Job Insecurity and Organizational Commitment during the Covid-19 Pandemic among Private

High School Teachers in Wakiso District in Uganda.

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University.

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Declaration

I, Mugisa Trevor, declare that this dissertation is my original work. This report has never been submitted to any institute of higher learning for the academic award.
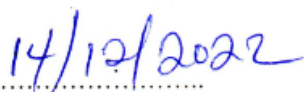
Signature……………………………………….   Date……14th December 2022

Approval

I certify that this dissertation has been submitted for examination with my approval as a supervisor.

Signature..   Date..14/12/2022..

Dr. Baluku Martin

University Supervisor

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Abstract

The COVID-19 pandemic caused untold suffering and disruptions across the globe. One key area of focus is work-life, whereby jobs have been threatened. The closure of workplaces resulted in short-term and long-term job losses for 80-90% of individuals formally and informally employed, hence causing worry about the ability to retain jobs for many people across the world. The worry about one's job increases the rate of serious mental health problems developing and affects motivation. However, supportive organizations can alleviate suffering and steer the motivation of employees in various ways. The study therefore investigated whether organizational compassion moderated the effects of job insecurity during the COVID -19 pandemic on employees' and organizational commitment. The study was conducted among teachers in private and public primary and secondary schools in Wakiso district. The study used a cross-sectional design.

Chapter One

Introduction

Background

The Coronavirus disease (COVID-19) was first diagnosed in Wuhan, China towards the end of the year 2019 and was pronounced a world health pandemic in March 2020 by the World Health Organization – WHO (Wang, 2020). By July 2022, the mortality and morbidity rate of the virus had skyrocketed. The Ugandan situation was not been frightening compared to the general global situation. By the end of June 2022, a total of 166,993 confirmed cases with 3,620 deaths had been reported to WHO (WHO Coronavirus (COVID-19) Dashboard, 2022). However, this is still a significant figure of cases and deaths. Whereas the pandemic seems to have subsided due to proper and strict measures, massive vaccination, there are still a number of new cases in the population. To control the spread of the Covid virus, different governments implemented strict measures and lock-downs that involved total closure of workplaces, this depended on the essential nature of the service being offered by the organization or enterprise. Even organizations that were operating to their full capacity or partially, there were certain changes that were implemented in regards to work arrangements.

Greenhalgh and Rosenblatt (1984, page 438) defined Job Insecurity as the perceived powerlessness to maintain the desired continuity in a threatened job situation. Heany, Israel and House (1994, p. 1431) refer to Job Insecurity as the perception of a potential threat to the continuity of the current job. Sverke, Hellgren and Näswall (2002, p. 243) referred to it as the subjectivity experienced by job loss. In general job insecurity is the perceived threat of job loss

and the worries related to that threat. These definitions are closely related to the common denominator of most definitions in this field: the concern regarding the future continuity of the current job (see e.g., Sverke & Hellgren, 2002; van Vuuren, 1990).

Meyer & Allen (1991) defined organizational commitment as a psychological state that (a) characterizes the employee's relationship with the organization, and (b) has implications for decisions to continue or discontinue membership in the organization. This popular definition is an attempt to create consensus between different research traditions and definitions in the literature on organizational commitment. For example, Porter, Steers, Mowday, and Boulian (1974) strongly focused on the affective aspect by defining organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization.

It is generally believed that employment security is an important aspect of employees' quality of life (Bosman, Buitendach & Rothmann 2005; De Cuyper, De Witte, Vander Elst & Handaja 2010). For instance, Jahoda (1982) demonstrated that being employed satisfies a considerable number of individual needs, such as earning income, establishing social contacts outside the family, and most importantly the need for personal and social growth. Thus, the threat of being unemployed could possibly result in the frustration of these needs (Buitendach & De Witte 2005; Clark; Knabe & Rätzel 2010), particularly with fewer employment opportunities created.

Northcraft and Neale (1996), referred commitment is an attitude reflecting an employee's loyalty to the organization, an ongoing process through which a member of an organization expresses their concern for the organization, its continued success and well-being.

A related study among teachers during COVID-19 revealed that job insecurity was related to teachers' engagement levels and organizational commitment (Mulindwa, 2022). The current study went beyond and focused on whether this relationship between Covid-19 pandemic-related job insecurity and teachers' motivation is mediated by mental health and whether it is also influenced by organization's compassion towards its employees.

Problem Statement

In response to the outbreak of COVID-19, different governments introduced various preventive measures i.e. curfews, social distancing, mandatory wearing of masks or face shields, lock-downs and stay home orders of non-essential businesses and workers. The consequences of this were vastly negative especially to the economy. This is because a number of businesses closed and the ones that were operating had to downsize in order to minimize on the operation expenses and also adhere to the new covid-19 guidelines and restrictions. Non-essential staff were forced to work from home or were laid off by their employer thus this led to increased job insecurity amongst people especially teachers since schools were approximately closed for about 2 years. Teachers who worked in government schools were assured of their salary whereas those who were working in private schools were left with no salary for long periods during the lock-down. Hence during the process of all these events, organizational commitment was bound to also decline because when an individual is not certain about the security of their job, their commitment is relatively low.

