

# Workforce Inclusiveness and Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda

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## Abstract

The investigation pursued to scrutinize the effect of workforce inclusiveness on teachers' commitment under secondary educational institutions under Kampala City, Uganda, supported by the government. This investigation was guided through the following investigation specific goals; i) To examine the influence of participation and voice on teachers' commitment, ii) To examine the influence of respect for diversity on teachers' commitment, and iii) To examine the influence of equal opportunity on teachers' commitment in government-aided secondary educational institutions under Kampala City, Uganda. This examination adopted a research design for descriptive cross-section together with a quantifiable approach. The examination employed 65 respondents sample size (head teachers and teachers) selected from 2 government funded secondary educational institutions under Kampala City. The quantified information collected was analyzed using analysis techniques for descriptive and linear regression. Regarding this report, participation and voice possess a statistically constructive and meaningful effect on teachers' commitment under government-aided secondary educational institutions under Uganda's Kampala City. The examination also found that respect for diversity possesses a statistical constructive and meaningful effect on teachers' commitment in government-aided secondary educational institutions under Uganda's Kampala City. Still, this examination found that equal opportunity possesses a statistical constructive and meaningful effect on teachers' commitment under government-aided secondary educational institutions under Kampala City, Uganda. This examination concludes that workforce inclusiveness possesses a statistical constructive and meaningful effect on teachers' commitment under government-aided secondary educational institutions under Uganda's Kampala City whereby an increase in participation and voice, respect for diversity, and equal opportunity, would resultantly strengthen teachers' commitment secondary educational institutions in Kampala City, Uganda, supported by the government. The investigator commends that schools need to build an inclusive school culture that promotes values of respect, equity, and collaboration in daily school life, celebrate diversity among staff, and addresses discrimination or bias quickly and transparently as this would promote teachers' commitment under secondary educational institutions in Kampala City, Uganda, supported by the government.

**Keywords:** *Workforce Inclusiveness, Participation and Voice, Respect for Diversity, Equal Opportunity, and Teachers' Commitment.*

## Introduction

Workforce inclusiveness is important in improving employee commitment because inclusive work environments promote participation, respect for diversity, and equal opportunity, which increase employees' sense of belonging and commitment to their organizations (Randel et al., 2021; Ferdman &

Deane, 2019). In the education sector, inclusive school environments have been associated with improved teacher commitment and retention in many countries, and similar efforts have been promoted in African schools to improve teacher motivation despite continued challenges such as absenteeism and high turnover (Kumari, 2021; Inandi et al., 2020). In

Uganda, policies such as the National Teacher Policy were introduced to improve teacher motivation and commitment; however, teacher commitment challenges still persist in secondary educational institutions supported by the government under Kampala City (Ministry of Education and Sports, 2019; Kampala Capital City Authority, 2022). Despite previous studies on workforce inclusiveness and employee commitment, limited empirical evidence exists on how participation and voice, respect for diversity, and equal opportunity effect teachers' commitment under secondary educational institutions supported by the government under Kampala City, Uganda, that generate a research gaps which this investigation pursued to fill. Hence, this investigation seeks to inspect the implication of workforce inclusiveness on teachers' dedication under government funded secondary educational institutions under Uganda's Kampala City.

### **Historical Perspective**

In the early development of formal education systems during the late 19<sup>th</sup> to mid-20<sup>th</sup> century, teacher workforces in many countries were highly homogeneous, shaped by racial, gender, and social restrictions. Teachers from marginalized groups often experienced low organizational support and recognition due to increased segregation and discrimination in the system which limited collaboration and professional growth opportunities, reducing professional commitment. (Meyer & Natalie, 2022). Recent decades have emphasized equity, diversity, and inclusion as central principles in education systems. Policies to increase representation of teachers from diverse racial, ethnic, and cultural background have been implemented in different school in several countries with supportive environments, which has increased teachers' affective commitment, meaning their emotional attachment to the school and profession. Workforce inclusiveness has increased teachers' commitment by promoting equal opportunity and fair treatment, strengthening teachers' sense of professional identity and belonging, and encouraging participation in shared decision-making (Randel, Shore-Lynn, Chung, Holcombe, Dean & Singh, 2021).

