

**THE EFFECT OF JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT
AMONG EARLY CHILDHOOD EDUCATORS IN MUKONO REGION**

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**UGANDA CHRISTIAN
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Declaration


I, Ayiyo A.R. hereby declare that this is my original work, is not plagiarized and has not been submitted any other institution for any award.

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Signature and Date. Ayiyo 10th September 2024

Approval

Supervisor's name:..... DR. SAMUEL EYAMY

Signature..... .....

Dedication

I dedicate this research project to all the early child-hood educators who genuinely love their jobs and the children they teach. Especially those that do not have sufficient resources to support themselves and their families.

Acknowledgment

I acknowledge my supervisor, Dr Sam Eyamu, who provided sufficient guidance while allowing for freedom to explore different forms of research.

Special thanks go out to my mother and father, Mr Peter and Anne Kasamba, who sponsored the process of the data collection. Additionally, I would like to acknowledge Dr Micheal Kawooya for the theoretical breakdown and summary of findings.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Early childhood education plays a crucial role in the development of young children, particularly those aged 3-5 years. While kindergarten teachers understand the importance of their work, there's a surprising inconsistency in how their job satisfaction relates to their teaching experience. This study explored the relationship between job satisfaction and organizational commitment among kindergarten teachers, focusing on whether high job satisfaction correlates with longer tenure.

1.2 Research Background

1.2.1 Historical background

Formal education in Uganda was started by British missionaries in 1895. Currently, the education sector led by the Ministry of Education and sports, oversees all things concerning education and sports in the country. But one must note that for early childhood, that is from the ages 3 to 5 years, there is still no formal system, policy or law set in place to govern this area of childhood education. This research stood on this interesting foundation.

Early childhood education is essential for the cognitive and social development of children. However, research has shown mixed results regarding job satisfaction and organizational commitment among teachers in this field. While previous studies have focused on different sectors, such as nursing, there is limited research specifically addressing kindergarten teachers. This study sought to bridge this gap by examining the factors contributing to job satisfaction and organizational commitment in this unique context.

1.2.2 Contextual background

I have been greatly involved in taking care of children, especially in a school or teaching setting. This field, commonly known as Early childhood education or preschool is majorly for the ages 3-5 years. As I continue interacting in this field, I have observed that a lot of teachers in kindergarten either stay for a long time (signifying organization commitment) or are quick to jump onto the next opportunity should it come despite reports of being very happy (signifying

job satisfaction). This research sought to understand whether teachers satisfied with their jobs in kindergarten schools will stay. Furthermore, it is a little-known fact that the early childhood education sector is not regulated by the government of Uganda. It is in the informal sector. Keeping this in mind, finding institutions with well-built administrative structures, let alone a human resource manager, is not a common thing in Uganda, particularly my geographical scope, Mukono. Having this in mind, kindergarten schools are still able to carry out some basic human resource functions such as hiring, compensation and discipline. Knowing that human resource functions are there to assist in job satisfaction, that is helping an employee feel good about their job, this research focused on the aspects of human resource management that lead to job satisfaction and how that affects organizational commitment.

1.3 Statement of Problem

Kindergarten teachers serve a very important role in the development of the seed of the nation. The critical role that they play still does not give answers as to whether employees stay committed. Some teachers stay in organizations for a long time, while others do not. Most people that are working with children will come back home tired but happy. They get a sense of happiness, a feeling of value and contentment from just spending time with little children. This can be known as job satisfaction. Despite all this, there are teachers leaving their jobs for other opportunities in higher education sectors. The issue of this lack of commitment needs to be understood. This research investigated the inconsistency between job satisfaction and organizational commitment and sought to understand how job satisfaction influences organizational commitment specifically among kindergarten teachers, an area that remains under-researched.

1.4 Research Objectives

The research objectives include.

- I. To investigate the effect of remuneration on organizational commitment.
- II. To examine the effect of the work-life balance on organization commitment.
- III. To assess the role of growth and development on organization commitment.

1.5 Research Questions

- I. Does remuneration affect organizational commitment among kindergarten teachers?

- II. How does work-life balance affect organizational commitment in the context of early childhood education?
- III. Does growth and development contribute to organizational commitment among kindergarten teachers?

1.6 Research Hypotheses

My main hypothesis is that fulfillment of the different aspects of job satisfaction contributes to one of the three types of organizational commitment.

- I. Higher levels of job satisfaction related to remuneration are positively correlated with affective commitment among kindergarten teachers.
- II. A positive work-life balance significantly enhances affective and normative commitment in early childhood education settings.
- III. Opportunities for growth and development are positively associated with normative commitment among kindergarten teachers

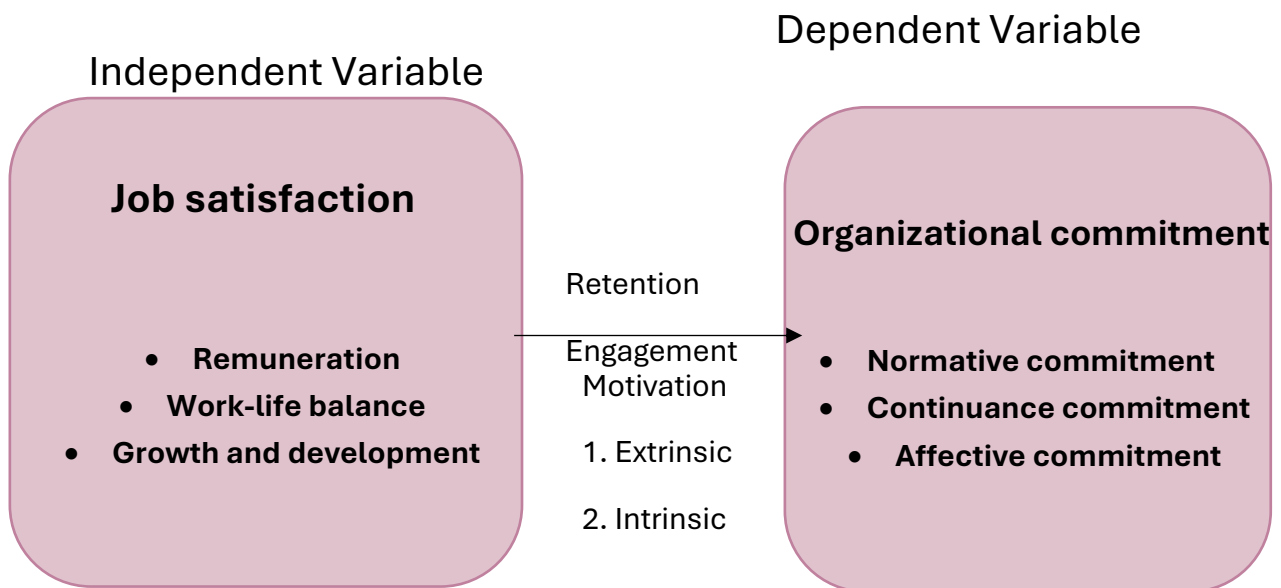
1.7 Justification

Existing research primarily focuses on sectors like nursing, with limited attention to early childhood education. This study is justified as it addresses this gap, particularly considering the unique demands and satisfaction factors for kindergarten teachers. Given the increasing presence of Generation Z in the workforce, who prioritize authenticity and work-life balance, understanding these factors becomes even more pertinent.

The gap I have noticed is that there is little to no research done in the case of employees who teach younger children. Cited from Treviño-Reyes, R., & Lopez-Perez, J.F. 2023, most of the tests in this field carried out have been on nursing staff. Thus, there was a need to understand how variables such as job satisfaction and organizational commitment affect each other through the cause-and-effect model proposed in this research.

1.8 Conceptual Framework

"This study's conceptual framework examines the relationships between job satisfaction aspects (remuneration, work-life balance, growth, and development) and organizational commitment types (affective, continuance, and normative). The framework suggests that higher job satisfaction leads to stronger organizational commitment, with varying influences depending on the aspect of job satisfaction.



1.9 Significance of Study

This research provided valuable insights into how job satisfaction influences organizational commitment among kindergarten teachers. Understanding these dynamics is crucial for improving retention rates and ensuring a stable, committed workforce in early childhood education. Additionally, the findings will be relevant for HR professionals and policymakers aiming to create supportive work environments for educators.

This research contributed to the availability of information for policy making, particularly in the highly unsupervised field of the early childhood education sector. Administrators ought to know how to treat their employees in such a way that they will stay and continue to contribute positively to their work.

In addition to that, the information discovered here can be used to understand how to make the employees more engaged, which has been proven to boost individual and organizational

performance. This is because engagement is an indicator of one of the kinds of organizational commitment.

This research mainly assists organizations in knowing the aspects of jobs that help a teacher stay, thus contributing to retention.

1.10 Scope

1.10.1 Geographical scope

This research took place in schools around relatively urban areas in the Mukono regions in Mukono district, Uganda. It involved schools such as Uganda Christian University's early childhood center within the main campus, Little Angels Primary and Nursery School, and Bishop East Primary and junior school.