Purpose

This study investigated the impact of Covid-19 on Job insecurity and Organizational commitment and to furthermore show the relationship between the two variables.

Objectives

The objectives of this study were;

1. To examine the trend of Job insecurity among teachers during the Covid-19 pandemic.

2. To examine the level of teachers' organizational commitment during the Covid-19 pandemic.

3. To investigate the relationship between Job insecurity and organizational commitment.

Scope

Geographical scope

The sampling scope included high school and primary teachers at all levels and in all departments in public and private schools in Wakiso district, the central region of Uganda. The study focused on examining the impact of the Covid-19 pandemic on Job insecurity and Organizational commitment.

Conceptual framework

This study focused on examining the relationship between job insecurity during the COVID-19 pandemic and how this is moderated by organizational commitment.

Job Security		Organizational Commitment
Qualitative job Insecurity		Affective Commitment
Quantitative job insecurity		Continuance Commitment
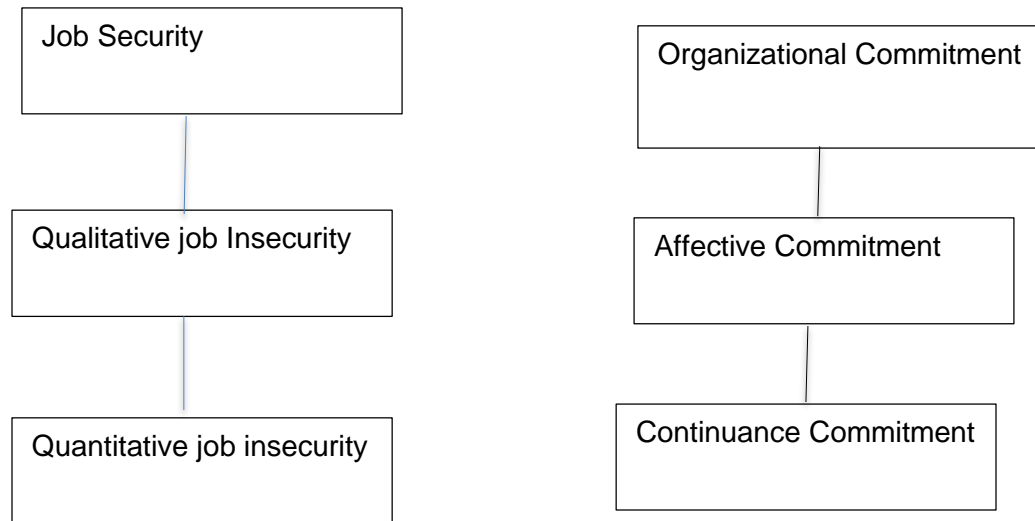
Significance

1. The findings have enabled teachers in both public and private schools to understand how Covid-19 affected organizational commitment at their places of work.

2. The findings have enabled the teachers to understand the relationship between Job insecurity and organizational commitment.

The study has provided information to employers and government on how employees react to organizational efforts and commitment to support their employees during difficult times that have potential impacts on their jobs. Thus, this study has assisted managers, specifically human resource managers charged with functions to help secure the jobs of employees and design interventions to support staff during such times.

Chapter Two

Literature Review

Introduction

This chapter entails literature showing the impact of COVID-19 on job insecurity and organizational commitment and the theoretical foundations of the study. Furthermore research findings of what previous researchers and authors found out on the variables that are studied in regard to this research. The research findings used are explanations on the existence or absence of relationships on the variables. The topics used are from the objectives from chapter one which include: to investigate the relationship between job insecurity and organizational commitment, to investigate the impact of Covid-19 on Job insecurity and to investigate the impact of Covid-19 on Organizational commitment. However, this chapter begins with the discussion of the theory on which this study is grounded.

Perceived Job Insecurity during COVID-19

The current situation of the novel coronavirus 2019 (COVID-19) pandemic increased levels of anxiety and depression in individuals (U.S. Census Bureau, 2020). The emergence of anxiety was due to the pandemic's negative impacts on the economy and workforce. These health organizations recommended closing unnecessary businesses, even developed countries have faced economic downturn, i.e., the U.S.A. employment rate fell enormously, and over 41 million Americans became unemployed between February and May 2020 (Congressional Budget Office, 2020). Likewise, Saudi Arabia faced problems in economic productivity; the unemployment rate hit 15.4% by September 2020 (Barbuscia, 2020).