### **Theoretical Perspective**

This investigation was guided through Social Identity Theory developed by Tajfel and Turner in 1979. This philosophy specifies that all people acquire part of their sense of self and belonging from the different communities or organizations they are attached to (Ferdman & Deane, 2019). In the school context, the theory points out that when schools promote workforce inclusiveness by respecting cultural, gender, and professional diversity, as well as ensuring equal participation in decision-taking, educators are prone to identify strongly regarding their schools, as inclusive environments strengthen teachers' sense of belonging, increase organizational loyalty, and Motivate educators to stay dedicated towards their institutions (Randel et al., 2021). Consequently, this idea was relevant towards this investigation since this provides an affiliation amongst workforce inclusiveness and teachers' commitment.

### **Contextual Perspective**

This examination was directed under designated government funded secondary educational institutions under Kampala City inspecting the effect of workforce inclusiveness on teachers' commitment. Kampala Capital City was taken into consideration because of the inconsistent adherence of teachers to administrative directives, instructional guidelines, and school policies across Educational Institutions for Universal Secondary Education, as evidenced through low involvement in career advancement activities in spite of school administration support, disparate requirements for instructional methods, increased absence rates following the adoption of insufficient school-wide policies regarding curriculum delivery, grading, and student discipline, and an increase in tardiness or absence from classes (Kampala Capital City Authority, 2022).

### **Conceptual Perspective**

Workforce inclusiveness denotes towards the extent whereby an organization establishes a workplace where all employees regardless of their background, gender, ethnicity, age, religion, ability, or other differences feel valued, respected, supported, and able to participate fully in organizational activities

and decision-making (Ferdman & Deane, 2019). Teachers' commitment entails the scope whereby teachers are devoted, loyal, and emotionally attached to their profession, students, and the educational institution in which they work. It reflects the willingness of teachers to invest effort, remain in the profession, and contribute to the achievement of school goals (Meyer & Natalie, 2022). In the instance of this research, workforce inclusiveness was measured relating to participation and voice, respect for diversity, and equal opportunity, while teachers' commitment was measured relating to affective commitment, emotional attachment towards learners, behavioral commitment, professional commitment, and normative commitment.

### **Statement of the problem**

Ideally, inclusive work environments that promote participation, respect for diversity, and equal opportunity are expected to improve teachers' motivation and commitment to their work (Ferdman & Deane, 2019; Randel et al., 2021). Subsequently, Uganda's Ministry of Education and Sports possesses established numerous initiatives intended at enhancing the educational system and address broader educators' quality and motivation issues, to enhance teachers' commitment among various countrywide secondary educational institutions. For example, the National Teacher Policy was rationalized which aimed towards professionalization of the teaching profession, improve teacher competencies, and strengthen continuous professional development and mentorship structures, as strategies to retain and motivate qualified teachers in all secondary educational institutions countrywide (Ministry of Education and Sports, 2019).

Notwithstanding each remarkable effort, Kampala Capital City continues to face persistent challenges related to teachers' commitment as some teachers demonstrated low levels of dedication to their professional responsibilities reflected in several observable issues such as teacher absenteeism, high attrition rates, late reporting to duty, reduced enthusiasm for teaching, and high turnover or transfers among teachers in most of the secondary schools. Research shows that teacher attrition rates in

a number of secondary schools, which include schools funded by the government in Kampala Capital City, increased from 13% in 2019 to 23% in 2021 (Kampala Capital City Authority, 2022). As a result, there has been a decrease in teaching quality, reduced student academic achievement, increased teacher absenteeism, and high teacher turnover in different secondary schools in Kampala Capital City. Besides, earlier studies have examined employee commitment and organizational performance, limited attention has been given to how workforce inclusiveness particularly participation and voice, respect for diversity, and equal opportunity influences teachers' commitment in secondary schools (Randel et al., 2021; Ferdman & Deane, 2019). Thus, this investigation seeks to fill this investigation gaps through inspecting the impact of workforce inclusiveness on the dedication of educators in government-funded secondary educational institutions in Kampala City, Uganda.

