of work life and teacher performance in private secondary schools in Nama Sub County having been found so sensitive, characterized with high element of confidentiality, gathering information from the education stakeholders themselves were not easy; and this was solved by assuring and reassuring the respondents that their privacy and confidentiality were respected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter details with data presentation, analysis and interpretation. The study findings are presented, following the study objectives namely; establishing the determinants of quality of work life in selected private secondary schools in Nama Sub County, establishing the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County; and establishing the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.

The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the likert scale questions. Interview results were also obtained to explain qualitatively how quality of work life have influenced the teacher performance in selected private secondary school in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

4.2 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 3 below.

Table 3: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Teachers	93	69	74.2%
Sub Total	93	69	
Interviews			
Head teachers	5	5	100%
Deputy head teachers	5	5	100%
Directors of Schools	5	5	100%
District Inspectors of Schools	2	2	100%
Subtotal	17	17	
Total	110	86	94%

Source: Primary data, 2022

As presented in the table 3 above, a total number of 110 respondents were expected to participate in the study (target population), but 86 respondents actually participated to make a response rate of 94%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of mocks and national examinations. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

4.3 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across gender, highest education level, age bracket, and time worked in the school. This is indicated in the

Table 4:

Table 4: Demographic Characteristics of respondents

Demographic feature		
Gender	Frequency	Percentage
Male	44	51.2
Female	42	48.8
Total	86	100.0
Highest level of education	Frequency	Percentage
PhD	1	1.2
Masters' Degree	16	18.6
Bachelors' Degree	57	66.3
Diploma	12	13.9
Total	86	100.0
Age Bracket		
18 – 27years	5	5.8
28 – 37 years	18	20.9
38 – 47 years	38	44.2
48 – 57 years	21	24.5
Above 58 years	4	4.6
Total	86	100

Time spent in job/school	Frequency	Percentage
Less than 5 year	24	27.9
6 – 10 years	36	41.8
11 – 15 years	18	20.9
Over 16 years	8	9.4
Total	86	100.0

Source: Primary data, 2022

Table 4 shows that the majority of the respondents (51.2%) were male while the female constituted 48.8% of the total number of respondents. Therefore, majority respondents were in the education sector are men compared to women and well as in the management of the private secondary schools. Still, implies that private secondary schools in Nama Sub County consider gender balance during recruitment of their staff.

More so, majority (66.3%) of the respondents were bachelor's degree holders, and the least of the respondents (1.2%) had PhD holder. This implies that most of the staff employed by private secondary schools in Nama Sub County are qualified at graduate level. Therefore, majority respondents that participated in the study had degree level meaning that they know an appropriate nature of quality of work life that is likely to improve their performance levels.

Further, respondents' equivalent to (44.2%) belongs to age bracket of 38 – 47 years, followed by 24.5% in age bracket of 48 – 57 years, and least (4.6%) were above 58 years. The implication of this result is that, each of the respondents was from different age group or generation differences with different perception about quality of work life. Therefore,

majority teaching staffs were aged below the age of 38years and above, hence have the energy to perform if the quality of work life favors them.

From the above, majority of the respondents (41.8%) indicated they have been staying/working with school for six to ten years. Also, 27.9% of the respondents have indicated less than 5 years, and least (9.4%) mentioned of above 16 years. The implication of these is that, all the respondents are familiar with the quality of work life in private secondary schools and their related consequences.

4.4 The Determinants of Quality of Work Life in Selected Private Secondary Schools

The question was posed to establish the determinants of quality of work life in selected private secondary schools in Nama Sub County. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 69 teachers are presented in the below Table 5:

Table 5: The determinants of quality of work life in selected private secondary schools in Nama Sub County

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In our school, job security or security at work is always given a priority	16 (23.2)	30 (43.5)	5 (7.3)	18 (26)	- (0)	3.67	1.142
Balanced compensation is always emphasized in our school	17 (24.6)	27 (39.2)	8 (11.6)	17 (24.6)	- (0)	4.45	.890
In our school, safe, healthy working conditions have been enhanced	15 (21.7)	28 (40.6)	7 (10.2)	19 (27.5)	- (0)	4.33	.872
In this school, proper communication as well as team work encouraged among school stakeholders	22 (31.8)	19 (27.5)	8 (11.6)	14 (20.3)	6 (8.8)	4.41	.805
There is adequate salary to all teachers in this school	24 (34.8)	22 (31.8)	3 (4.4)	18 (26.1)	2 (2.9)	3.94	1.129
Career development in form of continuous professional development for teachers exist in this school	16 (23.2)	16 (23.2)	14 (20.3)	19 (27.5)	4 (5.8)	4.63	.615
Teacher are involved in decision making (participatory planning)	20 (28.9)	7 (10.3)	11 (15.9)	23 (33.3)	8 (11.6)	4.42	.592
In this school, there is an emphasis on improving physical facilities for teachers like teachers' houses	19 (27.5)	12 (17.4)	15 (21.7)	16 (23.2)	7 (10.2)	4.21	.576

In our school, teachers adequately access fringe benefits among other payment packages.	17 (24.6)	9 (13.1)	13 (18.8)	20 (28.9)	10 (14.6)	4.25	.647
In this school, there exist good supervision for teachers	11 (15.9)	15 (21.7)	14 (20.3)	19 (27.5)	10 (14.6)	4.11	.724

Source: Field data (Teachers in Nama Sub County) 2022

Table 5 represents the descriptive statistics on the Determinants of quality of work life in selected private secondary schools in Nama Sub County. The results show that 66.7% of the respondents accepted to the statements that in private secondary schools, job security or security at work is always given a priority (Mean=3.67 and standard deviation 1.142); balanced compensation is always emphasized in private secondary school (Mean=4.45 and standard deviation .890); safe, healthy working conditions have been enhanced in private secondary schools (Mean=4.33 and standard deviation .872); and, lastly, proper communication as well as team work encouraged among school stakeholders in private secondary schools (Mean=4.41 and standard deviation .805).

The first objective was also set to establish the determinants of quality of work life in selected private secondary schools in Nama Sub County. Interview schedules were used to solicit information from the head teachers, directors of schools, deputy head teachers and district inspectors of schools. Respondents were involved in answering interviews.

However, when they were asked: What are the determinants of quality of work life in selected private secondary schools in Nama Sub County?

In interviews, it was revealed that most private secondary schools, job security or security at work is always given a priority; in fact, one of the head teachers explained that;

“.... the proportion of classroom teachers employed in private secondary schools on temporary contract. Most teachers are employed not on merit and they tend to be given termly contracts...” (Head teacher from School C)

This implies that private secondary school directors tend to employ teachers on contract basis. They have a tendency of employing classroom teachers on either termly or yearly contracts to avoid legal implications in case of school closure or termination of contracts. This concurs with Arslan (2018) who argued that teachers in private schools, employed on contracts tend to have less job commitment.

Another deputy head teacher had these to say;

‘.....private secondary school teachers’ job security has been given dual consideration in most private secondary schools. This has been done by giving them appointments thus motivating them to work harder and accomplish the assigned job activities..... (Deputy head teacher from School B)

This implies that security at work for teachers have been emphasized in most private secondary schools in Nama Sub County. Private school teachers have formed association or teachers’ organization to help them in boosting their rights. This concurs with Nwaka & Obikeze (2020) who argued that private teacher organization efforts in support of legislative job security therefore emphasized the need for boosting the quality of teaching.

The study also revealed that balanced compensation is always emphasized in private secondary schools. Another head teacher had these to say;

‘.... teachers in private secondary schools tend to be paid equally. Both science and art teachers tend to be paid same amount of money. This issue of salary disparities in accordance to the subject one taught is less considered in private schools...’ (Head teacher from School B)

This implies that teaching merit pay or performance-based compensation tends to be considered in private secondary schools. Teachers tend to be offered bonuses based on their performance improvement. This agrees with Safura (2018) who noted that the more highly performing classroom teachers receive higher employee benefits like salaries, while the lower performers also receive lower benefits (salaries).

Additionally, another interviewed participant noted that;

‘The long-standing practice of determining teachers’ compensation basing on years of service and education level is still prevalent in most private secondary schools’ today. (District Inspector of Schools, 2022)

This implies that in compensating teachers not based on their performance-based leads to a less collaborative school environment and its related consequences. Teachers in private secondary schools tend to be outsourced from well performing schools in consideration of their experiences and work-based history, and get paid a lot of money (salary) compared to their counterparts that get recruited at school level as ascertained by Makela (2020).