When COVID-19 was declared a pandemic, there was a significant fall in economic growth globally. Records reveal that by mid-April in 2020, the unemployment rate was

significantly greater, the highest since the Great Depression (U.S. Bureau of Labor Statistics, 2020). Hence, due to this unfamiliar and unprecedented pandemic, the sharp declines in economic activity and employment highlight the likelihood of significant job insecurity, organizational commitment and financial anxiety. These contributed to the increased anxiety in employed people, and even affected their efficiency in and pleasure at their work tasks/activities especially teachers and business owners. Forbes and Krueger (2019) report that individual motivation toward work tasks/activities decreased because COVID-19 became prevalent everywhere and economic crises have arisen. With the sharp economic decline, employees experienced job insecurity and can be troubled about their finances and job status. Some studies have claimed that perceptions of job insecurity may have an impact on financial anxiety of employees. Choi et al. (2020) investigated the links between job insecurity and financial stress and reported that job insecurity was related to financial stress through financial well-being.

In the context of corona pandemic, another study found that job insecurity due to COVID was associated with psychological well-being through financial stress (Sarwar et al., 2021). Moreover, job insecurity was found to impact the mental health of employees. Wilson et al. (2020) found that job insecurity due to COVID increased depressive symptoms among employees. Similarly, it was revealed in Europe that increased job insecurity was related to lower vitality (Rajani et al., 2016). When unemployment figures rise in countries for periods, job insecurity is considered to be the greatest fear among workers (Keim et al., 2014) and a stressor for workers in their working environment (Greenhalgh and Rosenblatt, 1984). And as job insecurity creates stress in employees, the examination of it reveals negative consequences for workers' well-being and mental health (Cheng and Chan, 2000; De Witte et al., 2016; Lee et al., 2018; Llosa et al., 2018), and significant links with depressive disorders (Blom et al., 2015; Kim

et al., 2017) and anxiety too (Boya et al., 2008).

Perceived Organizational Commitment and COVID-19

The COVID-19 pandemic resulted in the abrupt transition from school education to on-line distance education, with teachers being left with no time to make any preparation. Several studies conducted on the difficulties the school teachers faced during the online education period. According to the UNESCO report (UNESCO, 2021), despite the efforts made for online education, more than 500 million people were excluded from access to education. For example, the difficulty in accessing the internet is considered as the primary concern pertaining to access to online education (Giannini, 2020). These difficulties brought new responsibilities to teachers, which came to be added to their current workload (Correia, 2020). As a result of the pandemic measures taken at schools, the social characteristics of teachers are expected to be influenced by the additional load. According to a study by Kieschke and Schaarschmidt (2008), the commitment levels of teachers were affected by anxiety about health conditions. Also, school teachers were observed to show reduced commitment to their organizations during the online teaching period, and this was associated with increased personal stress (Malik, 2020).

An organization's social structure has a sensitive balance, and there is more than one component affecting this structure. Barnard (1938) defines an organization as "a system of purposefully coordinated actions or powers of two or more individuals." For organizations to achieve their quality goals, they should create structures and relationships to ensure that the individuals constituting the organization unite around a goal and concentrate on that goal (İra and Bulut, 2018).

While there have been several studies that have assessed online education and the problems faced by teachers during the online education period caused by the pandemic, there are

only limited studies that have focused on face-to-face education as the pandemic continues. Schools globally were forced to provide online education due to the COVID-19 pandemic. During the COVID-19 online education period, teachers faced increased stress levels due to the increased scope of responsibilities (e.g., housework and unprepared online education). Although several studies point out the difficulties that occurred during the online teaching period in the COVID-19 pandemic, there is no comparative study that focuses on teachers' commitment levels before and after the COVID-19 pandemic.

Altogether, organizational commitment implies a tie between employees and their organization. When this link is strong, the likelihood that an individual was leave is relatively low. However, as Allen and Meyer (1990:3) have pointed out, the nature of the link can be of different kinds: 'Employees with strong affective commitment remain in the organization because they want to, those with strong continuance commitment because they need to, and those with strong normative commitment because they feel they ought to do so.'

De Witte and Näswall (2003) found a clearly negative relationship between subjective job insecurity and affective organizational commitment in Belgium, Italy and the Netherlands, whereas the result in Sweden was only weakly significant. When the perception of job insecurity was taken into account, temporary employees scored higher on organizational commitment than those in permanent jobs (De Witte and Näswall, 2003: 175). This indicates that the main factor is subjective job insecurity; when it was kept under control, temporary workers in some of the countries showed a higher level of affective commitment.

Perceived Job Insecurity and Organizational Commitment

Organizational commitment refers to the connection or bond employees have with their employer. This is based on industrial-organizational psychology (I/O psychology) and describes

the individual's psychological attachment to the organization. Types of Organizational commitment include;Affection for your job (affective commitment) and fear of loss (continuance commitment) and sense of obligation to stay (normative commitment).

Mowday et al. (1979) defines organizational commitment as identification, job involvement, and loyalty expressed by an employee to his organization (Sianturi, 2011). Organizational commitment means more than just formal membership, because it includes the attitude of loving the organization and wasingness to seek high levels of effort for the interests of the organization including loyalty to the organization, involvement in work, and identification of organizational values and goals. It is generally believed that employment security is an important aspect of employees' quality of life (Bosman, Buitendach & Rothmann 2005b; De Cuyper, De Witte, Vander Elst & Handaja 2010). For instance, Jahoda (1982) demonstrates that being employed satisfies a considerable number of individual needs, such as earning income, establishing social contacts outside the family, and most importantly the need for personal and social growth. Thus, the threat of being unemployed resulted in frustration due to the lack of these needs (Buitendach & De Witte 2005; Clark, Knabe & Rätzel 2010), particularly with fewer employment opportunities being created in the Ugandan labor market.