### **Objectives of the Study**

#### **General Objective**

To examine the influence of workforce inclusiveness on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.

#### **Specific Objectives**

- i. To examine the influence of participation and voice on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.
- ii. To examine the influence of respect for diversity on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.
- iii. To examine the influence of equal opportunity on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.

### **Study Hypotheses**

This examination was as well guided through the subsequent hypotheses alternatively ;

**H<sub>a1</sub>:** Participation and voice has a statistically significant influence on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.

**H<sub>a2</sub>:** Respect for diversity has a statistically significant influence on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.

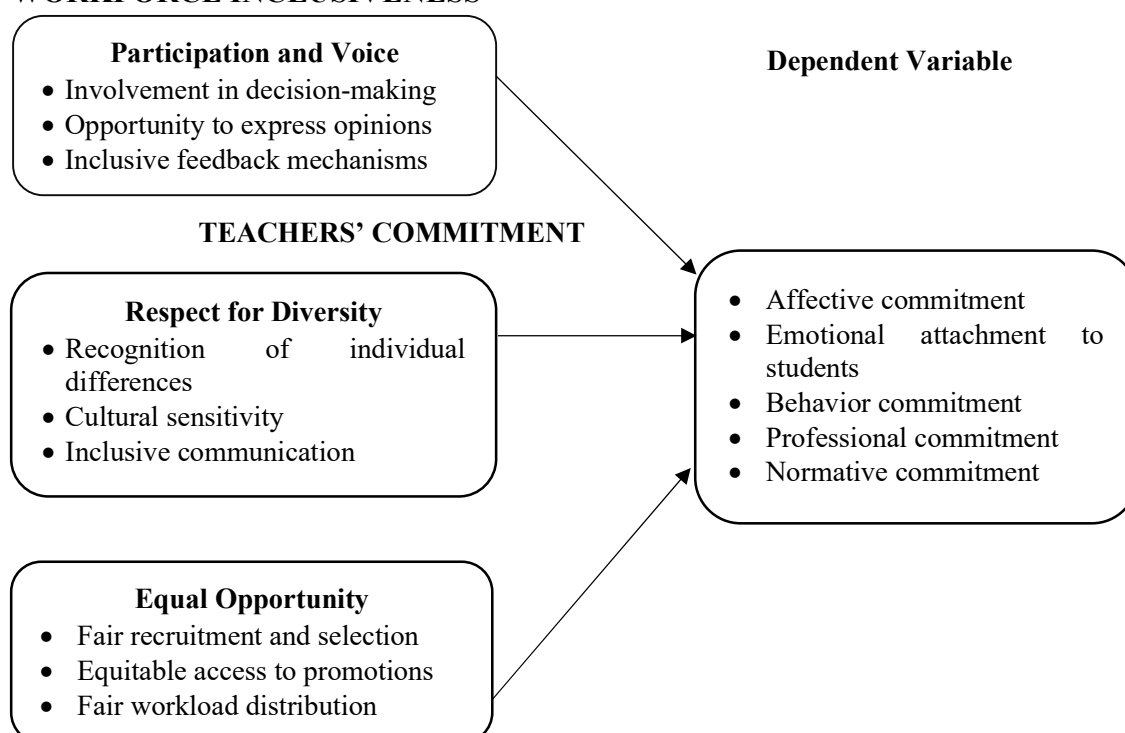
**H<sub>a3</sub>:** Equal opportunity has a statistically significant influence on teachers' commitment in government-aided secondary schools in Kampala City, Uganda.

### Conceptual Framework

A conceptual outline presents an illustration of the interaction amongst Workforce Inclusiveness and Teachers' Commitment.

#### Independent Variable

#### WORKFORCE INCLUSIVENESS



**Source: Adopted from Ijekpa and Mkpa (2020)**

The conceptual outline specifies an interaction amongst workforce inclusiveness and teachers' commitment. Workforce inclusiveness was measured in terms of participation and voice, respect for diversity, and equal opportunity, while teachers' commitment had been measured relating to affective commitment, emotional attachment to learners, behavioral commitment, professional commitment, and normative commitment. Therefore, the above conceptual framework was created on the supposition that workforce inclusiveness influences an improvement in teachers' commitment.