1.10.2 Time scope

The research took about 3 months to complete. The process of finding a relevant research topic, understanding the literature review, to formulating a questionnaire and designing methodology, to selecting the research, to analyzing and formulating a report, took about 3 months to do. Each category of work took about two or three weeks. The study is a cross-sectional study which represents a single snapshot of the aspects of job satisfaction that matter to early childhood educators. This means that three months was enough time to investigate the effect of job satisfaction on organizational commitment.

1.10.3 Subject scope

The study concentrated on aspects of job satisfaction such as remuneration, work-life balance, and growth and development, and their relationship to organizational commitment types (affective, continuance, and normative).

1.11 Definition of Variables

There are several aspects to be explored under job satisfaction such as work content, meaning, work-life balance, culture, compensation, benefits, growth and development. When these aspects are fulfilled, you can say a person is satisfied. These aspects can be used to understand just how willing an employee is willing to stay in the organization. This research focuses on three key aspects of job satisfaction namely, remuneration, work-life balance and growth and

development and seeks to relate these aspects to the different kinds of organizational commitment.

1.11.1 Job Satisfaction

Job satisfaction is the good feeling one has towards their job in terms of purpose, genuine happiness and fulfillment. Job satisfaction is the positive and pleasant emotional state resulting from an individual's personal assessment of their work and of the experience acquired in it, considering their obligations, their supervisor and the organization itself (Locke, 1976; Sarwar & Khalid, 2011)

Sub Variables under job satisfaction include.

Remuneration: Compensation and benefits received for one's work.

Work-Life Balance: The equilibrium between personal life and professional responsibilities.

Growth and Development: Opportunities for professional advancement and skill enhancement.

1.11.2 Organizational commitment

Organizational Commitment: On the other hand, organizational commitment is the level of attachment one has to an organization. Organizational Commitment is about people's involvement with their organizations. This definition includes willingness to work and is aligned with the classical definition (Keskes, Sallan, Simo & Fernandez, 2018). Keeping in mind that there are different degrees of organization commitment, namely, Affection for your organization (affective commitment),

Fear of loss (continuance commitment), Sense of obligation to stay (normative commitment) (<https://www.aihr.com/blog/organizational-commitment>). To further explain this, imagine a person in a long-term relationship. Continuance commitment would be staying because of financial stability or shared property. Normative commitment would be staying out of a sense of duty or obligation. Affective commitment would be staying because of deep love and emotional connection.

Continuance Commitment: This type of commitment is based on the perceived costs associated with leaving the organization. Individuals may remain due to financial incentives, benefits, seniority, or lack of better alternatives. This can be seen in the example of many teachers who stay at their workplaces because of a lack of opportunities elsewhere. (Mathieu & Zajac (1990) *Journal of Applied Psychology*, 75(4), 607-623.

Normative Commitment: This type of commitment stems from a sense of obligation to the organization. Individuals may feel a moral duty to remain due to personal values, social norms,

or organizational expectations. For example, according to Meyer and Herscovitch(2001), teachers who are loyal to their schools because they feel it is wrong to go to any other school

Affective Commitment: This type of commitment is based on emotional attachment and identification with the organization. Individuals feel a strong sense of belonging and loyalty. And the example is of a teacher who stays because they love the company culture, or because they have a deep connection with their colleagues.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The fact is that teacher job satisfaction is “a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness (Shann, 1998, p. 67) In this research, factors such as remuneration, work-life balance, and growth and development were manipulated to measure how they affect organizational commitment. In understanding these factors which are related to job characteristics, we shall understand why employees in the early childhood sector lose interest in their jobs. Jung and Han March's (2023) research on how job satisfaction affects employees in the cosmetics industry tackled the relevant issue of managing employee satisfaction after COVID-19 with the upcoming technology like AI sprouting in a fast-paced market. They discovered that in these times, the main issue is to automate and improve service delivery in the field of cosmetics. These findings shall be used to compare with what goes on in the early educators' sector after Covid19 with the quickly evolving technologies like AI and the metaverse.

2.2 Theoretical Framework: Underlying theories.

Job satisfaction and organizational commitment are two interrelated concepts that significantly influence employee behavior and organizational outcomes, particularly, outcomes in schools. Theoretical frameworks underpinning these ideas include the Job Characteristics Theory, the Three-Component Model of Organizational Commitment, and the Social Exchange Theory, among others. As defined before, job satisfaction is primarily the extent to which individuals feel positively or negatively about their jobs. It is influenced by various factors, including job characteristics, organizational culture, and leadership behavior.

The job characteristics model by Richard Hackman and Greg Oldham(1970) states that there are five major characteristics that when fulfilled, create the perfect environment for an employee to be satisfied. These characteristics include: task significance, skill variety, task identity, autonomy, and feedback. The independent variable of growth and development in this research focuses on job characteristics like skill variety and autonomy which can be achieved

through growth and development measures set by the HR of the school. This creates a sense of gratitude towards the organization which points towards organization's commitment. Note that Fu (2023) emphasizes that job satisfaction mediates the relationship between job characteristics and organizational commitment, suggesting that when employees are satisfied with their jobs, they are more likely to develop emotional attachments to their organizations. This is echoed by (Azeem, 2010), who identifies job satisfaction as a significant predictor of organizational commitment, reinforcing the idea that satisfied employees are more committed to their organizations. Moreover, the relationship between job satisfaction and organizational commitment is moderated by organizational culture. Fu (2023) indicates that a supportive organizational culture enhances the positive effects of job satisfaction on commitment. On the other hand, low job satisfaction can weaken this relationship, highlighting the importance of fostering a positive work environment to enhance employee commitment. HR can cultivate such a positive work-environment through initiatives explored in this research like work-life balance and growth and development which when done well, can give employees a sense of true belonging to the company. This is further supported by the findings of (Güleç & Samanci, 2018), who report a moderately significant relationship between job satisfaction and organizational commitment, particularly noting that affective commitment is highly correlated with job satisfaction.

The Three-Component Model of Organizational Commitment, developed by Meyer and Allen, categorizes commitment into three types: affective, continuance, and normative commitment. This model is relevant in understanding how job satisfaction influences these types of commitment. For instance, Karatepe & Tekinkuş (2006) found a consistent relationship between job satisfaction and affective organizational commitment, suggesting that employees who are satisfied with their jobs are more likely to feel emotionally attached to their organization. Similarly, Fidan FİDAN (2023) confirms a positive relationship between job satisfaction and organizational commitment among healthcare professionals, indicating that higher job satisfaction correlates with better job performance and organizational loyalty.

Social Exchange Theory also provides a lens through which to view the relationship between job satisfaction and organizational commitment. This theory claims that employees who perceive their organization as supportive are more likely to reciprocate with higher levels of commitment. For example, Kim & Cho (2022) found that support programs significantly

enhance job satisfaction and organizational commitment among hospital nurses, indicating that perceived organizational support can lead to increased employee engagement.

In summary, the interplay between job satisfaction and organizational commitment is complex and influenced by various factors, including job characteristics, organizational culture, and perceived support. Theoretical frameworks such as the Job Characteristics Theory and the Three-Component Model of Organizational Commitment provide valuable insights into this relationship, emphasizing the importance of fostering job satisfaction to enhance organizational commitment.

2.3 Empirical Review

Let us take a deeper dive into understanding the basis of job satisfaction.

Organizational psychologists Greg R. Oldham and J. Richard Hackman used a job characteristics model in 1975 to understand why people want to leave or stay at their job. The term for this is organization commitment. Recent use of this model according to <https://www.aihr.com/blog/job-characteristics-model/>, shows an increase in job satisfaction by cultivating engagement which leads to a lower turnover rate that is an indicator of organizational commitment. The job characteristics model focuses on dimensions of job satisfaction that exist in the field of intrinsic motivation. These dimensions include task identity, skill variety, autonomy, task significance and feedback. The following conceptual framework shows how all these different dimensions contribute to the independent variables of remuneration, work life-balance and growth and development. Barnabé, C. and Burns, M. (1994) tested a model for Job Diagnostic Survey (JDS) to understand the factors that affect teachers' motivation. These factors include; the amount of meaning an employee finds in their job, the feedback, the amount of responsibility over other employees they have, and the freedom they have to make decisions while carrying out the job. The first two respectfully received lower ratings and therefore can be considered as factors in motivation that do not play such a huge role in job satisfaction and thus organization commitment.

The intermediary variables are motivation. These different aspects of job characteristics that lead to job satisfaction shall be explored in this research to understand how job satisfaction affects organizational commitment among early childhood educators.

Starting from remuneration which according to public opinion is a sore spot for most Ugandans working in the education sector, this research seeks to understand how different kinds of

remuneration affect a person's sense of attachment to their organization. Dharmawansa & Madhuwanthi, (2020) further confirmed that the challenges employees face in their day-to-day work leads to dissatisfaction especially when remuneration packages are perceived to be unfair by the employees.

