The Influence of Information Management Towards Teachers' Commitment to Work in Selected Private Primary Schools in Namutumba Town Council

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Abstract

This research examined the influence of information management towards teachers' commitment to work in Selected Private Primary Schools in Namutumba Town Council in Uganda.

It was revealed that head teachers' information management political strategy had a positive and moderate significant influence on teachers' commitment to work ($\beta = 0.578$, $N = 162$, $p = 0.000 < 0.05$). It is thus being concluded that while head teachers seek to manage information in a way that can transform the schools, the way one head teacher manages information is different from another. Some head teachers may utilize information for the better while others may utilize it negatively. This may affect the way administrative staff perform their job especially when information is managed the wrong way by the head teachers.

Keywords: Information Management; teachers' commitment to work; private primary schools; Namutumba Town council.

1. Introduction

Although having critical information is useful in itself, the techniques used to spread the information can enhance one's position in both the formal and informal organizations. Releasing information when it has full impact can promote self- interest and defeat the ambitions of others. The key to information management is first to get crucial information (networking)and then to use it skillfully, making things known to others in ways that increase their dependence and build your reputation as one who really knows what is happening.

Teachers who have networks that gather them important information are typically major actors in the political life of the school, and their careful nurturing and managing of that knowledge usually enhances their roles as important players in the political games of the school [1]

This is another aspect that causes politics in an organization. Effective management control is important for any organization to perform excellently. According to [2], Organization rules and regulations are among the management strategies designed to instill good conduct of employees just like students in a school. This implies self-control, orderliness, and obedience to organization's authority. According to [3], top management is required to review the organization's management systems for quality service, Handle complaints at planned intervals to ensure their continued suitability, adequacy, efficiency and effectiveness.

Therefore, this helps to guarantee that the employees are doing what is best for the organization but when there is inadequate management control in an organization it stagnates the sales of the organization, affects the quality of goods and services, hinders acquisition of data necessary to evaluate employee or departmental performance, loss of market share in the industry and can lead the company into bankruptcy. In this kind of scenario, employees will only be protecting their own self-interest and this will spring up politics in the organization and will later lead to employee turnover. There are many other reasons that bring in apolitical atmosphere within organizations:

The study by [4] stipulated that, lack of information management takes place when the organization faces awful limitations of capital which prompts employees and departments to quarrel with each other. Lack of information management takes place in an organization when the internal and external environments of the organization are fast changing. Lack of clear and distinct objective to outline all the activities within the organization propels organizational politics; employees will want to take advantage of this. Lack of information management exists within an organization when the key managers have different perceptions concerning the organizational aims and objectives. Politics takes place in the organization when there is lack of accountability in an organization which encourages employees to play on each other's intelligence using politics as a tool. Lastly, politics will also take place when there is a decline in the organization's economy.

Information management is the process of collecting, storing, and organizing data in a way that allows for efficient retrieval and use. Its purpose is to ensure that the right information is available to the right people at the right time, in order to facilitate decision-making and support the efficient operation of an organization. Organizations that manage information.

We live in a highly competitive school environment where the efficient use of knowledge management and information may be one of the most important aspects of an organization's success. In a nutshell, information is the "organizational currency" for decision-making.

The major functions of Information Management include; records management, document imaging, knowledge management, and data mining.

The role of information management is to assist employees with organizational roles or functions to make

quicker and better-informed decisions to deliver information to the right people at the right time and place.

According to [5] intelligent info management deals with the business value, quality, ownership, use and security of information in the context of organizational performance.

The role of information professionals is to ensure that accurate and up-to-date information is available to those who need it. They may work in a variety of settings, such as libraries, colleges and universities, businesses, and government agencies to control the full information lifecycle.

Data and information require a wide range of activities such as document management, records management, enterprise content management, data management, enterprise search, business process management, digital asset management, and collaboration.

Management of information is the process of acquiring, organizing, and using information. Data management is the process of acquiring, storing, and using data.

Data, records, infrastructure, information management systems, business processes, and most significantly people are all part of the business information lifecycle.

Since the management of information is a company's duty, it should be viewed not only by the highest levels of strategic management but also by employees at all levels.

Therefore, Information is not just the lifeblood of companies and the glue that holds human relationships and business processes together; Information assets are also a commodity in todays and tomorrow's economies.

Where there is inefficient flow of information, there is a high probability of conflict among employees thus, this causes lack of commitment among teachers in private schools and organizational goals may not be realized.

The study was limited to selected private primary schools in Namutumba Town Council, Namutumba District. This means that despite the presence of government aided primary schools in the district, they were not sampled. Further, due to the expanse of the district and the poor communication infrastructure, the study was limited to the areas that are easily accessible. This is because it would be very expensive to reach the really hard to reach areas as special transport and security arrangements have to be made which are beyond the budget of the researcher. Due to the time and financial constraints, the researcher sampled the schools, institutions and individuals that were interviewed.