### Literature Review

#### Workforce Inclusiveness and Teachers' Commitment

Workforce inclusiveness plays an important role in shaping teachers' attitudes, motivation, and level of commitment to their schools. Inclusive practices in educational institutions help teachers feel that they are meaningful members of the school community, which strengthens their attachment to their work and institution, improving teachers' commitment (Kumari, 2021). Alblooshi, Shamsuzzaman, and Haridy (2021) state that, workforce inclusiveness fosters an atmosphere whereby educators feel accepted and respected by colleagues and school

leaders. When educators feel involved in activities in the classroom and making decisions processes, they develop a stronger sense of belonging to the institution. The authors also assert that inclusive organizations encourage employees to participate fully and contribute their unique perspectives. This sense of belonging increases teachers' emotional attachment to the school, which strengthens their commitment. (Alblooshi et al., 2021).

Inclusive workplaces ensure fairness in areas such as promotion, workload distribution, professional development, and recognition. When teachers perceive fairness in these organizational practices, they are prone to feel content with their work and remain loyal to their schools. Teachers who feel both valued for their uniqueness and included in the organization demonstrate higher levels of commitment and engagement (Algohani & Mydin, 2022). Additionally, the authors argue that workforce inclusiveness encourages educators should take involvement in decision-making related to schools' management, curriculum planning, and policy implementation. When teachers are involved in such processes, they feel empowered and trusted by school leadership. The participatory environment increases teachers' motivation and willingness to support school goals. Teachers who are actively involved in school management decisions tend to develop stronger commitment to the school (Algohani & Mydin, 2022).

Inclusive workplaces promote positive relationships and collaboration among teachers. Respect for diversity and open communication among staff members fosters teamwork and mutual support. Such supportive relationships create a positive working environment that enhances teachers' job satisfaction and professional dedication (Meidelina, Saleh, Cathlin & Winesa, 2023). Furthermore, Megawati and associates (2022) proposed that whenever educators feel included as well as respected in their workplaces, they're less prone to quit besides are happier in their positions in relation to the profession or transfer to other schools. Teachers who feel emotionally attached to their schools demonstrate higher commitment and are more willing to remain in the organization. Additionally, the authors postulate

that inclusive work environments often provide equal access to training, mentorship, and professional development opportunities. When teachers feel that the school invests in their professional growth, they are more motivated to improve their performance and contribute positively to the school. This support strengthens teachers' commitment to both their profession and their institutions (Megawati et al., 2022).

According to Lashante (2024) workforce inclusiveness positively influences teachers' commitment by creating a work environment characterized by respect, fairness, participation, and collaboration. When teachers feel valued and involved in school activities and decision-making processes, they develop stronger emotional attachment to their schools, higher job satisfaction, and greater dedication to their professional responsibilities. Therefore, promoting inclusive workplace practices is essential for strengthening teachers' commitment and improving the overall effectiveness. The author also asserts that workforce inclusiveness with involves respect for diversity significantly influences teachers' commitment by inventing a work place whereby teachers feel appreciated, accepted, and recognized for their unique contribution. When schools embrace diversity and actively respect differences in gender, culture, ethnicity, religion, experience, and professional backgrounds, teachers are prone towards demonstrating emotional attachment, devotion, and loyalty to their schools and profession, increasing teachers' commitment (Lashante, 2024).

Workforce inclusiveness which includes participation and voice strongly influences teachers' commitment because it gives teachers the opportunity to contribute to decision-making, express opinions, and feel that their input matters in the school. When teachers have meaningful participation and voice, they become more self-assured, empowerment, and emotional attachment to their schools, which are key components of teacher commitment. When teachers are involved in decisions about school policies, curriculum implementation, and resource allocation, they feel a sense of responsibility and ownership over the outcomes. This leads to stronger affective

commitment, as teachers emotionally identify with the school and its goals (Angriani, Eliyana, Fitrah & Sembodo, 2020). Additionally, the writers claim that educators who have a voice in school governance feel empowered to influence outcomes rather than being passive recipients of decisions. Empowerment enhances motivation, engagement, and willingness to go above and beyond in fulfilling teaching responsibilities (Angriani et al., 2020).