According to Aliyu, Abbas and Kachalla 2023, the components of remuneration include salary, allowances, benefits and feedback in terms of formal and informal recognition. They discovered that staff at the Library of Bayero University Kano are satisfied with their jobs when they perceive that the salary they receive is a fair compensation for their work. When workers are satisfied with the money they get in return for their time, effort and expertise especially compared to other employees doing a similar job, Andavar and Ali (2020) found that they will be motivated thus leading to overall job satisfaction. Particularly, for early childhood educators, this research examines how different salaries determine a person's willingness to stay in the organisation. This answers the question, how does remuneration lead to job satisfaction?

Remuneration is closely related to work-life balance. For some people, work-life balance is easier to achieve when they are being paid well. And so, these two components work together under the assumption that the worker is mentally stable, Shyamadanthi & Kaluarachchige (2023). This leads us to our second variable; work-life balance.

The second independent variable is work-life balance. How does work-life balance lead to job satisfaction? Let us first understand what it is. According to Workhap (2023), work-life balance lies in simply not working all day. It is about making time for other things in life that matter to the employee like family, friends, hobbies outside one's career or profession. Darcy, McCarthy, Hill, and Grady (2012) discovered that HR can ensure work life balance through initiatives like the different kinds of leave, flexible working hours, job sharing, employee counseling and so many others. A positive work life balance leads to organizational commitment and lowers intentions of employees resigning according to Hutagalung, Soelton, and Octaviani (2002). Although Dias, Pereira, and Goncalves (2020) found that there is no significant relation or impact between work-life balance and organizational commitment, however, they did confirm that from the perspective of professional and personal life balance, it is up to the employee to find a balance between the commitments they have at home and the commitments they have at work. Finding this balance reduces the strain and conflict an individual faces resulting in

healthy engagement thus leading to retention which is a major indicator of organizational commitment Rocha (2018). As we dive into understanding how this balance works, we shall consider the work of Shyamadanthi and Priyantha (2024) who found that context plays a big role.

It is important to consider the age of the person, their professional interests, their character, whether they have a family or not, and in this research, their sector, which is, early childhood education. In addition to that, in a world where mental health awareness is on the rise, it is important to consider this aspect of a healthy work-balance, how it relates to reduced stress through a bettered mental health. In this research, the context is for early-childhood educators within the areas of Mukono and Ntinda, in Uganda.

Another factor that affects work-life balance is perceived organizational support. According to Maslach, C. and Leiter, M. P. (2016), when employees have a feeling of support from the organization, they are less likely to face burn out which reduces work-related stress, and all this points to a healthy work-life balance. So, to answer our initial question, ‘how does work-life balance affect organizational commitment?’ we can say for the most part, this aspect is up to the employee to spend their outside work hours the way they desire, so work-life balance does not directly affect organizational commitment. But from the angle of knowing that there are roles that HR play in creating a more sustainable work-environment for employees to achieve better work balance, and this is known as organizational support, we can conclude from literature available that HR functions contribute to work-life balance which enhances retention thus indicating organization commitment. This research aims to understand whether early childhood educators find time for the things they care about outside work. In addition to that, does the administration of schools with early child-hood education center facilitate work-life balance through any measures that demonstrate organizational support?

Work-life balance is related to growth and development in that balancing one’s professional life with one’s personal life is encompassed in the idea of having a career. A career is a long-term journey through one’s working life. For a lot of us, our personal lives determine what our careers look like.

Now the concept of growth and development simply means the continuous broadening of skills, abilities and knowledge through different avenues of learning to fuel a successful career. A

research paper done by Darcy, McCarthy, Hill, and Grady (2012) highlights the importance of understanding the different work-life balance strategies HR can give to employees depending on their age and their needs. Being mindful of age as HR designs work-life balance initiatives also helps in designing growth and development activities. For example, in the same way you cannot offer pregnant leave to an employee who is 22 years old and not yet married, in the same way you cannot provide e-learning training for a 62-year-old employee who should have retired.

How does growth and development lead to job satisfaction? Before that question is answered, we must first distinguish between professional growth and 'growth and development'. Professional growth is an aspect of growth and development. It is but a subset. It is an improvement of a particular pool of skills for example in the case of early childhood educators, professional growth would mean improving on teaching methods and gaining skills particularly in the area of imparting knowledge unto the younger generation. On the other hand, growth and development involves a broader attainment of skills in areas like management of people, stress, and many others. The perspective this research seeks to explore is about the improvement of the employee as a whole. In relation to the discussion of how the stage of an employee affects the initiatives of work-life balance an HR ought to offer, this research investigates the different initiatives of growth and development employees, particularly early childhood educators, find relevant in their given context. Under growth and development in relation to job satisfaction, Raj and Shashidhar (2023) found that teachers in Nepal value growth and development opportunities. Additionally, a recent study found that 48 percent of workers would switch to a new job if it offered skills training opportunities. This fact about attracting new talent is even more relevant considering a study by Roberts and Foster, that proved that teacher training helps to retain teachers. Keep in mind that retention is an indicator of organization commitment.

Professional identity as a teacher is one of the most important factors in teachers' job satisfaction, and it is connected to professional expertise, teacher knowledge, teaching philosophy, teaching experience, readiness to embrace changes and challenges, and continuous professional development (Toropova et al., 2021)

These different concepts are about a healthy mixture of the aspects of job satisfaction, particularly remuneration, work-life balance and growth and development. Jung and Han

March (2023) found that particularly for cosmetic dealers, in a fast-paced work environment with upcoming technology like AI and the meta verse, a combination of a higher salary level, employment stability, and future satisfaction led to lower turnover rates which boost organizational commitment. Their research has a very direct contribution to this research because one can compare remuneration to a higher salary level, work-life balance to employment stability, and growth and development to future satisfaction.

Organizational commitment is closely related to employee retention. Purna, Minarsih and Hasiholan (2018) define organizational commitment as when an employee appreciates the values and objectives of a company so much so that they have a desire to remain in it. It is about intrinsic motivation to see that a company one belongs to is doing well (Mowday, Porter & Steers, 1982). One must also consider that some people stay in an organization because they need to, while others stay because they want to (Meyer, Allen and Gellatly 1990). These same people coined the three types of organizational commitment which include affective, normative and continuous commitment. These different categories can be placed into extrinsic and intrinsic motivation. Further, John McGregor, in the human side of enterprise proved that retention and overall wellbeing of a company is achieved where the manager improves the system by empowering employees to run an efficient system, versus using extrinsic motivation to avoid managing.

Retention and engagement are two major indicators of organizational commitment, and this research strives to demonstrate the effect of these indicators within job satisfaction to organizational commitment. To tie the ideas of job satisfaction and organization commitment together, according to McCarthy, Tyrell and Lehane (2007), job satisfaction serves as an indicator for intention to stay or leave the organization.

All this is under the assumption that the employees to be researched are performing well. So the question ‘Can I be committed to an organization but still not good at my job.’, is an area I recommend to be researched by another brave student.

2.3.1 Objective of remuneration and organizational commitment.

HR, who are part of leadership in most schools, play the function of compensation. They organize, plan for, and control salary and benefits packages. As explained earlier, remuneration

simply means the money or other benefits given in return for the work they do for the company or organization. In obvious terms, this relates to organizational commitment through the hypothesis that when a person is paid, they stay around to continue receiving the money. To be fair, for most people in Uganda living around the poverty line in this tough economy, remuneration is the main force driving employees to get and stay at a job. This context however points towards continuance commitment because if the employee finds a better opportunity, they will not hesitate to take it. Organizations that offer good salaries therefore not only attract but also engage and retain their employees. Considering other aspects of job satisfaction however, employees with a strong sense of desire to achieve something more than mundane tasks every day for a paycheck, or employees who are subjected to a toxic work environment despite the good salary, may not be committed to the organization in a healthy way. Therefore, I agree with researchers like Meyer and Allen (1997) who found that money alone, although key, is not enough to truly cultivate and maintain organizational commitment.

2.3.2 Objective of work-life balance and organizational commitment.

Work-life balance and organizational commitment are related through aspects of perceived organizational support through the different arrangements HR put in place to enable employees to find time to do the things they care for out of work. Remember, there is more to a person than just their profession. According to their character, age and stage of life, an employee might need more time to study or spend time with their families. Another employee might need to talk to someone. HR can take the initiative to offer different kinds of leave, or flexible working hours, or even counselors, to enable an employee to balance the things they care for outside work, while also managing to perform well at work.

2.3.3 Objective of growth and development and organizational commitment.

According to Liu and Watson (2020), who did extensive research on distributive leadership in schools, leadership contributes to professional development. This information justifies that indeed HR has a part to play in helping employees develop on a professional level.

HR contributes to growth and development through training, mentorship, recommendations, and so many others. All these contribute to professional development of an employee which according to most, leads to normative commitment. Naturally, especially in our African culture, when a person shows you kindness, most people will want to find a way to pay the person back.