It was also revealed that most private secondary schools, safe and healthy working conditions have been enhanced; in fact, one of the deputy head teachers explained that;

“... recently, most private secondary school have experienced cases of fire outbreaks. Thus, the areas of health, safety and accident prevention is of great concerns to school managers. This has been because of increasing number of deaths and accidents that have occurred at work places...” (Deputy head teacher from School A)

This implies that private secondary school administrators have been enforced to erect perimeter walls around school premises, removing the burglar-proof windows, employing a reasonable number of school guards, have smoke detectors, have closed-circuit television

(CCTV) cameras, and install fire extinguishers in school premises. This concurs with Abebe (2017) who argued that the governments in Sub Saharan Africa emphasized all private school administrators to adhere to safety standards to avoid occurrence of accidents like fire outbreak in their schools.

The study also noted that proper communication as well as team-work has been encouraged among school stakeholders in private secondary schools. Another interviewed participant noted that;

‘.... head teachers and directors in private schools tend to encourage proper communication as a way of motivating classroom teachers. Teachers’ grievances tend to be given a chance to be heard and corrected as per the agreed in the timely manner. Teachers are given chances to air out their demands and grievances to their immediate supervisors for immediate action....’ (Director of School from School C)

This implies that having clear and frequent communication among school stakeholders is crucial to ensure that teachers and their families are well informed and reassured. This concurs with Akar & Üstüner (2017) who asserted that transparent communication in a school builds team work and trust between school managers and teaching staff, who are likely to experience stress and anxiety around the uncertainty and disruption of school routines.

The study further revealed that there is no adequate salary to all teachers in private secondary schools. Another interviewed participant had these to say;

‘.... classroom teachers in private secondary schools are not adequately paid. They are paid little money/salary compared to their counterparts in government aided schools. School managers have a tendency of underpaying them and are forced to do a lot of work.....’ (Deputy head teacher from School B).

This implies that teaching staff in private secondary schools tend to be less paid. Their salary is little. They are paid little money and sometimes, their salary(s) tend to be delayed for months. They sometimes spend 2-3 months without receiving salary and other fringe benefits.

More so, it was noted that career development in form of continuous professional development for teachers exists in private secondary schools. One of the interviewed participants also noted that;

'To make continuous professional development useful in a school, it should be well planned and systematically implemented. Continuous staff development aims at helping classroom teachers to teach more effectively together; to improve school progress such as the formulation and implementation of strategy, and facilitating the transformation of the school and academic achievement....' (District Inspector of Schools, 2022)

This implies that continuous staff development has been emphasized in private secondary schools certainly promote ownership of innovation, teacher's expertise and skills at work. Teaching staff develops their career through a continuous acquisition of managerial or professional skills and experience. This agrees with Chand (2016) who argued that building continuous staff development is an efficient way for school managers to boost teachers' skills and competence during teaching-learning processes.

The study also revealed that teachers are involved in decision making especially participatory planning in school. One of the interviewed head teachers had these to say;

'Few school managers have allowed their classroom teachers to go beyond the traditional role of classroom instructors. They are also involved in school decision making, curriculum development, school improvement and leadership thus making them feel part and parcel of the school community' (Head teacher from School D)

This implies that classroom teachers have been given an opportunity to plan and forward their decision in the school meetings. Teachers are presented on the school management board so that their grievances and interests are represented in the meetings. This concurs with Ertürk (2022) who argued that the process used by classroom teachers in decision-making can be seen to include the concepts of teacher thinking (cognitive load), in addition to choices available and the context of the current situation. When teachers are involved in school decision making, it becomes part of them, and this make them get more committed to their jobs.

Last but not least, one of the interviewed participants had these to say;

'Some private secondary schools have tried to have teachers' accommodation facilities, have well ventilated and furnished classrooms that all boost teaching-learning processes....'. (Deputy head teacher from School D)

This means that private secondary schools have emphasized and put more efforts in improving physical facilities for teachers like teachers' houses.

Lastly, one of the interviewed participants however noted that;

'Teachers supervision and external evaluation is less emphasized in private secondary schools which undermine school performance. Existence of school supervision in private school settings enables the school managers constantly monitor and receive feedback about teachers' performance'. (Deputy head teacher from School E)

This implies that regular supervision of teachers by school managers boost their punctuality and regularity, improve their job commitment and enhance their ability to complete the academic assignments. This concurs with Demirtaş & Nacar (2018) who argued that in school settings, head teachers and directors of schools have rules and regulations that guide them in monitoring the quality and quantity of teaching and learning in their institutions.

4.5 The Relationship between the Quality of Work Life and Teacher Commitment in Selected Private Secondary Schools

The question was posed to establish the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 69 teachers are indicated in Table 6.

Table 6: The relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In this school, the presence of physical facilities such as teachers' houses encourages their punctuality at work.	65 (94.2)	4 (5.8)	- (0)	- (0)	- (0)	3.65	1.083
In this school, benefits such as salary enhance teacher job commitment	61 (88.4)	6 (8.7)	2 (2.9)	- (0)	- (0)	4.07	1.132
Teamwork among teaching staff enhance students' academic outcome in our school	56 (81.2)	9 (14.5)	4 (9.2)	- (0)	- (0)	4.04	1.163
In our school, there is teachers' adherence to routine tasks with proper compensation	48 (69.6)	10 (14.5)	11 (15.9)	- (0)	- (0)	4.05	.998
In this school, career development boost teachers' competency to complete syllabus in time	42 (60.8)	12 (17.4)	10 (14.5)	5 (7.3)	- (0)	4.32	.872
In this school, there is always high-class attendance (regularity) of	36	11	13	9	-	4.32	1.042

teachers.	(52.2)	(15.9)	(18.8)	(13.1)	(0)		
The head teacher regularly entrusts tasks to other team leaders within the school.	30 (43.5)	8 (11.6)	13 (18.8)	18 (26.1)	- (0)	4.10	1.061
Proper communication and coordination enhance teamwork among teachers in this school.	26 (37.7)	9 (13.1)	11 (15.9)	14 (20.3)	9 (13)	4.62	.615
In this school, there is high work content coverage among teachers.	24 (34.8)	10 (14.5)	14 (20.3)	15 (21.7)	6 (8.7)	3.87	1.152
There is teacher' job commitment and syllabus completion as a result of job security in this school.	19 (27.5)	11 (15.9)	7 (10.3)	20 (28.9)	12 (17.4)	4.54	.632

Source: Field data (Teachers in Nama Sub County) 2022

Table 6 represents the descriptive statistics on the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County. The results show that 100% of the respondents accepted to the statements that in private secondary schools, the presence of physical facilities such as teachers' houses encourages their punctuality at work (Mean= 3.65 and standard deviation 1.083); in private secondary schools, benefits such as salary enhance teacher job commitment (Mean=4.07 and standard deviation 1.132); teamwork among teaching staff enhance students' academic outcome in our school (Mean=4.04 and standard deviation 1.163); and lastly, there is teachers' adherence to routine tasks with proper compensation (Mean=4.05 and standard deviation .998).

The second objective was also set to establish the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County.

Interview schedules were used to solicit information from the head teachers, directors of schools, deputy head teachers and district inspectors of schools.

However, when they were asked: What is the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County?

In interviews, it was revealed that in private secondary schools, the presence of physical facilities such as teachers' houses encourages their punctuality at work; in fact, one of the respondents explained that;

“.... those private schools with adequate physical facilities especially teacher's accommodation facilities that make teaching staff to stay within school premises, have greatly motivated them to be punctual and regular for classes” (Head teacher from School B)

This implies that private secondary schools with adequate physical facilities especially houses for teachers have registered high rates of teachers' punctuality at work compared to their counterparts. This concurs with Hamidi (2021) who argued that the existence of adequate physical facilities in private secondary schools; eventually motivates teaching staff to be regular and timely at their place of work. Thus, high punctuality of teachers has been more observed in schools with teacher's accommodation facilities.