Inandi, Binali, Yucedaglar, and Kilic (2020) state that, workforce inclusiveness has a direct and significant influence on teachers' commitment because it ensures that all teachers are treated fairly, given access to resources, promotions, professional development, and leadership roles regardless of gender, age, ethnicity, religion, or background. When teachers perceive fairness and equity in workplace opportunities, they are prone towards feeling appreciated, motivated, and loyal to their schools. The authors also assert that equal accessibility to chances for promotion, mentorship, and career elevation results towards higher satisfaction at work. Satisfied teachers are prone to exhibit normative and affective commitment, staying motivated to contribute positively to school goals (Inandi et al., 2020).

## Methodology

### Research Design

This examination utilized an approach that is quantitative in combination alongside a research design for descriptive cross-sectional. Evaluating and gathering information about different investigation factors at a specific moment from a sample representative of this investigation populace is the focus of a research methodology for descriptive cross-section (Kassu, 2019). As a result, this design was the best for evaluating the influence of workforce inclusiveness on teachers' commitment in Kampala City, Uganda's government-aided secondary education system at one particular moment. In order to provide a statistical, logical, and objective method of comprehending a occurrence founded on numeral statistics and statistical analysis, a quantitative approach was essential.

### Target Population and Sample Size

The collection of individuals having preferred traits from wherein a study sample is strained means a study population (Majid, 2018). A sample was drawn from the 78 members of the investigation population, which included head teachers and educators from 2 government funded secondary educational institutions under Kampala City (Kampala Capital City Authority, 2022). The Krejcie and Morgan formulation was utilized to assess the size of sample given as;

$$n = \frac{X^2 N p(1-p)}{d^2(N-1) + X^2 p(1-p)}$$

Where; n = sample size,  $X^2$  = Chi-Square value at 95% confidence interval with 1 degree of freedom (3.841), N = population size (78), p = population proportion (assumed to be 0.50 so as to obtain a maximum sample size), and d = level of accuracy (0.05).

$$n = \frac{3.841 * 78 * 0.5 * 0.5}{(0.05^2 * 77) + (3.841 * 0.5 * 0.5)}$$

n = 65 respondents

The model size consisted of 65 responders (teachers and head teachers) selected from 2 government-aided secondary educational institutions under Kampala City for provision of quantifiable statistics which was utilized to offer responses towards this investigation goals.

### Sampling Procedure

According to Singh and Masuku (2017), sampling is the methodical process of designating a corresponding model of people from the intended audience. The investigator used convenient samples to designate responders who partook under this investigation. Convenient sample entails the investigator choosing those involved that are easily easy to find and readily available and this had to be utilized to choose both educators and head teachers from diverse designated government funded secondary educational institutions under Kampala City to participate in this investigation to attain quantitative statistics.

## Data Collection Methods

### Questionnaire Survey Method

Questionnaire survey methods could be ways of obtaining statistics from a sequence of queries and additional incites in order to assemble statistics from responders (Anokye, 2020). The survey questionnaire approach was essential for obtaining reliable statistics that guaranteed the statistics consistency utilizing queries that are organized and simple to understand. Consequently, this approach was used by an investigator to obtain statistics from responders within the least amount of timely.

## Data Collection Instruments

### Structured Questionnaire

A structured questionnaire denotes a mechanism utilized to assemble statistics from responders comprising of closed end replies towards queries whereby responders are mandatory toward making choices (Kuphanga, 2024). This examination used structured inquiries to collect quantifiable statistics from responders constituting of closed-end questions besides coded replies which were given by themselves to respondents in different designated government-aided secondary schools. Those structured inquiries were utilized considering that they ought to have limited time besides collectan abundance of knowledge.

### Validity and Reliability

The validity of the research tools was assessed through expert judgment with the help of research experts. Validity of the tools was evaluated using Content Validity Index (CVI) where;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

A CVI of 0.7 and above specifies the contents of the research tools are valid and so the tools are valid to be utilized in the research (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI =$$

0.8

The structured questionnaires were deemed valid to be employed for data collection since the CVI of 0.8 was above 0.7 as recommended by Amin (2005).