They develop a sense of loyalty to the company when the company takes the time to improve them intellectually and personally. The employee perceives this as a form of organizational support. Different researchers have presented the following findings on

2.4 Empirical Gap.

Despite the growing body of research on job satisfaction and organizational commitment, there remains a significant gap in understanding how specific aspects of job satisfaction—such as remuneration, work-life balance, and opportunities for growth and development—contribute to various forms of organizational commitment among early childhood educators, particularly in the context of kindergarten schools in Uganda in mukono, which is a relatively rural area transitioning into an urban area.

In many cases, early childhood educators enter the profession as a secondary option, often developing a liking for teaching over time. Children are honestly therapeutical to work with despite their boisterous ways. However, the lack of competitive remuneration in this informal sector poses a substantial barrier to job satisfaction and retention. It is a sad state caused by the nature of this country's economy. The absence of government regulation in the kindergarten sector further complicates the situation, as many early childhood centers operate without trained personnel and adequate resources. This is particularly evident in rural areas, where a typical school may employ only five teachers or even less, resulting in a teacher-to-child ratio of approximately 20 to 1. Which is not seen as a problem, but according to international standards, does not provide the adequate care needed for such a crucial developmental stage in life. Imagine a loud and excited class of about 35 four- and five-year-olds being manned by only one teacher for six hours. Such conditions not only strain the educators but also hinder their ability to provide quality education and care.

Moreover, these teachers often undertake administrative tasks without the support of a dedicated human resources department, which can lead to feelings of isolation and overwhelm. The interplay between these factors and their influence on organizational commitment remains underexplored, particularly in the context of rural Uganda.

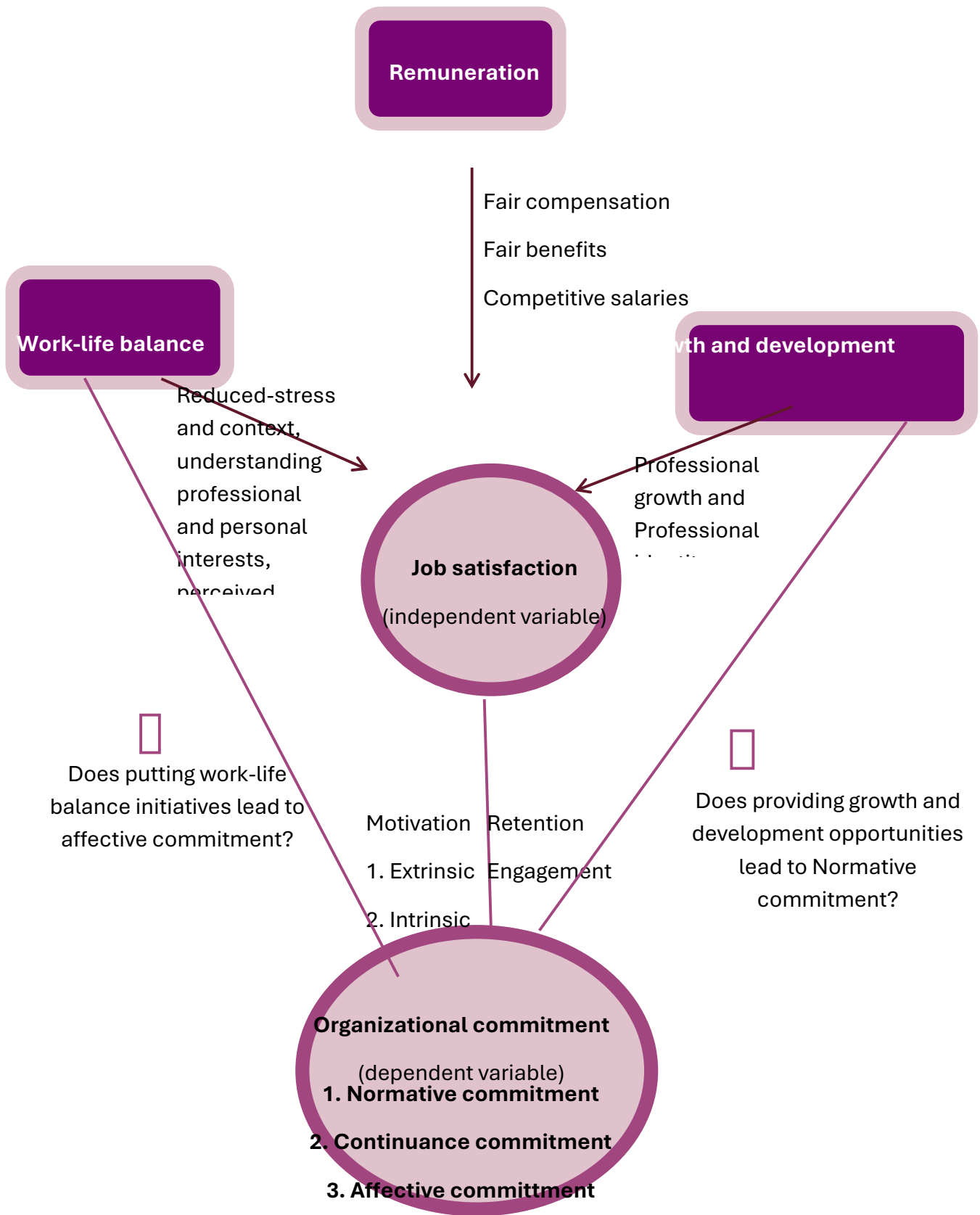
Additionally, the recent emergence of artificial intelligence (AI) technologies presents a new dimension that has yet to be examined in relation to early childhood education. As AI continues

to evolve, its potential impact on teaching practices, job satisfaction, and organizational commitment among educators warrants investigation. As interesting as this is, it is recommended that another researcher targets this because the context of this research is in rural-urban areas where reliance on technology in general does not have any significant impact because that's how little it is used in a school setting.

Furthermore, the aftereffects of the COVID-19 pandemic have reshaped the educational landscape, introducing new challenges and opportunities that may influence teachers' experiences and commitments to their organizations.

This research aims to fill these gaps by exploring how job satisfaction factors contribute to organizational commitment among early childhood educators in Uganda, with a specific focus on the unique challenges faced in rural settings and the implications of technological advancements and the pandemic on their professional lives.

A flow chart visualizing how job satisfaction affects organization commitment in kindergarten schools among early educators.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research design is a general framework that will be used to answer the research questions raised in the chapters above (Saunders & Lewis, 2014). This chapter outlines the methodological approach used to investigate the relationship between job satisfaction and organizational commitment among early childhood educators. The primary objective of this research is to determine whether job satisfaction, as measured by remuneration, work-life balance, and growth and development, influences organizational commitment. Research design is a general framework that will be used to answer the research questions raised in the chapters above (Saunders & Lewis, 2014).

This research takes the quantitative design approach which is about exploration of the research questions through quantitative methods namely, questionnaires from which statistics can be obtained. Already, a substantial amount of literature has been reviewed and from that, the variables in this research have been expounded on.

The main question in this research is “are early childhood educators who are satisfied with their job more committed to their organization?” This question shall be expounded on in the different categories discussed in chapter two.

This study will adopt a cross-sectional research design which means that data will be collected as a single snapshot (Creswell, 2014). This method is suitable since this research is an investigation into job satisfaction and how it affects organizational commitment. Especially since the research is to be done within a short time period of 3 weeks, a cross-sectional design is fit.

3.2 Research Design.

This research design uses a cross-sectional method to investigate how job satisfaction and organizational commitment correlate with each other. This is a quali-quantitative method of collecting data. The cross-sectional method utilizes a single snapshot of the work environment that early childhood kindergarten educators are involved in. It combines quantitative data such as statistics with qualitative data which involves perspectives and opinions of different teachers. Because this method involves data from all sides of the spectrum that is qualitative and quantitative it gives a more wholesome view of what matters to early childhood educators,

With the different kinds of data supporting and building onto each other. This research utilized questionnaires with close ended questions, bio data and open-ended questions to get a perspective of early childhood educators. With the help of the Likert scale, this research covered the likes and dislikes of teachers and further discovered the aspects such as remuneration, work life balance, and growth and development that really matter to early childhood educators.

3.3 Study Population.

There are about 3.7 million children in the age bracket of 3-5 years, which is the age at which early childhood education takes place. Uganda Bureau of Statistics states that the pupil teacher ratio 43. This means that for every teacher there are 43 pupils. Considering the fact that not many children in the age bracket of three to five years get the opportunity to go to school in the economy of our country Uganda, thus reducing the number from 3.7 million children to 1.8 million children, it can be estimated that there are about 43,000 teachers in the whole of Uganda. And since urban areas have a higher concentration of teachers one can estimate that to be about 400 kindergarten teachers in the rural areas and urban areas of Mukono as well as Ntinda. With all this in mind this research concentrates on a small area within Mukono as well as one school in Ntinda. Therefore, the study population of this research is 20 teachers, or you could call them staff members considering the fact that most of the early childhood educators in Uganda multitask and therefore don't have just one task they do at their school.