2. Methodology

The study adopted a cross sectional survey research design because the researcher intends to study a specific subset of the study population, collect and analyze data on the Influence of Information Management and Teachers' commitment to work in selected private primary schools Namutumba District. This design was appropriate because it involved collecting data from a relatively large number of respondents in its natural

setting (selected schools), cheaply and in a short time [6]. This survey design was chosen because of its flexibility in data collection as it allows collection of both qualitative and quantitative data at the same time [7]. Both qualitative and quantitative approaches were adopted as a means of triangulation with the intention of getting quality and un-biased findings. According to [8] triangulation is the process of mixing up methodologies to exploit the synergies offered by the different methodologies. Being academic research therefore, it was suitable to apply the mixed methods approach because it minimizes on the inadequacies of single methods in the two methods complement and verify each other thus reducing biasness and provide more comprehensive information. The quantitative approach will however take center stage in the study.

The target population for the area of study was attained from the selected schools. 4 Private primary schools were selected out of a total of 18, because they have a moderately sizeable work force that will provide a sample size large enough to give a confidence interval of desired width [9]. The target population consists of 236 respondents who included; Head teachers, Deputies, Director of Studies, Heads of departments, and Teachers. Head teachers are the overall managers of school affairs, deputies play supervisory role, directors of studies are custodians of teacher performance records, heads of departments conduct direct interaction with teachers while teachers are the implementers of school programs and processes and these are viable informers due to their respective connection to private schools in Namutumba Town Council.

The sample size constituted of 180 respondents and it was determined using [10] table and it will include employees in the categories of, 4 Head teachers, 4 Deputies,4 Director of studies, 76 Heads of departments and 92 Teachers.

The sample shall be selected via the following sampling techniques: Simple Random Sampling, Purposive Sampling and Census Inquiry

There were different methods used for data collection which are; survey, interview, publications etc. The studies made use of secondary data in collecting the required data from the sources. Secondary data was achieved through the use of structured survey questionnaires. Therefore, the survey questionnaires were given to respondents from various selected private primary schools and later was picked up by the researcher. Furthermore, Quantitative research procedure was used for the completion of this study in order to provide in-depth data analysis of the research problem from various sources.

3. Conclusion

This study is set to present key findings regarding the influence of information management and Teachers' commitment to work a case of private primary schools in Namutumba Town Council, Uganda. The findings are categorized into the descriptive, inferential and qualitative findings for proper clarity. The findings are presented in line with demographic characteristics, response rate of respondents as well as objectives-related findings are presented, interpreted, analysed and discussed.

The researcher attempted to understand the demographic characteristics of the respondents in terms of sex, age, class and category of responds [11]. There is evidence of significant relationship between demographic

characteristics of employees and their commitment towards organizational activities. Details are presented in table 1:

Table 1: Demographic Characteristics of Respondents (N = 143).

Demographic Element	**Forms**	**f**	**%**
Gender of Respondents	Male	114	79.7
	Female	29	20.3
Age of the Respondent	30 Years & Below	64	44.8
	31 – 40 Years	64	44.8
	41 – 50 Years	11	7.7
	51 Years & Above	4	2.7
Academic Qualification	Diploma	41	28.7
	Bachelor's Degree	98	68.5
	Master's Degree	4	2.8
Category of Staff	Administrator	65	45.5
	Classroom Teacher	78	54.5
Duration of Service	5 Years & Below	67	46.9
	6 – 10 Years	56	39.2
	11 – 15 Years	18	12.6
	16 Years & Above	2	1.4
Marital Status	Single	52	36.4
	Married	91	63.6

Source: Field Data (2023)

Table 1 shows results obtained from demographic characteristics and it was combined and discussed as follows;

Regarding the gender of respondents, 29 (20.3%) were female while 114 (79.7%) were male. This indicates that males were more than females. Having results from studies that incorporate responses from both sexes are more reliable than those from single sex [12]. Most importantly, the ability to get information from different sex settings helps to get a version that differs.

About the age of respondents, 64 (44.8%) were 30 years and below, 64 (44.8%) were between 31-40 years, 11 (7.7%) were between 41-50 and 4 (2.7%) were 51 years old and above. Majority of respondents were between 30 -50 years and so this distribution communicates that the respondents were mature enough and therefore; their responses could be considered valid. The distribution of respondents among age groups is very vital in social science studies. The researcher also considered it relevant to explore views of people in different age levels to spell comprehensiveness of responses.