In addition, a Cronbach Alpha coefficient was employed to evaluate the reliability of research tools using the data that was generated from a pilot study in one government-aided secondary school in Kampala City. According to Amin (2005) a Cronbach Alpha coefficient value of 0.7 and above specifies reliability and a higher internal consistency of questions enquired in questionnaires.

**Table 3.1: Reliability Statistics**

| Cronbach's Alpha | No. of Items |
|------------------|--------------|
| .872             | 20           |

**Source: Field Data (2026)**

The contents of the structured questionnaires were deemed reliable to be employed for data collection since the Cronbach's Alpha coefficient of 0.872 was above 0.7 as recommended by Amin (2005).

### Data Analysis

Organizing, explaining, and presenting numerical data in order to identify trends, test theories, and aid in decision-making via statistical testing and descriptive analytics is known as quantitative data analysis. Statistical and linear regression analytic methods had to be used in this investigation to examine the collected quantitative data. Simple summaries of each person's demographic information were made available using descriptive analysis and displayed in a tabular format with frequency and percentage values. To look into the impact of workforce inclusiveness on teachers' dedication, To provide empirical support for this investigation hypotheses at .05 significance level, linear regression analysis was used. To determine if and how much independent factors affect the dependent factor, an analysis for linear regression is crucial in investigation (Maulud & Abdulazeez, 2020). Regression models for Simple linear with factors which are both independent and dependent were utilized under linear regression analysis.

### Ethical Consideration

Prior beginning this investigation , the investigator attained an introduction from Islamic University of Uganda's Department of Post Graduate Studies in

order to secure approval to collect the necessary statistics for analytical inquiry within various schools. Additionally, an investigator looked for responders' approval to take part in this investigation besides responders were entirely acquainted of the benefits, procedures, and purpose of this investigation besides taking part was optional and free from manipulation.

Besides, the investigator safeguarded participants' privacy by maintaining secrecy by protecting private statistics and making sure that, if feasible, statistics was masked.

### Study Findings

This subsection offers conclusions relating to this investigation goals.

### Findings on the Demographic Characteristics of the Participants

This investigation examined the demographical traits of those taking part in government funded secondary educational institutions under Kampala City, Uganda and outcomes given under Tableau 4.1;

**Table 4.1: Demographic Characteristics of the Participants**

| Demographic Characteristics |                |           |              |
|-----------------------------|----------------|-----------|--------------|
| Category                    | Items          | Frequency | Percentage   |
| Gender                      | Female         | 24        | 36.9         |
|                             | Male           | 41        | 63.1         |
|                             | <b>Total</b>   | <b>65</b> | <b>100.0</b> |
| Age Category                | 25-30 years    | 5         | 7.7          |
|                             | 31-35 years    | 14        | 21.5         |
|                             | 36-40 years    | 18        | 27.7         |
|                             | Above 40 years | 28        | 43.1         |
|                             | <b>Total</b>   | <b>65</b> | <b>100.0</b> |
| Education Level             | Diploma        | 10        | 15.4         |
|                             | Bachelors      | 47        | 72.3         |
|                             | Masters        | 8         | 12.3         |
|                             | <b>Total</b>   | <b>65</b> | <b>100.0</b> |
| Marital Status              | Married        | 48        | 73.8         |
|                             | Single         | 17        | 26.2         |
|                             | <b>Total</b>   | <b>65</b> | <b>100.0</b> |
| Time Worked at the School   | 1-2 years      | 4         | 6.2          |
|                             | 3-5 years      | 16        | 24.6         |
|                             | 6-10 years     | 27        | 41.5         |
|                             | Above 10 years | 18        | 27.7         |
|                             | <b>Total</b>   | <b>65</b> | <b>100.0</b> |

**Source: Field Data (2026)**

The outcomes specify that from 65 responder, 41 (63.1%) were male and 24 (36.9%) were female. The outcomes as well indicate that out of 65 participants, 5 (7.7%) were of age 25-30 years, 14 (21.5%) were of age 31-35 years, 18 (27.7%) were of age 36-40 years, and 28 (43.1%) were of age beyond 40 ages.