It was however revealed that in private secondary schools, benefits such as salary enhance teacher job commitment; in fact, one of the respondents explained that;

“.... private school managers that tend to give financial benefits like salary increment to teaching staff, eventually motivate them to work harder and enhance their job commitment. Teachers commitment towards accomplishment of their assigned work activities in a school tends to be high when they get proper benefits they are entitled too...” (Deputy head teacher from School C)

This implies that classroom teachers who receive their full financial benefits in time has a tendency of concentrating on their work. Thus, there is high job commitment among teaching staff receiving their entitled financial benefits like fair pay. This agrees with Hamidi., Wahab & Wayan (2019) who argued that financial benefits in form of pay, salary increment, extra time allowances and annual leave enhance teaching staff job commitment in secondary schools.

The study also noted that teamwork among teaching staff enhance students' academic outcome in private secondary schools. One of the directors of school in interviews, revealed that;

'Effective teams in a school strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction and provide a means for mentoring and supporting teaching staff to boost students' academic outcomes. Thus, effective teacher teamwork builds strong schools and such highly functioning teams support the academic success of all students. (Director of schools from School A)

This means that when there is teamwork in a school, such environment creates a better learning experience. Thus, teacher collaboration positively impacts student achievement, and allows teachers to explore new territory. This concurs with Deveci (2021) who argued that when teachers get along and trust each other, they tend to help each other improve. Thus, trust between colleagues, that is, being able to count on each other, particular in difficult situations like failer to grasp and deliver new subject content, it is vital for the creation of professional learning communities to help each other in the delivery of subject content.

The study also noted that in private secondary schools, there is teachers' adherence to routine tasks with proper compensation. Another interviewed participant had this to say;

'...when teachers are well compensated, they tend to highly adhere to daily academic tasks. Highly motivated teachers work harder, and give more of their time to their academic work, including handling individual students' academic differences and marking students' class work...' (District Inspectors of Schools, 2022)

This implies that the rate of private school teacher's adherence to routine tasks tend to be high, with presence of better compensation. Well compensated teaching staff tends to get highly motivated to concentrate on their daily academic work. This is in line with Çoruk & Karakaya (2017) who asserted that with existence of proper teachers' compensation in terms of pay and other fringe benefits, they get motivated to adhere to their daily academic activities.

The study further noted that in private secondary schools, career development boost teachers' competency to complete syllabus in time. Additionally, interviewed participants noted that;

'...career development tends to equip teaching staff with skills and knowledge to effectively accomplish the academic syllabus in time. Various types of training programs given to teachers in private secondary schools boost their competency in handling the new subject content clearly, thus able to finish the syllabus in the time....' (Deputy head teacher from School A)

This implies that teaches pedagogical skills and knowledge on the subject they are teaching in class varies based on their specialization and number of relevant workshops or seminars they attended. This concurs with Jerome (2019) who asserted that staff development would be the transition for teaching staff to transform from one practice to a new trend for the betterment of the teaching-learning process. Staff development provides a clear vision and defence for the effective ways of teaching-learning process thus enhancement of syllabus completion in private secondary schools.

The study further revealed that there is teacher' job commitment and syllabus completion as a result of job security in private secondary schools. One of the interviewed participants noted that;

'... the more a teacher enjoys a high job security, the more he/she is likely to effectively perform his/her assigned tasks like syllabus coverage which is reflected in overall academic performance of students....' (Head teacher from School B)

This implies that job security comes with a feeling of protection against anything like layoffs, economic downfalls, and other social factors that could negatively impact employment. This concurs with Manju (2019) who noted that job satisfaction and commitment is bolstered when job security increases among those who report a high level of both optimism; and this easily explains why job insecurity has negative effects on job commitment and completion of assigned duties.

Lastly, the study revealed that proper communication and coordination enhance teamwork among teachers in private secondary schools. One of the interviewed participants noted that;

'...in a school environment where there is proper coordination and communication among school stakeholders, teamwork among teaching staff have been attained, thus boosting the teaching-learning process. Private secondary schools with proper teacher teamwork have registered high content syllabus coverage, good school atmosphere and lessen the risk of misunderstandings or conflict' (Director of School from School D).

This implies that when team members are able to communicate, they are able to collaborate; thus, good communication is critical towards improving teamwork and teambuilding. In any relationship or setting, professional or personal, proper communication is vital in maintaining peace and collaborating effectively. This agrees with Oyeh & Oluwuo (2018) who argued that workplace communication is a powerful tool that effectively influence the

success of an entire education institution. Thus, in fostering a more productive and cooperative workspace, teams must prioritize communication strategies, and this allows teachers to engage and grow within the group.

4.5.2 Testing Hypothesis One: Quality of work life significantly influences teacher commitment in selected private secondary schools in Nama Sub-County

Results from a correlation analysis between the quality of work life and teacher commitment in selected private secondary schools are presented in the Table 7.

Table 7: Correlation between the quality of work life and teacher commitment

Correlations		Quality of work life	Teacher commitment
Quality of work life	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	86	69
Teacher commitment	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Results in the table above reveal a significant relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in quality of work life, there is presence of physical facilities encouraging their punctuality at work; benefits such as salary enhance teacher job commitment; teamwork among teaching staff enhance students' academic

outcome in school; there is teachers' adherence to routine tasks with proper compensation; and career development boost teachers' competency to complete syllabus in time.

4.5.3 Regression Analysis

A single regression analysis was run between the quality of work life and teacher commitment in selected private secondary schools; and results are presented in the Table 8 below.

Table 8: A single regression between the quality of work life and teacher commitment

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Quality of work life	.249	.030	.686	.000

a. Dependent Variable: Teacher commitment

From the regression analysis as shown in the table 7 above, it indicates the coefficient of determination $R^2=0.471$ which shows that 47.1% variation in teacher commitment is explained by changes in quality of work life. This implies that any changes in quality of work life would lead to 47.1% chance change in the teacher job commitment. These results depict that the quality of work life is significantly related with improved teachers' commitment ($\beta_1 = 0.686, p < 0.01$). This supports hypothesis one which stated that "quality of work life significantly influences teacher commitment in selected private secondary schools

in Nama Sub-County”. This means that any improvement in the quality of work life is significantly and positively associated with improved teacher commitment in selected private secondary schools in Nama Sub County.

4.6 The moderating effect of quality of work life on teacher turnover in selected private secondary schools

The question was posed to establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings from 69 teachers are indicated in Table 9.

Table 9: The moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Adequate salary has a significant contribution to retention of teachers in this school.	64 (92.7)	3 (4.5)	2 (2.8)	- (0)	- (0)	3.66	1.142
Job security has a significant contribution to retention of teachers in this school.	60 (86.9)	6 (8.7)	3 (4.4)	- (0)	- (0)	4.46	.890
Convenient work environment helps to boost the production of knowledge in this school.	55 (79.7)	9 (13)	5 (7.3)	- (0)	- (0)	4.32	.872
The availability of infrastructures for teaching has a great impact on the teachers' intentions to leave or stay in this school.	48 (69.5)	14 (20.3)	7 (10.2)	- (0)	- (0)	4.32	.872
Compensation and fringe benefits arouse teachers' interest to the extent of retaining them in this school	45 (65.2)	8 (11.6)	9 (13)	7 (10.2)	- (0)	4.63	.617
Head-teacher-teacher co-ordination have a significant contribution to retention of teachers	42 (60.8)	11 (15.9)	10 (14.5)	6 (8.8)	- (0)	4.07	1.142
In this school, staff or employee recognition and appreciation arouse teachers' interest to the extent of	37 (53.6)	12 (17.4)	12 (17.4)	8 (11.6)	- (0)	4.05	.997

retaining them							
Safe and healthy working conditions have a significant contribution to retention of teachers in this school,	33 (47.8)	10 (14.5)	9 (13.1)	11 (15.9)	6 (8.7)	4.04	1.122
In this school, teachers' quality of work affects their job satisfaction positively to the extent of decrease their intentions to leave the school.	27 (39.2)	9 (13)	13 (18.8)	12 (17.4)	8 (11.6)	3.92	1.138
In this school, absence of career advancement opportunities have a significant contribution to retention of teachers.	24 (34.8)	8 (11.6)	11 (15.9)	15 (21.8)	11 (15.9)	4.10	.809

Source: Field data (Teachers in Nama Sub County) 2022

Table 9 represents the descriptive statistics on the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County. The results show that 97.2% of the respondents accepted to the statements that adequate salary has a significant contribution to retention of teachers in private secondary schools (Mean=3.66 and standard deviation 1.142); job security has a significant contribution to retention of teachers in this school (Mean 4.46 and standard deviation .890); convenient work environment helps to boost the production of knowledge in private secondary school (Mean 4.32 and standard deviation .871); and lastly, the availability of infrastructures for teaching has a great impact on the teachers' intentions to leave or stay in private secondary school (Mean 4.32) and standard deviation .872).