Regarding the academic qualification, 41 (28.7%) had studied to diploma level, 98 (68.5%) had acquired bachelors while 4 (2.8%) had acquired masters. There is evidence that most of the respondents have a bachelor's degree. This distribution opines that the respondents are elite enough to give correct responses as [13] states that, in the field of education, the educational class of the respondents enables the researcher to trust the kind of responses elicited from the study. Moreover, it was good for the study to have views from a variety of academic qualification settings.

About category of staff, 65 (45.5%) were administrators while 78 (54.5%) were teachers. Accordingly,

administrators had the highest frequency of participation in the study. Understanding the category of respondents was important in order to understand issues related to organizational politics from the perspective of administrators as well as teachers. It has always been stated that teachers' and administrators' perspectives on multiple dimensions of professionalism differ [14]. There is need to have a consideration of different characteristics of staff in a study.

About the duration of service of respondents, 67 (46.9%) had worked for 5 years and less, 56 (39.2%) had worked between 6-10 years, 18 (12.6%) had worked between 11-15 years and 2 (1.4%) had worked for 16 years and above. The results indicate that majority of the respondents had worked for at least 10 years and above hence giving them an edge in understanding and expounding the concepts with experience. There is a positive correlation between number of years one spends in the organisation and their commitment levels towards organizational tasks [15]. The researcher is of the view that staying longer creates a sense of organizational citizenship behaviour on the part of staff members.

About marital status of respondents, 52 (36.4%) were single and 91 (63.6%) were married. With majority of the respondents being married, their responses can be trusted as [16] alludes to responsibility of an individual in society which improves on the reliability of the responses given. Married people are known to withstand a lot of challenges and pressures while the same are good at keeping information privy to public. When such people are housed in an organization, such values are expected of them which may translate into effective management of organizational issues.

The researcher endeavored to access all respondents targeted in the study but it provides quite complex an undertaking. Accordingly, some were accessed as planned while some were not accessed on the given time whilst some filled the instruments in an incomplete way. The findings are presented in table 2.

Table 2: Response Rate.

Instrument	Targeted	Returned	Completed	%
Questionnaire	156	147	143	**92%**
Interview Guide	04		04	**100%**

Source: Primary Data (2023)

Table 2 presents the response rate. Out of the 156 questionnaires distributed, only 147 were returned whereas 143 were filled fully and thus used in analysis. Meanwhile, all 4 interviews planned were conducted implying a 100% response rate. A return rate of 92% was obtained for the questionnaire and this is quite adequate enough given that [17] opined that the return rate of questionnaires in an academic survey should be between 23% and 49% if the study is directed at top managers in an organization and between 40% and 80% if the study is directed at mid-level managers or other employees. Since the current study targeted both mid-level and lower-level employees, the response rate was deemed appropriate.

The researcher sought to present responses on the dependent variable Teachers commitment to work in order to guide further analysis by having the basis for which regression is done to establish the influence of the elements

of divide and rule on teachers' commitment to work. To ease the interpretation of findings, the results in the descriptive analysis was based on a combination of strongly disagree and disagree into disagreement as well as agree and strongly agree responses into agreement. Further, responses closer to 1 and 2 indicate a practice which is less practiced while responses closer to 3 and 4 reflect a practice which is well handled in a school. Key findings are presented in table 3.

Table 3: Responses on Teachers' commitment to work (N = 143).

ITEM	SD		D		A		SA	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Teachers promote teamwork in the school	16	11.2	16	11.2	44	30.8	67	46.9
All teachers engage in developing innovative ideas	5	3.5	21	14.7	62	43.4	55	38.5
All teachers do adherence to school policies	5	3.5	16	11.2	51	35.7	71	49.7
All teachers take appropriate decisions	12	8.4	25	17.5	52	36.4	54	37.8
All teachers given timely supervision	12	8.4	25	17.5	52	36.4	54	37.8
All teachers have timely appraisal	17	11.9	26	18.2	56	39.2	44	30.8
All teachers produce timely reports	20	14.0	27	18.9	54	37.8	42	29.4

Source: Primary Data (2023)

Table 3 presents findings about the influence of organizational politics and Teachers' commitment to work a case of private primary schools in Namutumba town council, Uganda. Findings about all the questions under the main objective are presented as follows; when asked whether Teachers promote teamwork in the school, 32 (22.4%) disagreed while 111 (77.6%) agreed. The high frequency of agreement indicates that teachers promote team work in the schools. This outright difference indicates that majority of the teachers are abreast with their role within the schools. Working as a group with uniform goals and plans promotes good working relationships and environment hence promoting commitment to work. This is in line with what [17] believes that helping and cooperating with others is an aspect of effective commitment to performance.