Job insecurity has been a rising threat to worker health and well-being around the world. Exact definitions of job insecurity have differed somewhat over the past three decades of research on the topic (Shoss, 2017), ranging from powerlessness over continuing one's job (Greenhalgh & Rosenblatt, 1984) to more modern conceptualizations of perceived threats or risks to one's job (Schreurs, Van Emmerik, Günter, & Germeys, 2012; Vander Elst, De Cuyper, Baillien, Niesen, & De Witte, 2016). Fundamentally, job insecurity is the realization that one's job is in danger. This can further be broken down into quantitative and qualitative job insecurity,

which is whether one's job as a whole is threatened or whether certain aspects of the job are in danger, thus hampering the individual's work quality (Shoss, 2017). However, it is entirely possible to consider both aspects of job insecurity together as a global construct (Shoss, 2017)

In addition, Bordia, Hobman, Jones, Gallois and Callan (2004) assert that the experience of job insecurity is one of the main reported psychological states occurring through organizational change. For them, and for Elman and O'Rand (2002), employees who found themselves in such situations not only felt nsecure about the changing priorities of the organization and the probability of redundancies, but also about losing valued job features such as career advancement, status and working hours. It is therefore right to examine the extent to which change in various job features as components of job insecurity can influence employees' commitment and the organization's commitment in a learning institution.

Although a number of studies have been conducted on job insecurity and organizational commitment, the relationship between these constructs remains unclear. Whereas other various studies have linked the perception of job insecurity to a decline in organizational commitment (Ashford, Lee & Bobko 1989; Bosman et al. 2005b; De Cuyper & De Witte 2005; Meyer & Parfyonova 2010), other studies, such as those reported on by Sverke and Hellgren (2002), state that not all studies have found that job insecurity is in fact related to the decline in organizational commitment.

Job insecurity is a subjective experience, as it manifests as a concern over the future of one's job (Cheng & Chan, 2008), meaning that it relies on perceptions about the future, and that two employees in the same situation may experience job insecurity quite differently. These differences can manifest either as antecedents or as moderators to job insecurity's outcomes. These moderators are vulnerabilities, such as income insecurity or work as a source of self-

esteem, or as threats, such as perceived situational control (Shoss, 2017). The negative outcomes of job insecurity have been well documented, including worsened health/well-being, lowered job satisfaction, lowered organizational commitment, worsened job performance, and increased intent to turn over (Cheng & Chan, 2008; Sverke, Hellgren, & Naswall, 2002).

Hypotheses

1. There was high Job insecurity during the Covid-19 pandemic.

2. There was low employee and organizational commitment during the Covid-9 pandemic.

3. There is a significant relationship between;

   ● Overall Job Insecurity and Affective Commitment.

   ● Overall Job Insecurity and Normative Commitment.

   ● Overall Job Insecurity and Continuance Commitment.

Chapter Three

Methodology

Introduction

This chapter provides a justification for the methodology and methods chosen for the study. It provides an explanation of the choices made for testing the relationships in the conceptual framework model, including the sample size, sampling approach, procedure for data collection, instruments and measurements, data analysis and

Study Design:

A cross-sectional study design and employed a quantitative approachwere used in this study. This approach enabled the examination of associations among job insecurity and organizational commitment. It was cross sectional in nature given that measurement assessed the impact of COVID-19 related job insecurity and organizational commitment at the time of measurement.

Study Population:

The study was carried out among high school teachers in schools located in Wakiso district. It was carried out in selected public, government-aided and private schools in the Wakiso district.

Sample Size:

A quota non-random sampling method was used due to the difficulty level in the current circumstances to obtain comprehensive lists of teachers that can be used as a sampling frame to aid in random sampling. This sampling method was used to ensure representative samples from both private and public secondary schools. Given that the segregation of number of teachers by private and public was unknown, non-proportional quota sampling was used in the study.

Therefore, an equal number of teachers in secondary schools was selected into the sample, a minimum of 30 secondary school teachers (15 from government and 15 from private secondary schools). Due to the same challenge, the samples were obtained from selected schools that might be accessible to the researcher and are wasing to allow their teachers to participate in the study.

Instruments and Measurement

Data was collected using a self-administered questionnaire. The questionnaire was based closed ended questions measured on a Likert scale. The questionnaire was comprised of five sections. Section one contained items of participants' background information, section two contained the measure of job insecurity, section three contained the measure of organizational compassion, section four contained the measure general mental health, and section five was the measure of motivation.