The third objective was also set to establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County. Interview

schedules were used to solicit information from the head teachers, directors of schools, deputy head teachers and district inspectors of schools.

However, when they were asked: What is the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County?

In the study, it was revealed that adequate salary has a significant contribution to retention of teachers in private secondary schools; as one head teacher explained that;

“..... teachers when well-paid adequately, they tend to stay long in that school, and they are always regular for their job responsibilities. Thus, retention of teaching staff is too high among private secondary schools paying their teachers adequately. Thus, adequate payment of teachers enhances their satisfaction and job commitment.....” (Head teacher from School A)

This implies that adequate payment of teaching staff in private secondary school boost their ability and will to work for the same institution. Teaching staff that are adequately paid less have sought of leaving their job or changing the school's, and this because their needs tend to be covered. This agrees with Afsar (2019) who asserted that salary increases affects teachers' decisions to stay in the teaching profession.

The study also revealed that job security has a significant contribution to retention of teachers in private secondary schools. Another interviewed participant had these to say;

‘.... every teachers' desire is to have secure job, but this has not been the case in private secondary schools. Teaching staff work on contract basis which are either signed termly or yearly, an indication that their jobs are not permanent, thus forcing them to keep searching for permanent jobs either in government schools, explaining reasons for low retention of teachers in some private secondary schools’. (Deputy head teacher from School D)

This implies that teachers' emotions regarding the loss of a job or desired aspects of a job such as good working conditions, promotions and job satisfaction enhance their retention. Job security remains issues of vital concerns to many nations and employees are very much concerned about losing their jobs when their jobs are not secure as ascertained by Başaran & Güçlü (2018).

Additionally, the study revealed that convenient work environment helps to boost the production of knowledge in private secondary schools. One of the interviewed participants also noted that;

'.... the nature of the school environment influences teacher retention. In this regard, the school climate plays a leading role in teachers' decision to either remain or leave a school. Such working conditions involves a good salary and reward system which do have an impact on the retention of teaching staff...'.
(District Inspector of School, 2022).

This implies that factors of the institutional climate like recognition of efforts, career development, workplace incivility, and reward management greatly have a positive impact on teaching staff retention. It is believed that private secondary schools with appropriate support services and rewards systems that encourage, support and promote teachers tend to have low retention rates compared to schools without such interventions as ascertained by Çoruk & Karakaya (2017).

The study further revealed that the availability of infrastructures for teaching has a great impact on the teachers' intentions to leave or stay in private secondary schools. From the interviewed participants, one of them noted that;

'...the availability of enough physical facilities like well-furnished and ventilated classroom, teachers' houses, laboratory and library tend to boost teachers' role

and enhance their job satisfaction. Teachers tend to get satisfied with the school environment and available physical facilities thus promoting their retention’.

(Deputy head teacher from School A)

This implies that private secondary schools with adequate infrastructures like classrooms have witnessed less cases of teachers’ turnover compared to their counterparts. Secondary schools’ teachers in private schools tend to stay in those schools that provide them with accommodations, thus they don’t meet additional expenses for renting and daily transport to and from school (Demir, 2019). Thus, the availability of such infrastructures for teaching especially enough classrooms great has an influence on the teachers’ intentions to leave or stay in school.

The study further revealed that head-teacher-teacher co-ordination has a significant contribution to retention of teachers. One of the interviewed participants had these to say;

‘The sense of co-ordination is vital especially because support, mutual trust, and collaboration help teachers feel more satisfied with their jobs. With proper coordination, schools offer a climate of trust, honesty and respect to foster effective teamwork and job commitment, henceforth influencing teacher’s retention’

(Director of School from School D)

This implies that head teachers also tend to pull teachers away from the comfort of their closed classroom doors and instructional routines and allow them to take the risks of learning and doubting with colleagues to ensure school success. Thus, an environment of open communication and a shared sense of purpose and values greatly contribute to successful teamwork and teachers’ job commitment. This concurs with Chand (2016) who stated that co-ordination of school stakeholders has the potential to motivate teaching staff, reduce workload and increase self-efficacy. Therefore, such supportive and collaborative atmosphere at work could be associated with low attrition rates.

Last but not least, the study also revealed that staff or employee recognition and appreciation arouse teachers' interest to the extent of retaining them. One of the interviewed participants also noted that;

'... recognition and appreciation given to teachers by school managers is one way of sending a direct message to them they matter to you and to the school as a whole. Such recognition and appreciation help teachers to feel seen, heard, and valued, which are all essential for satisfaction at work and enhances their job commitment...' (Head teacher from School C)

This implies that appreciated teachers are happy teachers who want to work hard to help the school grow and succeed. Appreciation and recognition help teachers see that their school values them and their contributions to the success of the team and the school overall, and this is particularly key when schools grown or change. This concurs with Hamidi (2021) who asserted that over 91percent of human resource professionals believe that recognition and appreciation make teaching staff more likely to stay. Thus, a teacher who has been recognized is more than 63percent more likely to stay at his/her current position within the next four to seven months. It helps teachers build a sense of security in their value to the school, motivating them to continue great work.

Lastly, the study revealed that absence of career advancement opportunities has a significant contribution to retention of teachers. The interviewed participant noted that;

'---teachers have a tendency of leaving school from other schools where they can easily access or have an opportunity to have career development programs. Most private secondary schools don't have continuous staff development programs for teachers which demotivate them thus some of them decide to leave....' (Deputy head teacher from School B).

This implies that lack of career advancement opportunities for teachers in private secondary schools tend to force them to leave their jobs. Most teachers tend to run for

advertised jobs in government schools expecting for free access to seminars and workshops both internal and external, and also to benefit from scholarships and upgrading programs as ascertained by Hamidi., Wahab & Wayan (2019).

4.6.2 Testing hypothesis Two: Moderating effect of quality of work life significantly influences teacher turnover in selected private secondary schools in Nama Sub-County

Results from a correlation analysis between the quality of work life and teacher turnover in selected private secondary schools were established and results are presented in the tables below.

Table 10: Correlation between the quality of work life and teacher turnover

Correlations			
		Quality of work life	Teacher turnover
Quality of work life	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.002
	N	69	69
Teacher turnover	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.002	
	N	69	69

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

The correlation results in the table above indicate a significant effect of quality of work life and teacher turnover in selected private secondary schools. The obtained correlation coefficient of .342 with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in situations where

there is teachers' quality of work, job satisfaction is observed thus decreasing their intentions to leave the school; and compensation and fringe benefits arouse teachers' interest to the extent of retaining them in school.

4.6.3 Regression Analysis

A single regression analysis was run between the quality of work life and teacher turnover results are presented in the table below.

Table 11: A single regression analysis

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	1.137	.167		.000
	Quality of Work life	.177	.055	.342	.002

a. Dependent Variable: Teacher turnover

Results in the regression table above was obtained with a coefficient of determination $R^2=0.117$ which shows that 11.7% variation in teacher turnover is explained by changes in quality of work life. This implies that any changes in the quality of work life would lead to 11.7% chance change in teacher turnover in private secondary schools in this area. In the study results confirm that quality of work life significantly influences the teacher turnover ($\beta_1=0.342$, $p<0.01$). This supports hypothesis two which stated that “moderating effect of quality of work life significantly influences teacher turnover in selected private secondary schools in Nama Sub-County”.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter presents the discussions of results of the study on the quality of work life and teacher performance in selected private secondary schools in Nama Sub County based on the research findings. The discussion of study findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

5.2 Discussion of Findings

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.2.1 The Determinants of Quality of Work Life in Selected Private Secondary Schools

The above study theme of establishing the determinants of quality of work life in selected private secondary schools in Nama Sub County; and these ranges from:

The study revealed that job security or security at work is always given a priority in most private secondary schools. This concurs with Arslan (2018) who argued that teachers in private schools, employed on contracts tend to have less job commitment. On the other hand, Oyeh & Oluwuo (2018) argued that private secondary school directors tend to employ teachers on contract basis. They have a tendency of employing classroom teachers on either termly or yearly contracts to avoid legal implications in case of school closure or termination of contracts. This implies that the proportion of classroom teachers employed

in private secondary schools on temporary contract. Most teachers are employed not on merit and they tend to be given termly contracts.