During interviews conducted with head teachers of the selected private primary schools, the head teacher school D indicated that the teachers work as a team to promote team work in the school. In a more detailed submission, the interviewee indicated that;

"We work as a team so we have a team and when you look at the results in our files all these come as a result of commitment teachers put on their assigned works. Every member of staff will ensure excellent output for good of our institutions.".

This view was reiterated by the head teacher school C who insisted that they ensure that they move as a team whereby they limit taking things personal. They make sure that when they have an issue, they share it as a team and in case it is against any member of the department, they don't take things personal but we take them very seriously and we discuss them and they are done among ourselves.

On whether teachers engage in developing innovative ideas, 26 (18.2%) disagreed while 117 (81.8%) agreed. This implies that indeed teachers are key in developing innovative ideas. It could be at coming up with ideas, discussing them, having them approved or even financing them. Either way, they end up appreciating and

owning the ideas since they are a part of the schools. [19] calls upon heads of departments to recognize innovation and contributions made by fellow staff. The researcher is of the view that when teachers develop innovative ideas it may not breed continuity but involvement of others changes the terrain of creativeness and innovation among staff. From the interview conducted, the head teacher school C indicated that'

Involvement in transformation of school operations is one of the key parameters of teachers' commitment and performance.

Though did not commit directly to innovative ideas as predetermined by the study in the questionnaire.

In establishing whether teachers ensure adherence to school policies, 21 (14.7%) disagreed while 122 (85.3%) agreed. It is quite clear that school administrators are at the lead of ensuring that all fellow staff follow and respect the school policies. It is also their role to remind fellow staff about the school policies. [20] postulates that heads of department are required to exercise leadership demonstrate vision and empower others in order to realize school policies and goals. It is clear that one of the key management movements today is compliance monitoring which is easily executed by teacher heads.

This was supported by the view of head teacher school B who stated that:

"We have quite a number who are subscribing to our philosophy as a school and wherever we put something in place as a policy, they adopt to it but nevertheless we have some who are low at picking. You want to sell them the way of doing things as a school but they cannot easily adopt to it".

Head teacher school C also quipped in with regular attendance and punctuality as indicators of teachers' commitment. Indeed, these are the first steps in the direction of adherence to school policies.

In discovering whether staff engage in appropriate decisions, 37 (25.9%) disagreed while 106 (74.1%) agreed. The high frequency of agreement shows staffs are at the fore front of taking appropriate decisions in their respective schools. [21] contends that appropriate decisions can be taken through organizing department meetings, setting department goals and managing department collaboration. When appropriate decisions are taken, staff heads show competence in their role and school progress is automatic. Nevertheless, the presence of some cases of disagreement also shows that some of the staff heads are not effective enough. On the issue of taking appropriate decisions, the head teacher school D offered that;

"After the reports are presented by departments, we sit again as top administrators; the deputy, the directors and we analyze what transpired in every department, what are the necessary measures to put in place to see that each department performs to the expectations of the board or administrators".

In establishing whether staff have timely supervision, it was determined that 37 (25.9%) disagreed and 106 (74.1%) agreed. The majority of respondents seemed to indicate that timely supervision is done by staff head. The other quite important role played by staff head is to supervise and monitor activities of the school. The findings also show that indeed staff heads do carry out supervision appropriately as required. [22] emphasize

that supervision of both academic and other school related aspects like discipline as these affect student progress. However, some of the administrative staff may not be as effective at timely supervision as reflected in the percentage of disagreement.

Even during interviews, the head teachers were asked about indicators of staff work commitment and supervision was reported as one of the indicators. The head teacher school D lamented that;

"The other indicator is that we ensure that these different administrative bodies assess the learners in their different departments and after they assessing the learners, they give us reports related to performance, related to discipline, academic performance then finally we get to know what is prevailing on the grass roots pertaining teachers' commitment to work".

In ascertaining whether staff have timely appraisal, it was revealed that 43 (30.1%) disagreed while 100 (69.9%) agreed. The high agreement indicates that appraisal is conducted timely. However, a sizable frequency of disagreement cannot be ignored. Staff heads especially heads of departments and deputies ought to foresee the work done by others so they can make honest and true reflections of the work done. Heads of Departments play an active role in curriculum development and implementation, human resource management, students' affairs, management of physical facilities and school community relations.

In understanding whether teachers produce timely report, it was determined that 47 (32.9%) disagreed whereas 96 (67.1%) agreed. This implies that majority of staff produce timely reports, however, the slight percentage difference indicates that some of the staff fail to produce reports on time. [22] argue that a head of department should always produce timely and comprehensive reports on key issues. The researcher is of the view that not all staff heads are likely to be the same in terms of execution of tasks which makes the disparity a huge possibility.