Job insecurity; the measure of this variable focused on both quantitative and qualitative job insecurity. Quantitative job insecurity was measured using the Job Insecurity Scale (JIS) (De Witte, 2000; Vander Elst, De Witte, et al., 2014). The qualitative job insecurity aspect was measured using the Qualitative Job Insecurity Measure (QJIM) (Bottenberg & Richter, 2020). The JIS comprises four (4) items and the QJIM comprises 11 items. All the items were measured on a 6-point Likert Scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Organizational Commitment; The Organizational Commitment Questionnaire (OCQ; Mowday, Steers, & Porter, 1979) was developed to measure employees commitment to work organizations. Organizational commitment was defined as the relative strength of an individual's identification with and involvement in a particular organization. It can be characterized by at least 3 related factors: (1) a strong belief in and acceptance of the organization's goals and values, (2) a wasingness to exert considerable effort on behalf of the organization, and (3) a

strong desire to maintain membership in the organization. Fifteen items were developed that appeared to tap these 3 aspects of organizational commitment. The response format employed a 7-point Likert scale with the following anchors: Strongly agree, moderately agree, slightly agree, neither agree nor disagree, slightly disagree, moderately disagree, strongly disagree. Factor analyses were performed on 6 samples (N = 2,563 employees) and yielded a single-factor solution. Reasonably strong evidence was found for the internal consistency and test-retest reliability of the OCQ. Evidence was also found for acceptable levels of convergent, discriminant, and predictive validity, particularly when compared against other similar attitude measures. (APA PsycTests Database Record (c) 2019 APA, all rights reserved).

Procedure

The researcher obtained an introductory letter from Makerere University School of Psychology that introduced the researcher to the local authorities in the study area as well as to the school authorities. Permission to conduct the study among teachers was also be sought from the administrations of the selected schools where data collection was be conducted.. The questionnaire was self-administered, hence the researcher issued the questionnaire to the participants and collected them back after the respondent completed the questionnaire. Before issuing the questionnaire to the participant, the researcher explained the purpose of the study to ensure informed consent.

Ethical Considerations

As indicated above, the right to informed consent and voluntary participation was observed. The researcher explained the purpose of the study and what participation in the study entails. This enabled participants to make informed decisions on whether to or not to participate in the study. In addition, participants were informed that their participation is voluntary and that

they had a right to drop out in case they felt that they could not continue when they were about to complete the survey questionnaire. Each participant was requested to sign the informed consent form.

Finally, confidentiality and anonymity rights of participants was respected. The questionnaire did not not seek any information that could lead to the identification of the participant. The data collected was kept confidential such that only the researcher and supervisor have access to the questionnaires.

Data Management

Data was entered and managed through in Statistical Package for Social Scientists (SPSS) version 23. Incomplete cases were excluded from the analysis. Cases were assigned numbers to avoid double entries. For example, gender was coded as $0 =$ male and $1 =$ female; age was grouped and coded as $0 = 20 - 29$, $1 = 30 - 39$, $2 = 40 - 49$, $3 = 50 - 59$). Regarding years spent in service, participants filled in the number of years (for example 5 years, 6 years, 7 years, etc.). The type of school were coded as 0 for public and 1 for private; and 0 for primary and 1 for secondary.

Data Analysis

Descriptive and inferential statistics were employed. Descriptive statistics was used to analyze participants' background information. Inferential statistics was used to test the hypotheses. Hypotheses 3 focused on the relationships between job insecurity and organizational commitment. These were tested using the Pearson Product Moment Correlation Coefficient (PPMCC).

Limitations

The questionnaire was too long hence some of the participants got tired and failed to complete the questionnaire or failed to give enough attention to the items. Secondly, the lengthy questionnaire easily caused a few participants to make errors when filling in or ticking their choice. This affected the quality and applicability of the findings.

Chapter Four

Results

Introduction

This chapter presents the results of the study in line with the study objectives and hypotheses. Results are presented in a flowing manner, first highlighting respondent's background information. Lastly Pearson Product Moment Correlation Coefficient (PPMCC) results are presented in accordance with stated hypotheses.

Frequencies

This section comprises respondents' bio-data, which include gender, age, education level, type of ownership, qualification, years spent in this profession and years spent in this institution.

Table 1: Gender

Bio-Data	Frequency	Percentage
Gender		
Male	105	44.9
Female	129	55.1
Total	234	100
Age		
20-29	83	35.3
30-39	109	46.5
40-49	29	12.3
50-59	13	5.4
Total	234	99.5
Years spent in profession		
1-10	174	74.4
11-20	43	18.3
21-30	15	6.5
31-40	2	0.9
Total	234	100.1
Years spent in current job		
1-10	214	91.5
11-20	14	6.1
21-30	6	2.5
Total	234	100.1
Qualification		
Certificate	35	15.0
Diploma	53	22.6
Bachelor's Degree	130	55.6
Post Graduate Diploma	2	0.9
Masters Degree	14	6.0
Total	234	100
Type of Ownership		
Public (government)	45	19.2
Private	180	76.9
Community Owned	9	3.8
Total	234	100
Level		
Primary	82	35.0
Secondary	152	65.0
Total	234	100