The study further revealed that private secondary school teachers' job security has been given dual consideration in most private secondary schools. This has been done by giving them appointments thus motivating them to work harder and accomplish the assigned job activities. This concurs with Nwaka & Obikeze (2020) who argued that private teacher organization efforts in support of legislative job security therefore emphasized the need for boosting the quality of teaching. Besides, Seyhan (2020) argued that the components of quality of work life majorly include; job security that propel individuals to desire to engage in tasks that they find inherently satisfying and enjoyable. This implies that security at work for teachers have been emphasized in most private secondary schools. Private school teachers have formed association or teachers' organization to help them in boosting their rights.

The study also noted that balanced compensation is always emphasized in private secondary schools. This agrees with Safura (2018) who noted that the more highly performing classroom teachers receive higher employee benefits like salaries, while the lower performers also receive lower benefits (salaries). Some of the important scopes of the quality of work life, according to Conklin (2018) are: adequate and fair compensation, safe and healthy working conditions, opportunity to use and develop human capacities; opportunity to growth and security; social integration in the work organization; constitution in the work organization; work and total life span and social relevance of work life. This implies that teachers in private secondary schools tend to be paid equally. Both science and

art teachers tend to be paid same amount of money. This issue of salary disparities in accordance to the subject one taught is less considered in private schools.

Additionally, the study also noted that the long-standing practice of determining teachers' compensation basing on years of service and education level is still prevalent in most private secondary schools' today. This agrees with Makela (2020) who argued that teaching staff in private secondary schools tend to be outsourced from well performing schools in consideration of their experiences and work-based history, and get paid a lot of money (salary) compared to their counterparts that get recruited at school level. Besides, Odanga., Aloba & Raburu (2017) argued that teaching merit pay or performance-based compensation tends to be considered in private secondary schools. Teachers tend to be offered bonuses based on their performance improvement. This implies that in compensating teachers not based on their performance-based leads to a less collaborative school environment and its related consequences.

The study further noted that most private secondary schools, safe and healthy working conditions have been enhanced. This concurs with Abebe (2017) who argued that the governments in Sub-Saharan Africa emphasized all private school administrators to adhere to safety standards to avoid occurrence of accidents like fire outbreak in their schools. Besides, Siti., Diyana., Nordin & Hussin (2018) argued that private secondary school administrators have been enforced to erect perimeter walls around school premises, removing the burglar-proof windows, employing a reasonable number of school guards, have smoke detectors, have CCTV cameras, and install fire extinguishers in school premises. This implies that most private secondary school have experienced cases of fire

outbreaks. Thus, the areas of health, safety and accident prevention is of great concerns to school managers. This has been because of increasing number of deaths and accidents that have occurred at work places.

The study also noted that proper communication as well as team-work has been encouraged among school stakeholders in private secondary schools. This concurs with Akar & Üstüner (2017) who asserted that transparent communication in a school builds team work and trust between school managers and teaching staff, who are likely to experience stress and anxiety around the uncertainty and disruption of school routines. On the other hand, Seyhan (2020) argued that head teachers and directors in private schools tend to encourage proper communication as a way of motivating classroom teachers. Teachers' grievances tend to be given a chance to be heard and corrected as per the agreed in the timely manner. Teachers are given chances to air out their demands and grievances to their immediate supervisors for immediate action. This implies that having clear and frequent communication among school stakeholders is crucial to ensure that teachers and their families are well informed and reassured.

The study further noted that there is no adequate salary to all teachers in private secondary schools. The above study findings concur with Swathi & Reddy (2016) argued that teaching staff in private secondary schools tend to less paid. Their salary is little. They are paid little money and sometimes, their salary(s) tend to delay for months. They sometimes spend 2-3months without receiving salary and other fringe benefits. This implies that classroom teachers in private secondary schools are not adequately paid. They are paid

little money/salary compared to their counterparts in government aided schools. School managers have a tendency of underpaying them and are forced to do a lot of work.

More so, the study noted that career development in form of continuous professional development for teachers exist in private secondary schools. This agrees with Chand (2016) who argued that building continuous staff development is an efficient way for school managers to boost teachers' skills and competence during teaching-learning processes. Besides, Siti., Diyana., Nordin & Hussin (2018) who argued that continuous staff development has been emphasized in private secondary schools certainly promote ownership of innovation, teacher's expertise and skills at work. Teaching staff develops their career through a continuous acquisition of managerial or professional skills and experience. This implies that to make continuous professional development useful in a school, it should be well planned and systematically implemented. Continuous staff development aims at helping classroom teachers to teach more effectively together; to improve school progress such as the formulation and implementation of strategy, and facilitating the transformation of the school and academic achievement.

The study further noted that teachers are involved in decision making especially participatory planning in school. This concurs with Ertürk (2022) who argued that the process used by classroom teachers in decision-making can be seen to include the concepts of teacher thinking (cognitive load), in addition to choices available and the context of the current situation. When teachers are involved in school decision making, it becomes part of them, and this make them get more committed to their jobs. In support of the above, Temesgen (2017) argued that classroom teachers have been given an opportunity to plan

and forward their decision in the school meetings. Teachers are presented on the school management board so that their grievances and interests are represented in the meetings. This means that few school managers have allowed their classroom teachers to go beyond the traditional role of classroom instructors. They are also involved in school decision making, curriculum development, school improvement and leadership thus making them feel part and parcel of the school community.

The study also noted that some private secondary schools have tried to have teachers' accommodation facilities, have well ventilated and furnished classrooms that all boost teaching-learning processes. This concurs with Afsar (2019) who noted that housing facilities at work being another component of quality of work life. This provides evidence of teachers' satisfaction with benefits such as health and accommodation facilities. This means that private secondary schools have emphasized and put more efforts in improving physical facilities for teachers like teachers' houses.

Lastly, the study noted that teachers' supervision and external evaluation is less emphasized in private secondary schools which undermine school performance. Existence of school supervision in private school settings enables the school managers constantly monitor and receive feedback about teachers' performance. This concurs with Demirtaş & Nacar (2018) who argued that in school settings, head teachers and directors of schools have rules and regulations that guide them in monitoring the quality and quantity of teaching and learning in their institutions. This implies that regular supervision of teachers by school managers boost their punctuality and regularity, improve their job commitment and enhance their ability to complete the academic assignments.

5.2.2 Relationship between the Quality of Work Life and Teacher Commitment

The above study theme of establishing the relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County; and these include:

From the field study, it was revealed that there is a positive significant relationship between quality of work life and teacher commitment in selected private secondary schools. This implies that in quality of work life, there is presence of physical facilities encouraging their punctuality at work; benefits such as salary enhance teacher job commitment; teamwork among teaching staff enhance students' academic outcome in school; there is teachers' adherence to routine tasks with proper compensation; and career development boost teachers' competency to complete syllabus in time. This finding is related to Rahayu & Nasharudin (2019) who asserted that the main components in the quality of work life that are useful for increasing teacher's productivity and improving product quality and reducing absenteeism. Besides, Siti., Diyana., Nordin & Hussin (2018) noted that pay (wages); teachers' benefits; job security, and alternative work schedules (alternative work schedules) contribute o teachers' job commitment.

Further, the study noted that in private secondary schools, the presence of physical facilities such as teachers' houses encourages their punctuality at work. This concurs with Hamidi (2021) who argued that the existence of adequate physical facilities in private secondary schools; eventually motivates teaching staff to be regular and timely at their place of work. Thus, high punctuality of teachers has been more observed in schools with teacher's accommodation facilities. Besides, Arslan (2018) noted that private secondary schools with

adequate physical facilities especially houses for teachers have registered high rates of teachers' punctuality at work compared to their counterparts. This implies that those private schools with adequate physical facilities especially teacher's accommodation facilities that make teaching staff to stay within school premises, have greatly motivated them to be punctual and regular for classes.