Besides, the results specify from 65 participants, 10 (15.4%) had attained a diploma education level, 47 (72.3%) had attained a bachelors education level, and 8 (12.4%) had obtained a masters' education level.

Those outcomes too specify that out of 65 participants, 48 (73.8%) were in marriages and 17 (26.2%) were unmarried. Besides, the outcomes indicate that out of 65 participants, 4 (6.2%) had worked for 1-2 years at the school, 16 (24.6%) had worked for 3-5 years at the school, 27 (41.5%) had worked for 6-10 years at the school, and 18 (27.7%) had worked for over 10 years at the school.

## Findings on Study Objectives Influence of Participation and Voice on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda

This examination inspected the impact of participation and voice upon teachers' commitment under government funded secondary educational institutions under Kampala City, Uganda and results indicated under Tableau 4.2.

**Table 4.2: Regression on Influence of Participation and Voice on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda**

| Model Summary                                      |                         |                   |                             |            |                           |                            |      |
|----------------------------------------------------|-------------------------|-------------------|-----------------------------|------------|---------------------------|----------------------------|------|
| Model                                              |                         | R                 | R Square                    |            | Adjusted R Square         | Std. Error of the Estimate |      |
| 1                                                  |                         | .612 <sup>a</sup> | .375                        |            | .365                      | .56842                     |      |
| a. Predictors: (Constant), Participation and Voice |                         |                   |                             |            |                           |                            |      |
| Coefficients <sup>a</sup>                          |                         |                   |                             |            |                           |                            |      |
| Model                                              |                         |                   | Unstandardized Coefficients |            | Standardized Coefficients | t                          | Sig. |
|                                                    |                         |                   | B                           | Std. Error | Beta                      |                            |      |
| 1                                                  | (Constant)              |                   | 1.166                       | .433       |                           | 2.695                      | .009 |
|                                                    | Participation and Voice |                   | .682                        | .111       | .612                      | 6.144                      | .000 |
| a. Dependent Variable: Teachers' Commitment        |                         |                   |                             |            |                           |                            |      |

### Source: Field Data (2026)

The study outcomes indicates that participation and voice had a statistical affiliation and meaningful impact on teachers' dedication under government funded secondary educational institution under Kampala City, Uganda ( $\beta = .612$ ,  $p < .05$ ). This shows that a unit upsurge under participation and voice substantial outcomes towards an increase within teachers' commitment through 61.2% keeping other variables constant. The outcomes specify that an enrichment in participation and voice subsequently results towards an increase in teachers' commitment under government funded secondary educational institution under Uganda's Kampala City, The summary of the model results indicates that participation and voice detail 36.5% of the alteration under teachers' dedication besides the residual 63.5% alteration are detailed through additional factors. It

simplifies that participation and voice substantially influence teachers' commitment under government-aided secondary educational institutions under Uganda's Kampala City. Thus, to improve teachers' commitment, more emphasis had to be directed toward increasing participation and voice in government-aided secondary educational institutions under Uganda's Kampala City.

### Influence of Respect for Diversity on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda

This investigation inspected the effect of respect for diversity upon teachers' commitment under government-aided secondary educational institutions under Uganda's Kampala City and outcomes given under Tableau 4.3.

**Table 4.3: Regression on Influence of Respect for Diversity on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda**

| Model Summary                                    |                   |          |                   |                            |
|--------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| Model                                            | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                                                | .559 <sup>a</sup> | .312     | .302              | .59602                     |
| a. Predictors: (Constant), Respect for Diversity |                   |          |                   |                            |
| Coefficients <sup>a</sup>                        |                   |          |                   |                            |

| Model |                       | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|-----------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                       | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)            | .565                        | .607       |                           | .932  | .000 |
|       | Respect for Diversity | .818                        | .153       | .559                      | 5.351 | .000 |

a. Dependent Variable: Teachers' Commitment

**Source: Field Data (2026)**

The study outcomes specifies that respect for diversity had a statistical constructive and substantial impact on teachers' commitment under government-aided secondary educational institution under Uganda's Kampala City ( $\beta = .559$ ,  $p < 0.05$ ). This shows that a unit upsurge in respect for diversity substantially outcomes to an increase under teachers' commitment by 55.9% keeping other variables constant. The outcomes specify that an increase in respect for diversity resultantly leads to an enhancement under teachers' commitment under government funded secondary educational institutions under Uganda's Kampala City, .