Below is a Morgan table that was used to determine the sample size based on the given population of 20 teachers for this research.

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Based on that table above where ‘N’ stands for population size and ‘S’ is the sample size, 19 people were chosen as the sample size to participate in giving primary data that is to be obtained using interviews and questionnaires with close ended and open-ended questions.

3.4 Sample Size

Given the limited availability of precise data on the number of early childhood educators in Mukono, Uganda, a convenience sampling method was employed to recruit participants. This approach allowed for a practical and efficient recruitment process, considering the time constraints and potential difficulties in obtaining a comprehensive list of all educators in the region.

A total of 17 early childhood educators were recruited from various kindergarten and preschool institutions in Mukono. This sample size was determined based on the guidance provided by Morgan's sampling table, which suggested enough participants to ensure data saturation and reliable analysis given the research objectives.

3.5 Sample Size Determination

To determine the appropriate sample size for this study, a Morgan sampling table was consulted. Given the research objectives and the expected complexity of the data analysis, a sample size of 19 participants was deemed sufficient to ensure data saturation and reliable findings. While

a larger sample size might have provided additional statistical power, the constraints of time, resources, and the availability of participants required a more manageable approach. The more practical approach involved going to several schools namely, little angels which had a population of only three teachers, Bishop West elementary school which had a population of 20 teachers, kids care, and Uganda Christian university early childhood center which had a population of 5 staff.

What determined this sample size was the apparent lack of concentrated population from which to extract the necessary data from. This means that there was difficulty in obtaining quantifiable data because of the small number of staff in the different early childhood centers. Therefore, to determine the sample size of this population, the sampling techniques are discussed in the subsection that follows.

3.6 Sampling Technique

A combination of simple random sampling technique, the convenience sampling technique and the purposive technique were used to determine the samples for this research.

The random sampling technique was demonstrated through the giving out of questionnaires to random participants. This was especially useful at Bishop West school where there were a good number of teachers.

On the other hand, it was necessary to use the convenience sampling technique to first, identify the schools with early childhood educators, second of all to get the information from those teachers due to the small population size of this research. To effectively manage this approach, I had to seek administrative permission from the early childhood centers to make the filling in of questionnaires compulsory. While this enabled me to obtain more data, it created difficulty in the validity of the data.

Based on the difficulty of obtaining sample sizes using the convenience sampling technique, I resorted to using the purposive technique which was used to get information from particular people. This especially helped in obtaining qualitative data which further supports the cross-sectional design of collecting data. But the more to get a deeper understanding from teachers who are willing to talk about their current situation in terms of job satisfaction and organizational commitment, this sampling technique was particularly useful in obtaining high quality data to understand what matters most to early childhood educators. In addition to that this technique was useful in schools where the administration was strict.

The purposive technique further involved requesting for volunteers from the Internet as well as real life people who were recommended. This helped in rounding up the numbers in order to gain more data to facilitate better research. Additionally, anonymous early childhood educators who moved to a different professional Opportunity were able to participate, which give a unique perspective on understanding the lack of organizational commitment among early childhood educators.

3.7 Data Collection Methods

There are two kinds of data. The first is primary data which is obtained from firsthand encounters through interactions using interviews, questions and even group discussion with samples from the population concerning the topic of the research. The research shall use mainly questionnaires with open and close-ended questions, as well as interviews which will have structured and unstructured questions. In addition to that, posting an online link to google forms where volunteers within the early childhood sector can submit answers to questionnaires. The combination of close and open-ended questions provides an avenue for collection of qualitative data that would be used to make sense of the quantitative data.

The second kind of data is secondary data which is data that exists from previous reports, articles, statistics, journals, Google searches from across the Internet as well as textbooks, books and newspapers. Secondary data was collected from articles, think tanks, research institutes, company records, and data websites. Particularly, Unesco institute for statistics and international labor organization provided verified statistics which can be used in this research as the quantitative data to compare to the qualitative data gained from primary data collection.

3.8 Data Collection Instruments

The data collection instruments include questionnaires interview questions as well as bio data questions. Based on the research of Mainali and Belbase, this research first established context of the situation of the employees and for my research, the context will pick a leaf as demonstrated in the table in the appendix titled ‘participants demographic’.

To measure the other factors surrounding the variables, this research shall use likert scale questions that measure the scale of a participant’s satisfaction, involvement and commitment. These scale questions use multiple response questions that reduce the amount of critical thinking a participant has to do thus making it possible to give more honest answers. The scale works from a series of statements that stand for feelings as shown below;

- * Strongly Disagree (1)
- * Disagree (2)
- * Neutral (3)
- * Agree (4)
- * Strongly Agree (5)

3.9 Validity

In order to ensure that the questions capture the right answers, a consultation was had with my supervisor, Dr Sam Emonyu, who gave some great pointers to cultivate a questionnaire that captured all the necessary data for the research. Also, we can be sure that we are capturing what we intend to capture because the questions designed are based on previous researchers such as; Mainali and Belbase who used these questions to do research in Nepal whose economic situation and cultural context is similar to that of Uganda.

Additionally, the use all of data from primary and secondary perspectives is compared in the research which further makes sure that the data is reliable. This is supported using Cronbach's alpha statistics which checked for consistency in data collected.

The methods employed in the collection of data follow all the requirements stated in the research guideline for Uganda Christian university. These guidelines make for reliable research reports.

3.10 Data analysis

Following the exploratory part of this research design, the information is to be refined and tested through a correlation study analysis to test the relationships between variables identified. According to Babbie 2014, the correlation study aims to understand connection and relationships of different aspects within the variables which in this research are organizational commitment and job satisfaction. In addition to that, there is need for objective data through quantitative methods of collection to be analyzed statistically thus proving the qualitative data gained (Collis & Hussey, 2013).

The data analysis will be done using online tools like survey monkey, google forms, and spreadsheets to analyze both the qualitative and quantitative data collected. According to Creswel 2014, the results can be null, positive, or negative. Additionally, there will be use of

descriptive statistics like frequencies, as well as the use of charts and graphs to illustrate the findings. Keeping in mind that this is a correlation study, the variables will be compared to each other to measure their impact on each other, and as mentioned before, this impact can be null, positive, or negative.

3.11 Ethical Considerations

The major ethical considerations include privacy and anonymity. This is especially important since the nature of the research requires data that may be seen as delicate in nature. For example, questions like are you receiving enough money, or would you be willing to leave this institution in search of a better opportunity elsewhere, can be seen as controversial when an employee's answer is not pleasing to their employer. Despite this issue, this research was done because it is important for employers to understand what their employees need to; first, be satisfied and second, stay and continue working for the organization. This is particularly important for our education system since it is a pillar for a successful nation.

I strongly assert based on this research that teachers should be taken care of because of the important role that they play in our society. Therefore, even when the answers are not pleasing to the ears of the employers it is still necessary to collect the research and to avoid direct harassment the volunteers of the research have been kept anonymous.

This research still considers the ethical value of mutual respect and therefore, permission was sought from the administrators of the different schools in order to carry out the interviews and the focus group.

3.12 Limitations of the Study

The possible limitations of this study include time constraints. There being a short period to collect data, there is not a lot of data that can be collected in the time available thus reducing the accuracy percentage of the results.

Another issue is volunteers not being as cooperative as hoped.

Another issue is that the field where I am to collect data does not have a lot of participants available. Due to the nature of kindergartens in Uganda, institutions have between 5 or 10 teachers who multi-task in administrative tasks as well. Therefore, I anticipate difficulty in finding willing participants, as well as the hassle of having to go to many schools to get a reasonable amount of data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the results of the data analysis, which investigated the relationship between job satisfaction and organizational commitment among early childhood educators in Mukono, Uganda. To address the research question, data was collected using methods such as questionnaires and interviews with open and close ended questions that measured the levels of job satisfaction in terms of remuneration, work life balance, and growth and development. In addition to that the questionnaires also measured the different kinds of organizational commitments of early childhood educators. The data collected was from a sample size of 19, and 17 participants within the geographical areas of Mukono and Ntinda in Uganda.

The data was analyzed using descriptive statistics and correlation analysis. The descriptive statistics include the use of means and standard deviations. The correlation analysis used is the Pearson correlation analysis and it employs a linear method of relating the variables to each other. Knowing that correlation does not imply causation, the descriptive statistics were used to further support the findings from the correlation analysis.

The findings from these analyses are presented below, organized by the key research questions.

It was found that the variable of job satisfaction, tends towards affective commitment.

4.2 Response Rate

Before diving into the key research questions, let us first discuss the response rate found while collecting data in the field. This research involved 17 participants. The sample size was 19 based on the population of 20, therefore an a hundred response rate was expected if data was collected from 19 participants. Unfortunately collecting data was hard and participants involved in data collection were not as many as the sample size. The formula below was used to calculate the response rate of this research.