The issue of making reports received the backing of head teacher school A who talked of making routine reports and influencing others to do well. The issue of reports was also echoed by the head teacher school D who also brought in the issue of meetings with departments to present reports about progress of their departments. This means that the head teachers are aware of the critical role played by reports in the school system and that every staff head should make sure of preparing the same.

When interviewees were asked about rating of teachers 'commitment to work i.e., discipline academics among others, the head teacher school A claimed thus;

"I want to be specific. It has two categories; in this school, discipline is rated differently and discipline is excellent while academics is good. so, I can say that overall, it is very good".

The head teacher school B stated that it is not excellent but very good. It is however the head teacher school D who raised a more comprehensive statement;

"I rate my teachers' performance and commitment to work to be very good performance level because I assess

from myself the administrator, I look at all staff and, the roles they play. We have the deputies, we have class teachers, subject heads and you find that they engage themselves in various tasks and when they complete them very well, then certainly I believe that the rate which they are performing their duties is really very good performance. That's the best I can explain to you".

The head teacher school C also stated that staff commitment in the school was not very good but generally good.

The researcher also drew on descriptive findings for information management political strategy before running a regression analysis to bring out the influence. To ease the interpretation of findings, the results in the descriptive analysis were combined as strongly disagree and disagree (disagreement) as well as agree and strongly agree responses (agreement). Also, responses closer to 1 and 2 indicate an information management political strategy which is less practiced while responses closer to 3 and 4 reflect a practice which is well handled in a school. As far as information management political strategy in the selected schools is concerned, findings are presented in table;

Table 4: Responses on Information Management Politics in Selected Schools (N = 143).

ITEM	SD		D		A		SA	
	F	%	F	%	f	%	f	%
The techniques used by my head teacher to spread information enhance his formal position in the school	12	8.4	45	31.5	54	37.8	32	22.4
My head teacher releases information when he is sure that it will have full impact on organizational performance	7	4.9	43	30.1	52	36.4	41	28.7
My head teacher never reacts before getting crucial information	9	6.3	47	32.9	38	26.6	49	34.3
After getting crucial information, my head teacher releases it in a way that increases others' dependence on him	7	4.9	44	30.8	57	39.9	35	24.5
My head teacher makes things known to others in a way that builds his reputation	12	8.4	44	30.8	45	31.5	42	29.4

Source: Primary Data (2023)

Table 4 continues to present findings about objective one. The objective set out to the influence of Information management political strategy on teachers' commitment to work in selected private primary schools in Namutumba Town Council. The findings and discussions are hereby combined as follows; it was revealed that 57 (39.9%) disagreed while 86 (60.1%) agreed that the techniques used by head teachers to spread information helps in enhancing his formal position in the school. It was realised that some head teachers carefully communicate their ideas which helps to keep the respect standing as well as the position within the school. [1] information management as a political gimmick since it is about careful nurturing and managing of information and knowledge to enhance ones' role as an important player in the political games of the school.

On whether the head teachers release information when they are sure that it will have a full impact on organisational performance, 50 (35.0%) disagreed while 93 (65.0%) agreed. This implies that some head

teachers share impactful information that guides and promotes team work hence promoting organisational performance however; some of them merely release information for the sake of it. [23] considers the inevitability of context when managing information in a school system. The context within which a school exists is very critical thus information release should be done selectively and with attention being paid to many factors.

In ascertaining whether head teachers never react before getting crucial information, it was revealed that 56 (39.2%) disagreed whereas 87 (60.8%) agreed. This implies that majority of head teachers do not react before getting crucial information. Whereas majority agreed, the remaining percentage indicates that some head teachers get nervous and show their emotions before getting crucial information [24] state that it is always necessary to review information before letting it out to the key stakeholders. Moreover, the researcher believes that making a reaction without getting to the root of a matter can be harmful to both the one messing up as well as others.

Meanwhile, on whether head teachers release information in a way that increases dependence on them, it was revealed that 51 (35.7%) disagreed while 92 (64.3%) agreed. This indicates that some head teachers share such critical information in a way that makes others listen eagerly to the information. However, the slight difference also indicates that some head teachers simply communicate without caring whether the subordinates are dependent on the head teachers or not. [25] contends that when the head teacher keeps information to himself, all school stakeholders end up depending on the head. There is no gain saying that managing information well makes the leader a focal point.

In determining whether the head teachers make things known to others so it builds his reputation, 56 (39.2%) disagreed while 87 (60.8%) agreed. According to the findings, majority of the respondents agreed that some head teachers share critical information and they are known for sharing which builds the relationship with teachers hence improving job performance. [26] believe that the way a head teacher manages information has a lot to do with his reputation and perception of teachers towards the leader. Since information keeps the reputation of a leader intact, it is necessary to manage it well all the time.