The summary of the model results indicate that respect for diversity explains 30.2% of the alterations under teachers' commitment and the residual 69.8% of the alteration are detailed through additional

factors. It simplifies that respect for diversity significantly influences teachers' commitment under government funded secondary educational institution under Uganda's Kampala City. Thus, to enhance teachers' commitment, more emphasis has to be directed to enhancing respect for diversity in government-aided secondary educational institutions under Uganda's Kampala City.

**Influence of Equal Opportunity on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda**

This investigation inspected the effect of equal opportunity upon teachers' commitment under government-aided secondary educational institutions under Uganda's Kampala City and Tableau 4.4 presents the findings .

**Table 4.4: Regression on Influence of Equal Opportunity on Teachers' Commitment in Government-Aided Secondary Schools in Kampala City, Uganda**

| Model Summary                                |                   |                             |            |                           |                   |                            |
|----------------------------------------------|-------------------|-----------------------------|------------|---------------------------|-------------------|----------------------------|
| Model                                        |                   | R                           | R Square   |                           | Adjusted R Square | Std. Error of the Estimate |
| 1                                            |                   | .598 <sup>a</sup>           | .357       |                           | .347              | .39369                     |
| a. Predictors: (Constant), Equal Opportunity |                   |                             |            |                           |                   |                            |
| Coefficients <sup>a</sup>                    |                   |                             |            |                           |                   |                            |
| Model                                        |                   | Unstandardized Coefficients |            | Standardized Coefficients | t                 | Sig.                       |
|                                              |                   | B                           | Std. Error | Beta                      |                   |                            |
| 1                                            | (Constant)        | 1.456                       | .422       |                           | 3.448             | .001                       |
|                                              | Equal Opportunity | .583                        | .098       | .598                      | 5.919             | .000                       |
| a. Dependent Variable: Teachers' Commitment  |                   |                             |            |                           |                   |                            |

**Source: Field Data (2026)**

The study outcomes specify that equal opportunity had a statistical constructive and substantial impact on teachers' commitment in government-aided secondary educational institution under Uganda's

Kampala City ( $\beta = .598$ ,  $p < 0.05$ ). This shows that a slight upsurge under equal opportunity substantial outcomes into an increase in teachers' commitment through 59.8% keeping other variables constant. The

outcomes specify that an increase in equal opportunity resultantly results towards an enhancement under teachers' commitment under government funded secondary educational institutions under Uganda's Kampala City .

The summary of the model results indicate that equal opportunity explains 34.7% of the changes under teachers' commitments besides the residual 65.3% alterations are detailed through additional factors. This implies that equal opportunity significantly impacts teachers' commitments under government funded secondary educational institutions under Uganda's Kampala City. Thus, to enhance teachers' commitment, more weight ought to be directed toward achieving equal opportunity under government funded secondary educational institutions under Uganda's Kampala City, .

### Conclusions

The investigation determines that workforce inclusiveness possesses a statistically positive and substantial influence on teachers' commitment under government funded secondary educational institutions under Uganda's Kampala City whereby an increase in participation and voice, respect for diversity, and equal opportunity, would resultantly strengthen teachers' commitment in government funded secondary educational institutions under Uganda's Kampala City.

### Recommendations

The investigation proposes that schools ought to build an inclusive school culture that promotes values of respect, equity, and collaboration in daily school life, celebrate diversity among staff, and addresses discrimination or bias quickly and transparently as this would promote teachers' commitment in government funded secondary educational institutions under Uganda's Kampala City.

The investigation also proposes that schools ought to strengthen teacher voice and participation by involving teachers in decision-making processes, creating safe channels for feedback without fear of retaliation, and encourage collaborative problem-solving as this acts as crucial task under shaping teachers' commitment under government funded

secondary educational institutions under Kampala City, Uganda.

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