SOURCE: Filled Data

Table 1 55.1% of the respondents were female whereas 44.9% of them were male., 42.6% of the respondents were in the age group of 20 to 30 years old, 44.3% were in the age group of 31 to 40 years old, 7.6% belonged to the age group of 41 to 50 years old, and 5% belonged to the age group of 51-60 years equaling to a total sum of 99.5%., 15% of the respondents were certificate holders, 22.6% were diploma holders, 55.6% were bachelors' holders, 0.9% were post-graduate diploma holders and finally 6% of the respondents were masters' holders., 74.4% of the participants spent between 1-10 years in the teaching profession, 18.3% of the participants spent between 11-20 years in the teaching profession, 6.5% of the participants spent between 21-30 years in the teaching profession and 0.9% had spent more than 30 years in the teaching profession., 70.5% of the participants have spent 10 years or less in their current job, 6.1% of the participants have spent between 11-20 years in their current job and about 2.5% have spent more than 20 years in their current job., 76.9% of the participants work in privately owned secondary schools, 19.2% of the participants work in Public secondary schools and 3.8% of the participants work in Community Owned secondary schools.

Descriptive Statistics

This section comprises results analysis carried out on the relationships between job insecurity and organizational commitment.

Table 2: Description of Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Job insecurity	234	1.00	6.00	3.7709	1.28667
Quantitative JI	234	1.00	6.00	3.8134	1.71193
Qualitative JI	234	1.00	6.00	3.7594	1.33435
Organizational commitment	234	1.54	6.00	3.7910	.81851
Affective commitment	234	1.13	6.00	3.6543	.87900
Continuance commitment	234	1.00	6.00	3.8082	1.12033
Normative commitment	234	1.00	6.00	3.9092	1.00068
Valid N (listwise)	234				

Hypothesis Testing

Hypothesis One: Relationship between overall Job Insecurity and Affective Commitment

The results in Table 2 show that there is a significant relationship between job insecurity and affective commitment (r= .243, p= .01). Therefore, the alternative hypothesis is accepted and it's concluded that there is a significant relationship between job insecurity and affective

commitment. This implies that job insecurity greatly affects affective commitment. Pearson's

Product Moment Correlation Coefficient was used to test the hypothesis.

Table 3: Correlations

	1	2	3	4	5	6	7
1. Job insecurity	1						
2.Quantitative JI	.733**	1					
3.Qualitative JI	.971**	.549**	1				
4.Organizational commitment	.442**	.356**	.418**	1			
5. Affective commitment	.243**	.258**	.208**	.732**	1		
6.Continuance commitment	.404**	.307**	.388**	.851**	.399**	1	
7. Normative commitment	.416**	.302**	.406**	.857**	.471**	.616**	1

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

Hypothesis Two: Relationship between Job Insecurity and Continuance commitment

The results in Table 3 show that there is a significant relationship between job insecurity

and Continuance commitment (r= .404, p= .01). Therefore, the alternative hypothesis is accepted

and it's concluded that there is a significant relationship between job insecurity and Continuance

commitment. This implies that job insecurity greatly affects Continuance commitment. Pearson's

Product Moment Correlation Coefficient was used to test the hypothesis.

Hypothesis Three: Relationship between Job Insecurity and Normative Commitment

The results in Table 4 show that there is a significant relationship between job insecurity and normative commitment, (r= .416, p= .001). Therefore, the alternative hypothesis is accepted and it's concluded that there is a significant relationship between job insecurity and normative commitment. This means job insecurity greatly influences normative commitment.

Table 4: Correlations

	1	1	1	1	1	2	2
15. Job insecurity	1						
16. Quantitative JI	.733**	1					
17. Qualitative JI	.971**	.549**	1				
18. Organizational commitment	.442**	.356**	.418**	1			
19. Affective commitment	.243**	.258**	.208**	.732**	1		
20. Continuance commitment	.404**	.307**	.388**	.851**	.399**	1	
21. Normative commitment	.416**	.302**	.406**	.857**	.471**	.616**	1

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

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter presents the discussion, which was done in relation to the study hypotheses, objectives and literature review. In addition, the chapter entails the conclusions, recommendations, limitations to the study and areas for further study.

Discussion of Results

The discussion of results is in line with the study objectives, hypotheses and literature review as indicated below.

Job Insecurity and Organizational commitment

The first hypothesis stated that there was high job insecurity during the Covid-19 pandemic among teachers. The results showed that the Covid-19 greatly influenced Job insecurity among teachers. The study results agree with Maxwell Peprah Opoku, United Arab Emirates University, United Arab Emirates 31 May 2022, who published a study regarding Job insecurity and Organizational commitment before and after the covid-19 pandemic. COVID-19 influenced the field of education in various aspects. Recently, several studies were conducted to highlight the difficulties that the teachers faced during the COVID-19 school lockdown. This study assessed the relative changes in the organizational commitment levels of teachers after the COVID-19 school lockdown. Based on the studied parameters, there is a significant decrease in the commitment levels of teachers after the COVID-19 school lockdown. As suggested by Choi and Tang (2009), the commitment levels of teachers may change with a change in time and situation. In this study, the relative decrease was observed in several parameters, such as demographics, education, and experience levels. Based on the response of the teachers in

accordance with the "time worked at the same school," it was observed that the highest commitment was noticed in the 2+ years of experience group after the advent of pandemic conditions.