In the regression, it was predicted that 47.1 % variation in teacher commitment is explained by changes in quality of work life. This implies that any changes in quality of work life would lead to 47.1% change in the teacher job commitment. This means that any improvement in the quality of work life is significantly and positively associated with improved teacher commitment in selected private secondary schools in Nama Sub County. This finding is in line with Rahayu & Nasharudin (2019) who argued that quality of work life aims at performance improvement of teachers. It is necessary to provide more challenging environment in order to obtain this aim and create more synergy. Besides, Siti., Diyana., Nordin & Hussin (2018) found that quality of work life jointly contributes 14.5% of teachers' job engagement in private secondary schools in Rivers State.

The study further noted that in private secondary schools, benefits such as salary enhance teacher job commitment. This agrees with Hamidi., Wahab & Wayan (2019) who argued that financial benefits in form of pay, salary increment, extra time allowances and annual leave enhance teaching staff job commitment in secondary schools. On the other hand, Oyeh & Oluwuo (2018) argued that classroom teachers who receive their full financial benefits in time has a tendency of concentrating on their work. Thus, there is high job commitment among teaching staff receiving their entitled financial benefits like fair pay.

This implies that private school managers that tend to give financial benefits like salary increment to teaching staff, eventually motivate them to work harder and enhance their job commitment. Teachers' commitment towards accomplishment of their assigned work activities in a school tends to be high when they get proper benefits they are entitled too.

The study also noted that teamwork among teaching staff enhance students' academic outcome in private secondary schools. This concurs with Deveci (2021) who argued that when teachers get along and trust each other, they tend to help each other improve. Thus, trust between colleagues, that is, being able to count on each other, particular in difficult situations like failer to grasp and deliver new subject content, it is vital for the creation of professional learning communities to help each other in the delivery of subject content. Besides, Akar & Üstüner (2017) argued that when there is teamwork in a school, such environment creates a better learning experience. Thus, teacher collaboration positively impacts student achievement, and allows teachers to explore new territory. This means that effective teams in a school strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction and provide a means for mentoring and supporting teaching staff to boost students' academic outcomes. Thus, effective teacher teamwork builds strong schools and such highly functioning teams support the academic success of all students.

The study also noted that in private secondary schools, there is teachers' adherence to routine tasks with proper compensation. This is in line with Çoruk & Karakaya (2017) who asserted that with existence of proper teachers' compensation in terms of pay and other fringe benefits, they get motivated to adhere to their daily academic activities. On the other

hand, Arslan (2018) argued that the rate of private school teacher's adherence to routine tasks tend to be high, with presence of better compensation. Well compensated teaching staff tends to get highly motivated to concentrate on their daily academic work. This implies that when teachers are well compensated, they tend to highly adhere to daily academic tasks. Highly motivated teachers work harder, and give more of their time to their academic work, including handling individual students' academic differences and marking students' class work.

The study further noted that in private secondary schools, career development boost teachers' competency to complete syllabus in time. This concurs with Jerome (2019) who asserted that staff development would be the transition for teaching staff to transform from one practice to a new trend for the betterment of the teaching-learning process. Staff development provides a clear vision and defence for the effective ways of teaching-learning process thus enhancement of syllabus completion in private secondary schools. Besides, Çoruk & Karakaya (2017) asserted that teaches pedagogical skills and knowledge on the subject they are teaching in class varies based on their specialization and number of relevant workshops or seminars they attended. This means that career development tends to equip teaching staff with skills and knowledge to effectively accomplish the academic syllabus in time. Various types of training programs given to teachers in private secondary schools boost their competency in handling the new subject content clearly, thus able to finish the syllabus in the time.

The study further revealed that there is teacher' job commitment and syllabus completion as a result of job security in private secondary schools. This concurs with Manju (2019) who noted that job satisfaction and commitment is bolstered when job security increases

among those who report a high level of both optimism; and this easily explains why job insecurity has negative effects on job commitment and completion of assigned duties. Besides, Demir (2019) argued that job security comes with a feeling of protection against anything like layoffs, economic downfalls, and other social factors that could negatively impact employment. This implies that the more a teacher enjoys a high job security, the more he/she is likely to effectively perform his/her assigned tasks like syllabus coverage which is reflected in overall academic performance of students.

Lastly, the study revealed that proper communication and coordination enhance teamwork among teachers in private secondary schools. This agrees with Oyeh & Oluwuo (2018) who argued that workplace communication is a powerful tool that effectively influence the success of an entire education institution. Thus, in fostering a more productive and cooperative workspace, teams must prioritize communication strategies, and this allows teachers to engage and grow within the group. Besides, Buyukgoze & Ozdemir (2017) argued that when team members are able to communicate, they are able to collaborate; thus, good communication is critical towards improving teamwork and teambuilding. In any relationship or setting, professional or personal, proper communication is vital in maintaining peace and collaborating effectively. This implies that in a school environment where there is proper coordination and communication among school stakeholders, teamwork among teaching staff have been attained, thus boosting the teaching-learning process. Private secondary schools with proper teacher teamwork have registered high content syllabus coverage, good school atmosphere and lessen the risk of misunderstandings or conflict.

5.2.3 The moderating effect of quality of work life on teacher turnover

The above study theme of establishing the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County; and these ranges from;

Study findings revealed a positive significant effect of quality of work life and teacher turnover in selected private secondary schools. This implies that in situations where there is teachers' quality of work, job satisfaction is observed thus decreasing their intentions to leave the school; and compensation and fringe benefits arouse teachers' interest to the extent of retaining them in school. This is related to Büyükgöze & Ozdemir (2017); and Siti., Diyana., Nordin & Hussin (2018) supports the results of this research, that the quality of work life increases the organizational productivity and effectiveness of teachers as well as positive behaviors such as forming organizational identity, and increasing professional performance, job satisfaction and professional initiatives and they emphasize that absenteeism, turnover intention and burnout reduce their standard of living.

From the regression analysis it was predicted that 11.7% variation in teacher turnover is explained by changes in quality of work life. This implies that any changes in the quality of work life would lead to 11.7% chance change in teacher turnover in private secondary schools in this area. This finding is in line with Çoruk & Karakaya (2017) who argued that teachers' quality of work and all dimensions are statistically significant predictor of both job satisfaction and turnover intentions. In this context, as teachers' quality of work increases, their levels of job satisfaction will rise, and the turnover intentions shall decrease. On the other hand, all dimensions of teachers' quality of work and the overall scale emerge as statistically significant predictor of teachers' job satisfaction and turnover

intentions as ascertained by Demirtaş & Nacar (2018). In this regard, the quality of work life has a high level of impact, among other factors, on ensuring teachers' job satisfaction and preventing or minimizing their turnover intentions.

More so, the study noted that adequate salary has a significant contribution to retention of teachers in private secondary schools. This is in agreement with Afsar (2019) who asserted that salary increases affects teachers' decisions to stay in the teaching profession. Adequate payment of teaching staff in private secondary school boost their ability and will to work for the same institution. Teaching staff that are adequately paid less have sought of leaving their job or changing the school's, and this because their needs tend to be covered. This implies that teachers when well-paid adequately, they tend to stay long in that school, and they are always regular for their job responsibilities. Thus, retention of teaching staff is too high among private secondary schools paying their teachers adequately. Thus, adequate payment of teachers enhances their satisfaction and job commitment.

The study also noted that job security has a significant contribution to retention of teachers in private secondary schools. This concurs with Başaran & Güçlü (2018) who asserted that teachers' emotions regarding the loss of a job or desired aspects of a job such as good working conditions, promotions and job satisfaction enhance their retention. Job security remains issues of vital concerns to many nations and employees are very much concerned about losing their jobs when their jobs are not secure. This implies that every teachers' desire is to have secure job, but this has not been the case in private secondary schools. Teaching staff work on contract basis which are either signed termly or yearly, an indication that their jobs are not permanent, thus forcing them to keep searching for

permanent jobs either in government schools, explaining reasons for low retention of teachers in some private secondary schools.

Additionally, the study noted that convenient work environment helps to boost the production of knowledge in private secondary schools. This concurs with Çoruk & Karakaya (2017) who argued that factors of the institutional climate like recognition of efforts, career development, workplace incivility, and reward management greatly have a positive impact on teaching staff retention. On the other hand, Zarei., Ahmadi., Danshkohan & Ramezankhani (2016) noted that it is believed that private secondary schools with appropriate support services and rewards systems that encourage, support and promote teachers tend to have low retention rates compared to schools without such interventions. This implies that the nature of the school environment influences teacher retention. In this regard, the school climate plays a leading role in teachers' decision to either remain or leave a school. Such working conditions involve a good salary and reward system which do have an impact on the retention of teaching staff.