Interviewees were also asked about the way information is managed in the schools and a variety of responses were elicited. The head teacher school A opined that; there is a lot of confidentiality that the information in private schools, even teacher to teacher, you find that this teacher is not aware of the information of the other, right from the salary scale. There was also a claim that counter information is always managed in schools. The head teacher school A had this to add;

"Take an example when the Director overrides, it happens when he is seeking information directly from the teacher. He can call the teacher, can call the deputy and can call the DOS. It is because at times people don't follow the hierarchy, so they can call the DOS directly, "I want to know the results of this year or how are we going to perform?" "Why do we perform like this?" By the time you go to the board, you have been asked to answer and at one time you contradict. So, there is that kind of crisscrossing of information".

On how information is managed in his school, the Head teacher school B Observed that information is quite at a

number of levels; we have confidential information which might be to me as a head teacher and the owners of the school and we have information which is meant for the other staff. So, the way of flow varies, if it is information between me and the Director, then it is held at that level. With the staff, still we have a channel where we get through. If it is information for staff, we share it through the notice board, we have the WhatsApp group, we keep on sharing information which is relevant to them. So, the information is in categories depending on who to receive it. Not everybody receives all the information. We release information depending on the category; either teaching staff, non-teaching staff, administration or head teacher, board of directors. So, it varies in that range.

Head teacher school C observed thus;

"It depends. Like any other system or any other society, it has its way of management and there is information which is either relayed to top management consumption while we have information which is laid for everybody's consumption. Not every information is free to every staff".

The interviewee also stated that finance remains with the top administrators' consumption and the head teacher.

And there is still other information which can remain for the head teacher and directors.

The head teacher school D contended that it depends on which kind of information they receive. There at times when they receive confidential information and when they get information which is confidential. When it is confidential information, they have to assess and analyze the information first then they see if it is necessary to pass it to other colleagues. That's how they handle information based on level of confidentiality.

The researcher computed a simple regression analysis to determine the influence of head teachers' information management political strategy and teachers' commitment to work. The essence was to determine how much teachers' commitment to work can be explained by head teachers' information management political strategy. The results are accordingly presented in table 2.

Table 5: Model Summary for Head Teachers' Information Management Political Strategy and teachers' commitment to work.

Model	R	R Square	Adjusted R Square	R Std. Error of the Estimate
1	0.578[a]	0.334	0.330	0.49626

a. Predictors: (Constant), Head Teachers' Information Management Political Strategy

Table 5 represents a model summary for head teachers' information management political strategy and teachers' commitment to work. Results indicate that R = 0.578, R square = 0.334 and adjusted R square = 0.330.

In the model, the head teachers' information management political strategy determined 33.4% of the variation in teacher's commitment to work. In addition, there was a moderate (0.578) positive correlation between the two.

In order to determine the significance of the regression model in explaining the influence of head teachers' information management political strategy on teachers' commitment to work, a one-way analysis of variance (ANOVA) was conducted as reflected in table 3.

Table 6: ANOVA Results for Head Teachers' Information Management Political Strategy and teachers' commitment to work.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.781	1	19.781	80.320	0.000^b
	Residual	39.405	160	0.246		
	Total	59.186	161			

a. Dependent Variable: Teachers' commitment to work
b. Predictors: (Constant), Head Teachers' Information Management Political Strategy.

When the researcher explored the significance of the regression model reflected in table 4.6, the F-statistic was found to be 80.320 and the p value of .000 was found to be less than 5% significant level which shows that head teachers' information management political strategy significantly influences teachers' commitment to work. Meanwhile, the regression analysis coefficients for head teachers' information management political strategy and teachers' commitment to work are reflected in table 4:

Table 7: Regression Analysis Coefficients for Head Teachers' Information Management Political Strategy and Teachers' commitment to work.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.624	0.165		9.820	.000
	Head Teachers' Information Management Political Strategy	0.509	0.057	0.578	8.962	.000

a. Dependent Variable: Teachers' commitment to work

Results in table 7. revealed that head teachers' information management political strategy had a positive and moderate significant influence on teachers' commitment to work ($\beta = 0.578$, N = 143, p = 0.000 < 0.05) meaning there is a statistically significant influence. [27] believe that Beta values below .3 are weak, those between 0.3 and 0.6 are moderate while those at 0.6 and above are strong.

The beta score implies that a 57.8% improvement in teachers' commitment to work in private primary schools in Namutumba Town council can be explained by effective head teachers' information management political strategy. Equally, the 0.000 significance is also an indicator that information management political strategy is well-executed by head teachers. The researcher contends that proper management of information by the head teachers improves school activities and programs while mismanagement of information can be detrimental to teachers' commitment to work. Having obtained this score, the researcher rejects the research question earlier set in the study that there is no statistically significant influence of Information management political strategy on teachers' commitment to work in selected private primary schools in Namutumba Town Council and accept. The finding of the current study is consistent with the view that information management showed a positive relationship towards teachers' commitment.