The second hypothesis stated that there was low employee and organizational commitment during the Covid-19 pandemic among teachers. The results indeed show that job insecurity greatly influenced affective commitment, continuance commitment and normative commitment. These results are in line with the study of Collie et al. (2011). However, due to the post-lockdown conditions, the commitment levels dropped significantly in the group of teachers who had spent more than 10 years at the same school. In other words, the trend is now in the reverse direction. The negative impact of this trend can be associated with the feeling of discomfort among the experienced teachers (belonging to the higher risk group by age), as they are under the perception that the COVID-19 pandemic is still pernicious. Unlike the studies conducted in Turkey (Selvitopu and Şahin, 2013), this study on Turkish Cypriot teachers showed that the teachers with 16+ years of job experience occupied second place, showing that there is a decrease in the commitment levels of the teacher group with 5–16 years of job experience in the pre-COVID period. Brimeyer et al. (2010) suggest the more experience the worker has, the greater the organizational commitment levels. The idea comes from the high levels of autonomy of the experienced teachers and the greater control at the point of production. However, this was not true in the post-COVID period, where old and experienced teachers had only limited experience in online teaching portals.

The third hypothesis stated that there is a significant relationship between job insecurity and affective commitment. The results show that job insecurity greatly affects affective commitment. Affective commitment levels dropped, some teachers were reported to have retired

early in order to avoid face-to-face teaching during the pandemic. Wei et al. (2021) suggest a reduction in the commitment levels of teachers due to the measures taken on teachers, such as salary reduction and changes in the work environment. Each demographic group showed a reduction in the commitment levels of teachers with a different pattern.

The third hypothesis stated that there is a significant relationship between job insecurity and continuance, the results show that job insecurity greatly affected and influenced continuance commitment. The results indicate there is an increase in job insecurity then the individual's continuance commitment also increases and vice versa. According (De Witte 1999, 2005; Greenhalgh & Rosenblatt 1984), subjective feelings of job insecurity are not the same for all employees exposed to similar work situations, because employees do not necessarily respond in the same way to uncertain situations. In a similar vein, Sverke and Hellgren (2002), in their meta-analyses, maintain that negative job-related attitudes are insignificant, because employees are unique and they each interpret their situation differently.

The third hypothesis stated that there is a significant relationship between job insecurity and continuance. The results showed that due to the significance of the relationship between the two variables, job insecurity greatly influences and affects normative commitment to a greater extent compared to the other variables. The results representing the significant relationship between job insecurity and normative commitment (r= .416, p= .001) are slightly higher compared to the results obtained for the rest of the hypotheses. Although the results stated that organizational commitment is affected by job insecurity, other factors also tend to affect organizational commitment. This is supported by Marchington et al. (2008), who mentioned that organizational commitment is also related to the existence of job insecurity conditions perceived by employees. However, there are still other factors affecting an organization's commitment,

namely physical conditions of the work environment, the feeling or desire to work for a good company, salary payment, and rewards or opportunities at work.

Conclusion

The purpose of this study was to examine relationships between Job insecurity and organizational commitment during the COVID-19 pandemic among secondary school teachers in Wakiso district in Uganda. According to the research results, there is a significant relationship between job insecurity and organizational commitment. This is because Job insecurity greatly influences affective, continuance and normative commitment. Hence the present study provides a basis and implications for further investigation on the relationship between job insecurity and organizational commitment among teachers of different schools in Uganda. The results of this study indicate that low job insecurity was increase organizational commitment. A high organizational commitment on impermanent employees creates a good morale and work productivity because of a strong sense of belonging to an institution that was have a positive impact on the institution's progress.

Recommendations

Given the findings, it is necessary for the Ministry of Education and Sports to come up with meaningful policies that was increase schools commitment towards their teaching staff, which was in turn boost their Job security since job insecurity greatly influences organizational commitment. The school administration should formulate strategies to strengthen or improve the job insecurity of their teaching and non-teaching staff so that they are aware of the commitment of the school or organization and feel valued by the institution. And teachers should communicate their dissatisfaction so that the school administration can look for a way forward.

Limitations to the Study

Due to limited time and resources, it was not possible to conduct a large-scale study in other parts of the country. Therefore, results might vary in case the study is conducted in other regions.

Additionally, data were collected months after the pandemic started, which could have also impacted levels of perceived economic uncertainty and job insecurity. Thus, future research looking at these concepts during times of economic uncertainty could address these confounds by shortening the data collection period and collecting data closer to the beginning of the event that prompts economic uncertainty.

There is a need to conduct similar studies in other schools with bigger teaching staff population and other districts both in rural and remote settlements in order to observe whether similar results or different results was be obtained from the same study. And also, there is a need to conduct research in schools located in urban areas for the purposes of generalization of the findings.