Response Rate = (Number of Participants / Total Number Invited) * 100

Response rate = (17/19)*100

Response rate = 89.474%

This percentage is deemed sufficient for obtaining data of a substantial amount, whose results can be counted as a proper representative of the situation on the grounds.

In addition to that, the graph below shows the response rate of the participants based on the Likert scale.

4.3 Background Characteristics of Respondents

In this research context is key therefore, the background characteristics of respondents such as number of teaching years, teaching period, the class size and the age of respondent was necessary to obtain as data for the research.

4.3.1 Age of respondents

The age of respondents investigated the perceived likes and wants of the individuals based on their stage in life, involved in the research. According to the literature review, different people in different age brackets require different components in their jobs to enhance job satisfaction (Darcy, McCarthy, Hill, and Grady (2012)). For example a person in the age bracket of 20 to 30 years without a family might use their money to accommodate their growing and personal needs, while a person in the age bracket of 30 to 50 years, with a family might require more money to accommodate and support the families and the different people they take care of outside work.

In addition to that, the variable of growth and development can also be affected by the age of the respondent. Consider a person that has reached the retirement age of 55 years. Their growth and development plan will look different from an entry level intern who has just joined the early education sector.

The table below shows the different ages of the respondents involved in this research.

Age bracket	Number of participants in given age bracket.
20-30	10
30-40	3
40-50	0
50 and above (retirement age)	1

4.3.2 Number of teaching years

This information was important since it is a possible indicator of organizational commitment especially where the number of teaching years have all come from one organization.

Below is a table that shows the distribution of teaching years among the respondents of this research.

Number of teaching years	No. of participants	Age bracket
1	1	20-30
2	4	20-40
3	1	20-30
5	1	20-30
6	2	One respondent above 50, and another in the age bracket of 20-30 years
7	2	30-40
10	2	30-40
11	1	-
12	2	20-35
15	1	30-40

According to the table above, the respondents of different ages have worked for a different number of years. Those that have worked for one to two years are in the age bracket of 20 to 30. Those that have worked for more than five years are a mixture of people in their early 20s, 30s, and even 40s. Participants in the older age bracket of 50 and above are only one and based on information volunteered by that participant, it is important to note that they started from one field, then proceeded to join the field of early childhood education, therefore they have worked for several five years in spite of their bigger age. It is also interesting to consider that there are those in a higher age bracket of 40 and above who have worked for over 15 years in the same

institution. This is an indicator of true organizational commitment especially in the continuous sense as was demonstrated later in the correlation analysis.

4.3.3 Number of Teaching Hours

Most early childhood educators, as discovered in this research, work from five hours (that being the lowest number of hours according to the research), to 12 hours (for those teachers that teach in boarding schools.) The thought behind including number of teaching hours in the collection of bio data is to investigate the effect of work-life balance in the variable of job satisfaction. The hypothesis is that participants with a larger number of teaching hours will not be able to achieve proper work life balance and therefore will have a lower rate of job satisfaction and therefore, lower chances of being committed (continuance commitment).

The following table represents the findings.

Number of working hours	Number of participants
3	1
5	3
7	2
8	5
Full day (boarding school participants)	4

4.3.4 Relationship between background characteristics and independent and dependent variables.

I) Job satisfaction

Remuneration is positively correlated with Age (0.27) and Years of Work Experience (0.25). This suggests that employees who are older and have more work experience tend to receive higher remuneration.

Work Hours is negatively correlated with Age (-0.21) and Years of Work Experience (-0.26). This suggests that employees who are older and have more work experience tend to work fewer hours.

II) Commitment

Affective Commitment (Qn9) is not significantly correlated with Age or Years of Work Experience.

Affective Commitment (Qn10) is weakly positively correlated with Age (0.29) and Years of Work Experience (0.31). This suggests that employees who are older and have more work experience may have a slightly more positive view of their role.

Continuance Commitment (Qn12) is negatively correlated with Age (-0.39) and Years of Work Experience (-0.34). This suggests that employees who are older and have more work experience may feel less tied to their jobs due to potential difficulty finding a new one.

Normative Commitment (Qn13) is negatively correlated with Age (-0.28) and Years of Work Experience (-0.23). This suggests that employees who are older and have more work experience may feel less obligated to stay with their organization due to feelings of loyalty or reciprocity.

Overall, the findings suggest that age and work experience are more related to job satisfaction (remuneration, work hours) than to organizational commitment (affective, normative, continuance). Employees who are older and have more experience may be happier with their remuneration but may also feel less pressured to stay with their current employer.

4.4 Descriptive Statistics

Under the independent variable of job satisfaction, we have remuneration, work-life balance, and growth and development.

The table below shows the mean and standard deviation based on the data extracted and analyzed based on the questions in the questionnaire.

Variable	Mean	Standard Deviation
Remuneration	3.4	1.26
Work-Life Balance	3.4	1.08
Growth and Development	3.33	1.39
Affective Commitment	3.33	1.39
Normative Commitment	3.2	1.35
Continuance Commitment	3.47	1.36

4.4.1 Remuneration and organizational commitment

The interpretation of the data is as follows: The table above shows that there is an average response of 3.4 on the likert scale which shows that employees are mostly satisfied with their remuneration but not so much. The standard deviation of 1.6 shows that there is a decent amount of variation in how employees feel about their pay this means that some feel like it's okay, while others do not. That is, there isn't a specific way that all their employees feel. Therefore, while most employees seem content with their pay there are different opinions on this topic based on the results shown.

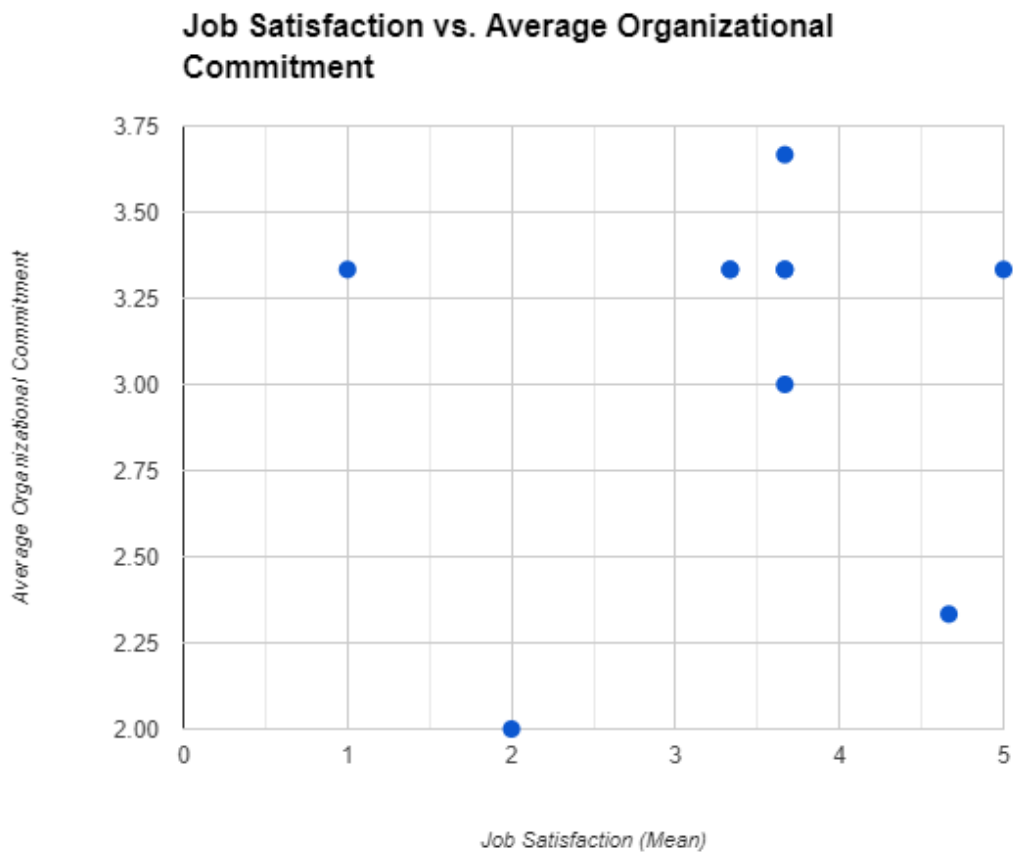
Under Organizational Commitment Sub-Variables: Affective Commitment has a mean score (3.33) which indicates a moderate level of emotional attachment to the organization on average. Normative Commitment has a mean score (3.20) which suggests a moderate sense of obligation to stay with the organization due to moral or ethical reasons. Continuance Commitment has a mean score (3.47) implies that employees see a moderate level of personal sacrifice associated with leaving the organization. This personal sacrifice also connects to work-life balance.