From the interviews conducted, the influence of information management political strategy was investigated and interviewees offered perspectives on the same. Accordingly, head teacher school A stated that;

"Sincerely it has got two outlets; both the positive and the negative to the extent that it has made us the administrators to always be critical in trying to analyze things as well as making a point of assessment".

The head teacher school B also argued that with good information management, it can help for the good but in case it is negative and it reaches people who are not supposed to receive it at that level, it creates a problem. Certainly, when information goes to those who are not supposed to get it, it interferes with the school policy, the way of running because some information could be administrative, some information could be at higher level, so when it goes to staff, they may not receive it well. They may fail to interpret it and think it's not all that good for them.

The head teacher, school C also indicated that when information is shared with staff, they feel part of the system, part of the school and they feel that they own the school. The head teacher observed thus:

"It also enables all members of the staff to have a say or voice towards any policy in school. Then, for the other information which remains for the consumption of the head teacher and directors, it also has an influence that the head teacher will exactly know what to relay to teachers that will stimulate their hard work".

Head teacher school D stated that it has a great impact and actually a negative impact. For example, information which a particular group is supposed to receive and instead of that group receiving that particular information, it goes to another group. It means it's going to cause chaos in the school in the sense that, there are times when teachers are not paid person whom you are paying less due to a particular grade, learns that the other colleague is getting more, the same salaries, you may pay sciences slightly higher than the arts, maybe a graduate more than a diploma. Much as you do that, but you try to keep some information confidential. If this is not done, you are going to deprive him of his performance because he may not perform to the levels you want due to effective communication management system of the school. So that's why we keep some information confidential.

4. Review of Related Studies

Information management has been a matter of concern to Teachers' commitment to work race the world over. It can be seen as a vital life wire of the society, from the family which is the smallest units of the society, through the school to the larger society [2]. The author stated that there are various forms of Information management that form the basis for peaceful co-existence. It can be seen as the coordination of Teachers' commitment to work and material resources within the organization for the attainment of organizational goals. Resources have to be properly managed so that the set goals can be achieved [28]. The authors stated that Management refers to the coordination of both Teachers' commitment to work and material resources for the achievement of the set goals of any organization, especially the school organization. The authors stated that Information management refers to process by which relevant information is provided to decision makers in a timely manner including teachers, pupils, principal and all other members of staff working in that organization. In line with this, Information management can be categorized into three different dimensions. namely: management,

organizations and information technology [29]. The authors stated that Teachers' commitment to work is looked at as the passion or affection teachers have for the teaching job or school organization [30]. The author stated that in the context of this study, it is seen as the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay in their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they put in to their jobs [31]. The author defines commitment as a thing one has promised to do and or state of being willing to give a lot of time, work, energy and so on to something or somebody. It is the teachers' level of care, dedication and seriousness attached to their job. To this effect, teacher commitment has been identified as one of the most critical factors for the success of education and schools [32]. The author asserts that teacher commitment is closely connected to teachers' work performance and their ability to innovate and integrate new ideas into their own practice. The view of Cheng about teachers' commitment to work is limited and shallow in the context of this work [33]. The author stated that Teachers' commitment to work is therefore to teachers' discipline, pupils, school environment, academic and moral disposition. Teachers' commitment to work signifies readiness and willingness to identify with, invest in and pursue the cause of teaching with devotion and sincerity [34]. The author stated that a committed teacher is expected to behave in particular way. he identifies three salient roles of committed teacher to be:

A strong desire to remain as part of the school organization

Willingness to exert high level of efforts on behalf of the organization and

A definite belief in and acceptance of the values and goals of the organization.

These implies that commitment is a product of discipline, because once a teacher is committed, disciplined, and regards teaching as his job without regrets, he/she does what is right, and performs his duties diligently in the presence or absence of the school authority, supervisor etc. Such teacher always strives to improve on his practical pedagogies and is research oriented [35] Such a teacher is a member of a team, a partner with parents ready for class work, reflective practitioner and transparent [36]. The author stated that Secondary education occupies a central position in the Uganda education that prepares pupils for post education. It is the level of education that determines the academic and professional career of pupils. Perhaps it is on the basis of this understanding that the re-selected private of Uganda articulates the broad aims of primary education to include preparation of pupil for useful living in the society and preparation for post education. However, the aims of primary education in Uganda cannot be successfully achieved without dedicated and committed teachers. This is why the issue of teacher commitment in Namutumba Town Council has attracted the attention of the researchers because "teacher commitment results in better job performance and effectiveness" [37]. The teachers are the hubs of every educational system and the success of any educational programme rests upon them. It is generally observed that there is poor attitude of teachers toward work in many primary schools in Namutumba Town Council of Namutumba District, Uganda. Some teachers are engaged in trading more than their professional responsibilities. Some of them are combining full-time post-graduate studies in universities with their teaching jobs. Some teachers exhibit nonchalant attitude towards Pupils' academic achievement and pay less attention to

discipline. All these are indicators of lack of commitment among teachers [11].