The study further noted that the availability of infrastructures for teaching has a great impact on the teachers' intentions to leave or stay in private secondary schools. This concurs with Swathi & Reddy (2016) who noted that private secondary schools with adequate infrastructures like classrooms have witnessed less cases of teachers' turnover compared to their counterparts. Secondary schools' teachers in private schools tend to stay in those schools that provide them with accommodations, thus they don't meet additional expenses for renting and daily transport to and from school (Demir, 2019). Thus, the availability of such infrastructures for teaching especially enough classrooms great has an

influence on the teachers' intentions to leave or stay in school. This implies that the availability of enough physical facilities like well-furnished and ventilated classroom, teachers' houses, laboratory and library tend to boost teachers' role and enhance their job satisfaction. Teachers tend to get satisfied with the school environment and available physical facilities thus promoting their retention.

The study further noted that head-teacher-teacher co-ordination has a significant contribution to retention of teachers. This concurs with Chand (2016) who stated that co-ordination of school stakeholders has the potential to motivate teaching staff, reduce workload and increase self-efficacy. Therefore, such supportive and collaborative atmosphere at work could be associated with low attrition rates. Besides, Demirtaş & Nacar (2018) argued that head teachers also tend to pull teachers away from the comfort of their closed classroom doors and instructional routines and allow them to take the risks of learning and doubting with colleagues to ensure school success. Thus, an environment of open communication and a shared sense of purpose and values greatly contribute to successful teamwork and teachers' job commitment. This implies that the sense of co-ordination is vital especially because support, mutual trust, and collaboration help teachers feel more satisfied with their jobs. With proper coordination, schools offer a climate of trust, honesty and respect to foster effective teamwork and job commitment, henceforth influencing teacher's retention.

The study also revealed that staff or employee recognition and appreciation arouse teachers' interest to the extent of retaining them. This concurs with Hamidi (2021) who asserted that over 91percent of human resource professionals believe that recognition and appreciation make teaching staff more likely to stay. Thus, a teacher who has been

recognized is more than 63percent more likely to stay at his/her current position within the next four to seven months. It helps teachers build a sense of security in their value to the school, motivating them to continue great work. Besides, Hamidi., Wahab & Wayan (2019) argued that appreciated teachers are happy teachers who want to work hard to help the school grow and succeed. Appreciation and recognition help teachers see that their school values them and their contributions to the success of the team and the school overall, and this is particularly key when schools grown or change. This implies that recognition and appreciation given to teachers by school managers is one way of sending a direct message to them they matter to you and to the school as a whole. Such recognition and appreciation helps teachers to feel seen, heard, and valued, which are all essential for satisfaction at work and enhances their job commitment.

Lastly, the study noted that absence of career advancement opportunities has a significant contribution to retention of teachers. This concurs with Hamidi., Wahab & Wayan (2019) who argued that lack of career advancement opportunities for teachers in private secondary schools tend to force them to leave their jobs. Besides, Temesgen (2017) argued that most teachers tend to run for advertised jobs in government schools expecting for free access to seminars and workshops both internal and external, and also to benefit from scholarships and upgrading programs. This implies that teachers have a tendency of leaving school from other schools where they can easily access or have an opportunity to have career development programs. Most private secondary schools don't have continuous staff development programs for teachers which demotivate them thus some of them decide to leave.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.2 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Basing on the objective one, it is concluded that job security or security at work, balanced compensation; safe and healthy working conditions; adequate salary to all teachers; proper communication as well as team work; and career development in form of continuous professional development for teachers; these are the major determinants of quality of work life in selected private secondary schools in Nama Sub County.

Reference to objective two, there was a positive significant relationship between the quality of work life and teacher commitment in selected private secondary schools in Nama Sub County ($r=0.686$, $p=0.000$) with a regression R^2 of .471. This implies that any changes in quality of work life would lead to 47.1% chance change in the teacher job commitment. These results depict that the quality of work life is significantly related with improved teachers' commitment ($\beta_1 =0.686$, $p<0.01$). The study further noted that the presence of physical facilities such as teachers' houses encourages their punctuality at work; benefits

such as salary enhance teacher job commitment, and teamwork among teaching staff enhance students' academic outcome in private secondary schools.

Reference to objective three, it was revealed that there is a positive significant relationship between quality of work life and teacher turnover in selected private secondary schools ($r=0.342$, $p=0.002$) and regression R^2 of .117. This implies that in situations where there is teachers' quality of work, job satisfaction is observed thus decreasing their intentions to leave the school; and compensation and fringe benefits arouse teachers' interest to the extent of retaining them in school.

6.3 Recommendations

From the findings of the study, the following recommendations were made;

The study recommended that private secondary schools should have a policy on teachers' motivation. There is need for a streamlined policy on teaches remuneration to improve on the quality of work life.

The study recommended that private school administrators should have a policy on recruitment. Teachers should be given appointment letters to enhance their job security, henceforth improving their job commitment.

The study also recommends that balanced compensation should be emphasized in private secondary schools. Teaching staff should equally be given equal salary or pay to boost their morale at work.

The study further recommends that timely career development in form of continuous professional development for teachers should be encouraged in private secondary schools.

Teaching staff should be given an opportunity to upgrade or attend in-service training to boost their skills and competence in teaching-learning process by understanding new subject concepts.

The study also recommends that physical facilities in private secondary schools should be improved. Teachers' houses or accommodation facilities, classroom ventilation and furnishing them should be done to enhance school environment that attract teachers' retention.

Lastly, the study recommended that school managers and teachers' collaboration and teamwork should be given a priority. There is need for teamwork among school stakeholders to create a conducive school environment that promotes teachers' retention.

6.4 Areas of Further Research

The researcher carried this study in order to examine the "Quality of Work Life and Teacher Performance in Selected Private Secondary Schools"; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as: -

1. The Head-Teacher Leadership Style and Teacher Performance in Private Secondary Schools in Uganda.
2. The Teachers' Generation Differences and their Job Performance in Private Secondary Schools in Uganda.

3. The School Environment and Teacher Performance in Private Secondary Schools in Uganda.

4. The Quality of Work Life and Teacher Job Commitment in Private Secondary Schools in Uganda.

In conclusion, more research should be done about the quality of work life and teacher performance in selected private secondary schools in Uganda so as to compare with results got from Nama Sub County so as to draw a ground for recommendations.

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APPENDIX I:

Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: INFORMED CONSENT FORM (Questionnaires)**TOPIC: QUALITY OF WORK LIFE AND TEACHER PERFORMANCE IN
SELECTED PRIVATE SECONDARY SCHOOLS IN NAMA SUB COUNTY**

Principal investigator: Nsubuga Shafique, Reg. No: RM21M08/004

Institution: Uganda Christian University

School: School of Education

Introduction

I, Nsubuga Shafique, Reg. No: RM21M08/004 is doing research under the supervision of Dr. Masagazi Joel Yawe, a lecturer in the School of Education at Uganda Christian University. My study is aimed at fulfilling the requirements for the award of a Master of Human Resource management in Education.

The aim of the study is to establish the determinants of quality of work life in selected private secondary schools, establish the relationship between the quality of work life and teacher commitment in selected private secondary schools, and establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.

This informed consent document basically explains the nature of the study to you. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given to keep.

The study is sponsored by the researcher (Nsubuga Shafique)

Purpose of Study: To explore the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County.

Study Procedures: Your participation in this study will involve a questionnaire which seeks your opinions on certain specific topics regarding the Quality of Work Life and Teacher Performance in Selected Private Secondary Schools. The questionnaire will consume about 25-45 minutes of your time as a participant.

Guidance (SOPs): Ensure you adhere to the COVID-19 prevention guidelines; for instance, social distance, regularly washing hands with soap and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Who will participate in the study? The study will comprise head teachers (5), deputy head teachers (5), District Inspectors of School (2), and Directors of Schools (5) that shall be interviewed from five selected private secondary schools; in addition to teachers (69) who will be asked to fill a questionnaire all of whom will be from the Nama Sub County.

Risks: This study poses no risks to you personally or your institution except for the risk of inconvenience of your time during the interview.