4.4.2 Work-life balance and organizational commitment

The average response for Work-Life Balance is 3.40, with a standard deviation of 1.08. This suggests that employees generally feel moderately satisfied with their work-life balance, with some variability in responses. For organizational Commitment Sub-Variables: The mean scores and standard deviations for the sub-variables are consistent with the previous analysis, indicating moderate levels of affective, normative, and continuance commitment.

4.4.3 Growth and development and organizational commitment

The average response for Growth and Development is 3.33, with a standard deviation of 1.39. This suggests that employees generally feel moderately satisfied with their opportunities for growth and development.



The graph above shows the relationship between organizational commitment and job satisfaction. The way it is plotted shows that as job satisfaction increases, organizational commitment also increases. As I explored further, I found that, the different types of organizational commitment are all related to the rate of job satisfaction. Particularly of affective

commitment. According to that data, if job satisfaction is high then affective commitment is also high. This does not mean that continuous and normative commitments are not affected by job satisfaction, it just means that according to the data, job satisfaction affects affective commitment the most out of all the sub variables.

4.5 Correlation Analysis

The Pearson correlation analysis makes a linear connection between the variables shown below.

		1	2	3	4	5	6
1	Remuneration	1					
2	Work-Life Balance	0.692046	1				
3	Growth and Development	0.478843	0.478843	1			
4	Affective Commitment	0.692046	0.692046	0.692046	1		
5	Normative Commitment	0.478843	0.478843	0.478843	-0.166461	1	
6	Continuance Commitment	0.166667	0.166667	0.166667	-0.237273	0.248171	1

4.5.1 Remuneration and organizational commitment

There is a moderately positive correlation (0.69) between Remuneration and Affective Commitment, indicating that higher remuneration is associated with higher emotional attachment to the organization. The correlation between Remuneration and Normative Commitment is positive (0.48) but weaker than with Affective Commitment. Remuneration has a weak positive correlation (0.17) with Continuance Commitment.

4.5.2 Work-life balance and organizational commitment

There is a moderately positive correlation (0.69) between Work-Life Balance and Affective Commitment, suggesting that a better work-life balance is associated with higher emotional attachment to the organization. The correlation between Work-Life Balance and Normative Commitment is positive (0.48) but weaker than with Affective Commitment. Work-Life Balance has a weak positive correlation (0.17) with Continuance Commitment.

4.5.3 Growth and Development and organizational commitment.

There is a moderately positive correlation (0.69) between Growth and Development and Affective Commitment, indicating that opportunities for growth and development are associated with higher emotional attachment to the organization. The correlation between Growth and Development and Normative Commitment is positive (0.48) but weaker than with Affective Commitment. Growth and Development has a weak positive correlation (0.16) with Continuance Commitment.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the key findings from the analysis of data collected from early childhood educators in Mukono, Uganda. The research aimed to investigate the relationship between job satisfaction (as measured by remuneration, work-life balance, and growth and development) and organizational commitment (affective, normative, and continuance).

The data analysis revealed several significant findings, including a positive relation of sub-variables under job satisfaction in this research with organizational commitment.

In the following sections, the findings will be discussed in more detail, along with their implications for organizations and future research.

5.2 Summary

Work-Life Balance and Organizational Commitment: A positive work-life balance is associated with higher levels of affective commitment to the organization. This suggests that employees who feel they have a healthy balance between their personal and professional lives are more likely to be emotionally attached to their workplaces.

Remuneration and Organizational Commitment: Remuneration is also positively correlated with affective commitment, indicating that employees who feel compensated are more likely to be emotionally attached. However, the relationship between remuneration and normative or continuance commitment exists but is weaker.

Growth and Development and Organizational Commitment: Opportunities for growth and development are strongly associated with affective commitment, suggesting that employees who feel they are growing and developing are more likely to be emotionally attached to the organization.

Overall, the findings suggest that a combination of factors, including work-life balance, remuneration, and growth and development opportunities, can contribute to higher levels of affective commitment, which is a key component of organizational commitment.

5.3 Discussion of Findings

The primary findings of this research are that job satisfaction has a positive correlation with organizational commitment, especially affective organizational commitment. This apparent connection does not remove the fact that it was also found that remuneration, although not as strongly connected, has ties with continuous and normative organizational commitment. The strongest or statistically significant correlations between variables are those between job satisfaction and affective organizational commitment.

One unexpected finding is the correlation between the number of teaching years and the age with organizational commitment. The finding is that a larger number of teaching years combined with a higher age for early childhood educators correlated strongly with normative commitment. This was surprising considering that the hypothesis theorized that when a person stays for a long time in an organization that means they are strongly attached to it. The correlation analysis shows otherwise.

This means that for most early childhood educators in Mukono, these three aspects of job satisfaction have meaning to them. They matter to early childhood educators. Things like opportunities for growth and development, fair pay, and a flexible and supportive work environment, which are all aspects of the independent variables explored in this research, help in the achievement of job satisfaction for early childhood educators. This can be seen from the fact that there was a positive correlation with the independent variables of job satisfaction and effective organizational commitment.

These findings further support the social exchange theory and the job characteristics diagnostic model. The social exchange theory asserts that people go to work to exchange their skills and their time and efforts for compensation as well as a feeling of connection with our society. This research further proves this theory through the findings of a positive correlation of job satisfaction with organizational commitment especially based on the independent variable of remuneration. The correlation of remuneration with organizational commitment demonstrates that people who are paid and who are satisfied with their pay are likely to be committed to their organizations. This could be useful information for future policies in organizations where employers need to understand the rates of pay for their different work fields.

The different ages of employees affect the requirements for fulfilling job satisfaction. For older employees, the research showed how the environment has to be serious and calm for them to continue being a satisfied employee. On the other hand, younger employees prefer a working

environment with a 'vibe'. This term refers to an aspect of job satisfaction where an employee enjoys working at their organization because of the facilities they get to enjoy while doing so. For early child hood educators, younger employees are more likely to be retained in an organization where their environment allows them to have a good time as they get work done. This can be achieved through the aspect of work-life balance under job satisfaction. Hr can employ functions like flexible working hours and paid leave by organizing a system of employees who can take turns in working, thus ensuring an environment with less stress. This ties to the issue of work-load among the participants of the research. Understanding that the administration of schools can make decisions that enhance job satisfaction, thus leading to organization commitment, schools can employ the functions suggested above in order to divide the labour among teachers and reduce the stress for everyone. This is important considering the growing work-force of young and able bodied teachers in Uganda.

Although not measured directly, the level of education also affects the rate of job satisfaction which in turn translates to organizational commitment. As shown in the data analysis chapter, growth and development has a positive correlation with affective commitment, but also affects continuance and normative commitment. Most early child-hood educators are able to get that job because one does not need to be highly qualified to obtain it due to it being in the informal sector and having no legal rates requirements. Therefore, some teachers satisfied through growth and development stay because no other institution was willing to take them in and support them to grow professionally and even as a person. This is a form of normative commitment because these teachers stay out of loyalty, out of obligation to show their appreciation for the support and learning opportunities they have received.

In a case study of a private school

Most teachers exist because of affective commitment. Indeed it is no wonder that this was the destination of all direction in this research. Early child-hood educators at a private school are there because they believe in caring for little children just as the company (school) does.

5.4 Recommendations

Some recommendations include increasing the sample size in order to make sure that the findings are more credible. Additionally the topic of their research can be explored based on longitudinal data that is data that has been collected over a long period of time in order to truly understand the variable of organizational commitment. This is particularly helpful since the nature of organizational commitment is about how long a person can stay or has stayed at an

organization. Therefore, a longitudinal study will be able to capture more credible data on how job satisfaction affects organizational commitment.

The research mainly focused on aspects of job satisfaction such as remuneration, work life balance, and growth and development. Well these aspects are related to organizational commitment there are other key aspects such as organizational culture, leadership and individual differences which have a huge impact on organizational commitment. I recommend that these be studied as well especially leadership and organizational culture because they are closely related to the aspects explored in this research.

Additionally, this research is based on the context of rural early childhood educators. I recommend that another brave researcher explores how early childhood educators are affected by the different aspects of job satisfaction in urban areas in Uganda. This is particularly helpful since a larger number of kindergarten schools exist in urban areas, while not as many schools exist in rural areas. Therefore, it would be very helpful to a lot of educators, administrators, and even the ministry of education and sports when it is time to make policies that will support and enhance the process of educating children at a young age.

Citation

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Appendices

Results from data collection.

The tables below represents the data collected for work-life balance in relation to the three types of commitment.