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Appendices

Appendix 1: Questionnaire.

Makerere University School of Psychology

A study on the Effects of COVID-19 on Employees and Work Outcomes

Questionnaire

Dear sir, Dear madam,

We are a team from Makerere University School of Psychology. We

invite you to participate in this study that focuses on the impact of

COVID-19 on the working life and work outcomes of employees

including teachers and health workers. Work through the items below

quickly. You should often go with your first instinctive response that

comes to your mind when you read the item.

Personal Information

1. Your age (in years): _____

2. Your gender: Male ☐ Female ☐

3. Years spent in the teaching profession: _____

4. Years spent in this school/ organization: _____

5. Highest level of education/ qualification:

   Teaching Certificate ☐ Diploma ☐ Bachelor's Degree ☐ PGDE ☐ Master's

   Degree ☐ Ph.D. ☐

6. Type of school: Public ☐ Private ☐ Not applicable ☐ 7. Level of school Primary

☐ Secondary ☐ Not applicable ☐ 8. Type of organization NGO ☐ CSO/NGO ☐

Private business ☐

9. Name of the organization/ school _____

Job Insecurity

On a scale of 1-6 where 1= 'strongly Disagree' and 6 = 'Strongly Agree'.

Looking at your situation during COVID-19, to what extent do you agree with the following statements?

Quantitative		1	2	3	4	5	6
JI1	I was sure I would keep my job						
JI2	There were chances that I could lose my job						
JI3	I felt insecure about the future of my job						

JI4	I thought I could lose my job in the near future						
Qualitative		1	2	3	4	5	6
JI5	I was afraid that my work would change for the worse						
JI6	I had concerns about my career in the organization						
JI7	I worried about getting less stimulating and varied tasks in the future						
JI8	I worried that I would not be able to influence how I can plan my work						
JI9	I felt anxiety about not being able to perform my duties in the way						

	that I had earlier							
JI10	There was a risk that I would not have access to the same resources (work colleagues, materials, and information).							
JI11	I worried that my work would not be as meaningful in the future							
JI12	I worried that the quality of my work would deteriorate							
JI13	I worried that my skills and knowledge would not benefit my work anymore							
JI14	I was anxious not being able to handle the demands that							
JI15	was be placed on me I worried that the values of the organization would change for the worse							

Perceived Risk Associated with COVID-19

On a scale of 1-6 where 1= 'Strongly Disagree and 6 = 'Strongly Agree';

indicate your level of agreement with the following

		1	2	3	4	5	6
PR1	The COVID-19 pandemic has a high fatality rate						
PR2	Currently, the treatment methods of COVID-19 are not effective						
PR3	We need to wait for a longer time before having a vaccine for						

	COVID-19						
PR4	I am worried about the fact that each of us may be reached by COVID-19						
PR5	The COVID-19 pandemic is still real threat to everyone						
PR6	In general, I know that the COVID-19 pandemic is still very dangerous						

Organizational Commitment

On a scale of 1-6 where 1= 'strongly Disagree' and 6 = 'Strongly Agree'; to

what extent do you agree with the following?

Affective 1 2 3 4 5 6 C1 I would be very happy to spend the rest of my career with this

organization

C2 I enjoy discussing my organization with people outside it

C3 I really feel as if this organization's problems are my own

C4 I think that I could easily become as attached to another organization as I am to this one

(R)

C5 I do not feel like 'part of the family' at my organization (R)

C6 I do not feel 'emotionally attached' to this organization (R)

C7 This organization has a great deal of personal meaning for me

C8 I do not feel a strong sense of belonging to my organization (R)

Continuance 1 2 3 4 5 6

C9 I am not afraid of what might happen if I quit my job without having another one lined up

(R)

C10 It would be very hard for me to leave my organization right now, even if I wanted to

C11 Too much in my life would be disrupted if I decided I wanted to leave my

organization

now

C12 It wouldn't be too costly for me to leave my organization now (R)

C13 Right now, staying with my organization is a matter of necessity as much as desire

C14 I feel that I have too few options to consider leaving this organization

C15 One of the few serious consequences of leaving this organization would

be the scarcity of available alternatives

C16 One of the major reasons I continue to work for this organization is that

leaving would require considerable personal sacrifice another organization may

not match the overall benefits I have here

Normative

C17 I think that people these days move from company to company too often.

C18 I do not believe that a person must always be loyal to his

or her organization (R)

C19 Jumping from organization to organization does not seem

at all unethical to me (R)

C20 One of the major reasons I continue to work for this

organization is that I believe that loyalty is important and

therefore feel a sense of moral obligation to remain

C21 If l got another offer for a better job elsewhere I would not feel

it was right to leave my organization

C22 I was taught to believe in the value of remaining

loyal to one organization

C23 Things were better in the days when people stayed with one

organization for most of their

C24 I do not think that wanting to be a 'company man' or 'company

woman' is sensible anymore (R)