Benefits: There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help private secondary schools transcend to the emerging quality of work life in order to improve delivery and learning among teachers and learners in schools. The school managers may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school directors, head teachers, teachers and students.

Confidentiality: For the purposes of this research study, your comments shall not be anonymous. Every effort shall be made by the researcher to preserve your confidentiality

including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the secretary on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After signing the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

STATEMENT OF CONSENT

I grant consent that as a teacher selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the

information I share during in the questionnaire may be used by Nsubuga Shafique for research purposes.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name : -----

Participant's Signature : -----

Researcher's Name: NSUBUGA SHAFIQUE

Researcher's Signature : -----

Date :-----

APPENDIX III: INFORMED CONSENT FORM (Individual Interviews)**TITLE OF STUDY: QUALITY OF WORK LIFE AND TEACHER PERFORMANCE
IN SELECTED PRIVATE SECONDARY SCHOOLS IN NAMA SUB COUNTY****Principal investigator:** Nsubuga Shafique**Institution:** Uganda Christian University**School:** School of Education**Introduction**

I, Nsubuga Shafique, Reg. No: RM21M08/004 is doing research under the supervision of Dr. Masagazi Joel Yawe, a lecturer in the School of Education at Uganda Christian University. My study is aimed at fulfilling the requirements for the award of a Master of Human Resource management in Education.

The aim of the study is to establish the determinants of quality of work life in selected private secondary schools, establish the relationship between the quality of work life and teacher commitment in selected private secondary schools, and establish the moderating effect of quality of work life on teacher turnover in selected private secondary schools in Nama Sub County.

This informed consent document basically explains the nature of the study to you. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given to keep.

The study is sponsored by the researcher (Nsubuga Shafique)

Purpose of Study: To explore the influence of quality of work life on teacher performance in selected private secondary schools in Nama Sub County.

Study Procedures: Your participation in this study will involve a questionnaire which seeks your opinions on certain specific topics regarding the Quality of Work Life and Teacher Performance in Selected Private Secondary Schools. The interview or questionnaire will consume about 25-45 minutes of your time as a participant.

Guidance (SOPs): Ensure you adhere to the COVID-19 prevention guidelines; for instance, social distance, regularly washing hands with soap and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Who will participate in the study? The study will comprise head teachers (5), deputy head teachers (5), District Inspectors of School (2), and Directors of Schools (5) that shall be interviewed from five selected private secondary schools; in addition to teachers (69) who will be asked to fill a questionnaire all of whom will be from the Nama Sub County.

Risks: This study poses no risks to you personally or your institution except for the risk of inconvenience of your time during the interview.

Benefits: There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may help private secondary schools transcend to the emerging quality of work life in order to improve delivery and learning among teachers and learners in schools. The school managers may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school directors, head teachers, teachers and students.

Confidentiality: For the purposes of this research study, your comments shall not be anonymous. Every effort shall be made by the researcher to preserve your confidentiality

including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the secretary on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After signing the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

STATEMENT OF CONSENT

I grant consent that as a teacher selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the

information I share during in the questionnaire may be used by Nsubuga Shafique for research purposes.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name : -----

Participant's Signature : -----

Researcher's Name : NSUBUGA SHAFIQUE

Researcher's Signature : -----

Date :-----

APPENDIX IV: QUESTIONNAIRE

Questionnaire for Teachers

Teacher's Information

Introduction

Dear respondent,

I am a Masters student of Uganda Christian University carrying out a study on “Quality of Work Life and Teacher Performance in Selected Private Secondary Schools in Nama Sub County”. This questionnaire aims to get participant views in order to enhance the teacher performance in private secondary schools in the Sub-County. Your views and opinions are central to all the decisions that will be made in ensuring that every teacher is supported to provide the best teaching in private secondary schools within the Sub County.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date:

School.....

I request you to read the instruction against each section/question carefully and answer it accordingly.

Instruction:

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

Section A

1- Age

- 18 – 27 years
- 28 – 37 years
- 38 – 47 years
- 48 – 57 years
- Above 58 years

2- Sex (Gender)

- Male
- Female

3- What is the highest qualification that you have attained?

- PhD
- Masters' Degree
- Bachelor's Degree
- Diploma
- Others specify

4- How long have you taught in this school?

- Below 5 years
- Between 6 – 10 years
- Between 11 – 15 years
- Over 16 years

General Instruction on Sections B, C &D

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

Section B

	B, Items	5	4	3	2	1
	Determinants of quality of work life					
1.	In our school, job security or security at work is always given a priority					
2.	Balanced compensation is always emphasized in our school					
3.	In our school, safe, healthy working conditions have been enhanced					
4.	In this school, proper communication as well as team work encouraged among school stakeholders					
5.	There is adequate salary to all teachers in this school					
6.	Career development in form of continuous professional development for teachers exist in this school.					
7.	Teacher are involved in decision making (participatory planning)					
8.	In this school, there is an emphasis on improving physical facilities for teachers like teachers' houses					
9.	In our school, teachers adequately access fringe benefits among other payment packages.					
10.	In this school, there exist good supervision for teachers					

Section C

	C, Items	5	4	3	2	1
	Relationship Between the Quality of Work Life and Teacher Commitment					
1.	In this school the presence of physical facilities such as teachers' houses encourages their punctuality at work.					
2.	In this school, benefits such as salary enhance teacher job commitment					
3.	Teamwork among teaching staff enhance students' academic outcome in our school					
4.	In our school, there is teachers' adherence to routine tasks with proper compensation					
5.	In this school, career development boost teachers' competency to complete syllabus in time					
6.	In this school, there is always high-class attendance (regularity) of teachers.					
7.	The head teacher regularly entrusts tasks to other team leaders within the school.					
8.	Proper communication and coordination enhance teamwork among teachers in this school.					
9.	In this school, there is high work content coverage among teachers.					
10.	There is teacher' job commitment and syllabus completion as a result of job security in this school.					

Section D

	D, Items	5	4	3	2	1
	Moderating effect of quality of work life on teacher turnover					
1.	In this school, teachers' quality of work affects their job satisfaction positively to the extent of decrease their intentions to leave the school.					
2.	Compensation and fringe benefits arouse teachers' interest to the extent of retaining them in this school,					
3.	Convenient work environment helps to boost the production of knowledge in this school.					
4.	The availability of infrastructures for teaching has a great impact on the teachers' intentions to leave or stay in this school.					
5.	Adequate salary has a significant contribution to retention of teachers in this school.					
6.	Head-teacher-teacher coordination have a significant contribution to retention of teachers					
7.	In this school, staff or employee recognition and appreciation arouse teachers' interest to the extent of retaining them					
8.	Safe and healthy working conditions have a significant contribution to retention of teachers in this school,					
9.	Job security has a significant contribution to retention of teachers in this school.					
10	In this school, absence of career advancement opportunities have a significant contribution to retention of teachers.					

End

APPENDIX V: INTERVIEW GUIDE

Interview Guide for District Inspector of Schools, Head teachers, Deputy Head Teachers and Directors of Studies

Guiding Questions

1. In your view, to what are the factors that determine the quality of employee work life in your school?

2. How related is the quality of work life and teacher commitment in this school?

3. What is the moderating effect of quality of work life on teacher turnover in your school?

4. How best do you want teacher performance to be attained?

5. How best do you want teacher's quality of working life to be improved?

Thank you for your Co-operation

Shafique Nsubuga
 Uganda Christian University
 Tel. +256781631094
 Email: nsubugashafique@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Nsubuga Shafique, Principal Investigator
 Re: UCU-REC Application titled; Quality of work life and teacher performance in selected private secondary schools.
 Application Number: UCUREC-2023-436

Version: 4.0

Type: Initial Review
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:

I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 23th Feb 2023, to 23th Feb, 2024.

This research is considered minimal risk category.
 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 additions 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. The REC application number assigned to the research should be cited in any correspondence.



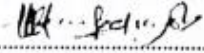
1 of 2

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects 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. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 23th Feb, 2024 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, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	02/12/2022	10/12/2022
2.	Data collection tools	English	10/12/2022	10/12/2022
3.	Informed consent form	English	10/12/2022	10/12/2022

Signed and Stamped


 Prof. Peter Waiswa,
 UCUREC Chairperson,
pwaiswa@musph.ac.ug