	Job satisfaction				Commitment (Question 9 to 19 on the questionnaire)									
	Work life balance				Affective commitment					Normative commitment			Continuance commitment	
Participant no.	Qn 3	Qn 4	Qn 5	Qn 6	Qn 9	Qn 10	Qn 11	Qn 12	Qn 13	Qn 14	Qn 15	Qn 16	Qn 17	Qn 18
1		3	3	3	4	1	2	5	2	5	1	4	5	4
2	4	2	4	4			4		4			4		4
3	4	4	4	4			4		4			4		
4	4	4	4	5	2	2	4	2	4	2	5	3	5	2
5	1	4	5	5	1	1	5	1	5	1	5	5	5	4
6	1	1	4	3	1	1	4	1	5	4	5	4	5	5
7	1	1	4	4	1	1	5	1	5	4	5	4	4	
8	1	2	5	4	1	1	5	1	5	4	4	4	4	5
9	2	4	4	4	2	2	4	2	4	4	4	3	4	2
10	3	4	4	3	2	2	3	1	5	2	5	3	5	4
11	1	3	1	1		4	2	4	3	5	4	3	4	4
12	1	4	3	1	4	3	1	4	5	3	3	1	1	1
13	4	1	5	4	2	2	4	2	5	4	4	5	5	1
14	3	3	2	4	3	3	3	2	3	4	3	3	3	2
15	3	5	3	2	3	3	3	3	3	3	3	2	3	3
16	3	3	3	4	3	4	3	2	3	5	3	2	4	3
17	3	4	4	5	3	3	4	3	4	1	5	3	5	5

The table below represents the data collected for growth and development in relation to the three types of commitment.

		Job satisfaction		Organizational commitment										
		Growth and development		Affective Commitment					Normative commitment				Continuance Commitment	
		Qn 7	Qn 8	Qn 9	Qn 10	Qn 11	Qn 12	Qn 13	Qn 14	Qn 15	Qn 16	Qn 17	Qn 18	Qn 19
1		4	3	4	1	2	5	2	5	1	4	5	4	4
2		4				4		4			4		4	
3		4				4		4			4			
4		4	5	2	2	4	2	4	2	5	3	5	2	2
5		5	2	1	1	5	1	5	1	5	5	5	4	2
6		5	4	1	1	4	1	5	4	5	4	5	5	4
7		4	4	1	1	5	1	5	4	5	4	4		
8		3	4	1	1	5	1	5	4	4	4	4	5	
9		4	3	2	2	4	2	4	4	4	3	4	2	4
10		5	3	2	2	3	1	5	2	5	3	5	4	2
11		3	2		4	2	4	3	5	4	3	4	4	2
12		5	3	4	3	1	4	5	3	3	1	1	1	3
13		4	3	2	2	4	2	5	4	4	5	5	1	1
14		4	1	3	3	3	2	3	4	3	3	3	2	2
15		4	2	3	3	3	3	3	3	3	2	3	3	3
16		3	4	3	4	3	2	3	5	3	2	4	3	3
17		4	1	3	3	4	3	4	1	5	3	5	5	4

Table showing participants demographic for collecting background characteristics.

Participants demographic	
Number of teaching years	_____
Teaching period (daily workload)	_____
Class size, age of respondent	_____

Questionnaire for the data collection.

Section	Question	Objective Answer Options (Likert Scale)
Job Satisfaction	I am generally satisfied with the kind of work I do in this job.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Remuneration	How satisfied are you with your current salary?	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Work-life Balance	How satisfied are you with your current work-life balance?	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Work-life Balance	To what extent do you agree that the number of teaching periods you have per day should be reduced?	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Work-life Balance (Support)	Help is available from this school when I have a problem.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Work-life Balance (Support)	This school cares about my well-being.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Growth and Development	To what extent do you agree that the school should provide more opportunities for professional development (workshops, conferences, etc.)?	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Growth and Development	This school strongly considers my goals and values.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree

Affective Commitment (R)	I do not feel like "part of the family" at this school.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Affective Commitment (R)	I do not feel "emotionally attached" to this school. (R)	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Affective Commitment (R)	This school has a great deal of personal meaning for me.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Affective Commitment (R)	I do not feel a strong sense of belonging to this school.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Affective Commitment (R)	I am proud to tell people I work for this organization.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Normative Commitment (R)	Jumping from organization to organization does not seem at all unethical to me.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Normative Commitment (R)	One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Normative Commitment (R)	If I got another offer for a better job elsewhere, I would not feel it was right to leave this school.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Normative Commitment (R)	I was taught to believe in the value of remaining loyal to one organization.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Continuance Commitment (R)	Right now, I am staying with this school because I need to, not because I want to.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
Continuance Commitment (R)	I feel that I have too few options to consider leaving this school.	Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree

Summary of questions

Job satisfaction; remuneration, work-life balance, growth and development

Job Satisfaction

I am generally satisfied with the kind of work I do in this job.

Remuneration

How satisfied are you with your current salary?

Work-life balance

Do you feel like your work life spills into your personal life?

To what extent do you agree that the number of teaching periods you have per day should be reduced?

Help is available from this school when I have a problem.

This school cares about my well-being.

Growth and development

To what extent do you agree that the school should provide more opportunities for professional development (workshops, conferences, etc.)?

This school strongly considers my goals and values.

Organizational Commitment

Affective Commitment

I do not feel like "part of the family" at this school. (R)

I do not feel "emotionally attached" to this school. (R)

This school has a great deal of personal meaning for me.

I do not feel a strong sense of belonging to this school. (R)

I am proud to tell people I work for this organization.

How much would you miss your colleagues and work environment if you left this job?
(interview question)

To what extent do you feel like this organization's values align with your own? (interview question)

Normative Commitment

Jumping from organization to organization does not seem at all unethical to me. (R)

One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.

If I got another offer for a better job elsewhere, I would not feel it was right to leave this school.

I was taught to believe in the value of remaining loyal to one organization.

How much pressure would you feel from colleagues or superiors to stay with the company?
(interview question)

To what extent do you feel a moral obligation to stay due to the nature of your work (e.g., essential service)? (interview question)

Continuance Commitment

Right now, I am staying with this school because I need to, not because I want to.

I feel that I have too few options to consider leaving this school.

One of the few serious consequences of leaving this school would be the difficulty of finding other opportunities. How difficult would it be for you to find a job with similar pay and benefits elsewhere? (interview question)

How much valuable experience and skills have you gained specific to this organization?
(interview question)

What Matters to Early Childhood Educators?

A questionnaire measuring job satisfaction and organizational commitment.

Answer the following by circling one option you most agree with.

a) I am generally satisfied with the kind of work I do in this job.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

b) I am satisfied with my current salary.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

c) I am able to make time for other things that matter outside work.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

d) To what extent do you agree that the number of teaching periods you have per day should be reduced?

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

e) Help is available from this school when I have a problem.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

f) This school cares about my well-being.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

g) To what extent do you agree that the school should provide more opportunities for professional development (workshops, conferences, etc.)?

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

h) This school strongly considers my goals and values.

1. Strongly Disagree ★☆☆☆☆
2. Disagree ★★☆☆☆
3. Neutral ★★★☆☆
4. Agree ★★★★☆
5. Strongly Agree ★★★★★

- i) I do not feel like "part of the family" at this school.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- j) I do not feel "emotionally attached" to this school.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- k) This school has a great deal of personal meaning for me.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- l) I do not feel a strong sense of belonging to this school.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- m) I am proud to tell people I work for this organization.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- n) Jumping from organization to organization does not seem at all unethical to me.
1. Strongly Disagree ★☆☆☆☆
 2. Disagree ★★☆☆☆
 3. Neutral ★★★☆☆
 4. Agree ★★★★☆
 5. Strongly Agree ★★★★★
- o) One of the major reasons I continue to work for this school is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
1. Strongly Disagree ★☆☆☆☆

- 2. Disagree ★★☆☆☆
- 3. Neutral ★★★☆☆
- 4. Agree ★★★★★☆
- 5. Strongly Agree ★★★★★★

p) If I got another offer for a better job elsewhere, I would not feel it was right to leave this school.

- 1. Strongly Disagree ★☆☆☆☆
- 2. Disagree ★★☆☆☆
- 3. Neutral ★★★☆☆
- 4. Agree ★★★★★☆
- 5. Strongly Agree ★★★★★★

q) I was taught to believe in the value of remaining loyal to one organization.

- 1. Strongly Disagree ★☆☆☆☆
- 2. Disagree ★★☆☆☆
- 3. Neutral ★★★☆☆
- 4. Agree ★★★★★☆
- 5. Strongly Agree ★★★★★★

r) Right now, I am staying with this school because I need to, not because I want to.

- 1. Strongly Disagree ★☆☆☆☆
- 2. Disagree ★★☆☆☆
- 3. Neutral ★★★☆☆
- 4. Agree ★★★★★☆
- 5. Strongly Agree ★★★★★★

s) I feel that I have too few options to consider leaving this school.

- 1. Strongly Disagree ★☆☆☆☆
- 2. Disagree ★★☆☆☆
- 3. Neutral ★★★☆☆
- 4. Agree ★★★★★☆
- 5. Strongly Agree ★★★★★★

Kindly fill in the table below with the most accurate answer	
Number of teaching years	_____
How many hours do you teach?	_____
Which age bracket are you in?	_____

Is there anything else you would like to share about what matters most to you as an early childhood educator?

Thank you for participating in this exercise