The author observed that workers can only put in their best and be committed to their organization when their needs are satisfied and they are motivated. [38] reports that workers, whose needs, goals and aspirations are thwarted by the organization, develop feelings of low self-worthy become apathetic, disinterested, frustrated and tend to withhold self-commitment to the work. Thus, the way Information management of primary schools is managed can influence their feelings and interest towards their job and commitment to the institution. In effective schools where teachers are well managed, they can be spurred to hard work, and will become enthusiastic in the pursuance of institution objectives [32]. The authors stated that Motivation is defined as a driving force or something that energizes the teachers to put in their best towards the achievement of schools' goals. In the school organization, teachers are influenced by what motivates them to work and reward fulfillment they derive from it. The management needs to know how best to elicit the co-operation of the teachers and direct their performance to achieving the goals and objectives of the school. The manager must understand the nature of human behavior and how to motivate the teachers so that they work willingly, effectively and participate in school decision making thereby enhancing their commitment to work. Decision making is a process whereby the awareness of a problem existing within a system, influenced by information and values is transformed into competing alternatives among which a choice is made for perceived outcomes. [39] defines decision-making as a step beginning with the identification of the problems and ending with evaluation of it outcomes. The extent to which a staff participates in organizational management process such as decision-making and policy formulation could affect his or her level of commitment to work and attainment of the organizational goals and objective. When teachers are allowed to participate in decision making process in school, vital issues, concerning in-service training and development shall be discussed and put into school policies.

 In-service training is defined as the process of exposing teachers to further teaching and practice after the initial training. It may also be taken as improving the teacher through further studies. Our society is dynamic, our needs, values, aspirations and expectations change from time to time. Knowledge, skills and methodologies also change as a result of research. Education is the fastest tool for socialization and propagation of culture and teachers are tools used to implement the teaching-learning process, all teachers required retraining on a regular basis in the arts of new pedagogical, communication, interpersonal relationship can enhance teachers' skill of delivery quality instruction and to boost their commitment skills among others to work.

Communication strategy is defined as the principals' skill in disseminating information to the teachers in school. Cole in [40] defines communication as the process of creating, transmitting and interpreting ideas, facts, opinions and feelings in form of a message from the person (encoder) and the message is translated and interpreted by another person (decoder). For effective management of resources, the principal should create a message in form of an object, transmitting the message through the heads of department to teachers who will in turn transmit same to pupils thereby enhancing teachers' commitment to work. The principals' ability to manage communication effectively in school can enhance inter-personal relationship and facilitate actions among teachers in school.

Inter-personal relationship refers to the mutual trust and feeling between the teachers and the school managers. When the principal understands the feelings and the needs of the teachers and try to proffer solution to it, it will motivate them to work effectively for the achievement of the school goals and the objectives, thereby enhancing their commitment to work. Commitment refers to the level of involvement of teacher in the activities of the school. It is the extent to which teachers are serious with their duties for the attainment of school goals. Contrary to this, there had been complains from scholars, parents and the society about low commitment of teachers to work due to poor principals' management of Information.

Because of this, the researcher decided to carry out research on this topic Information management towards teachers' commitment to work in selected private primary schools in Namutumba Town Council. The question therefore is, to what extent does Information management variables predict teachers' commitment to work in selected private primary schools in Namutumba Town Council?

By reviewing the literature on information management and its impact on teachers' commitment to work, this study provided a comprehensive understanding of the topic and offer practical recommendations for educational institutions to enhance teachers' job satisfaction, commitment, and overall well-being. Information management played a significant role in influencing teachers' commitment to work. Effective information management ensured that teachers have access to the necessary resources, data, and communication channels, which could enhance their job satisfaction and engagement. Information management systems provided teachers with timely access to relevant data and resources. This included pupils' records, curriculum materials, assessment data, professional development resources, and administrative policies. When teachers had easy access to this information, they could plan their lessons effectively, tailor instruction to pupils' needs, and make informed decisions about their teaching strategies. This, in turn, could increase their confidence and commitment to their work.

Information management facilitated effective communication and collaboration among teachers, administrators, and other stakeholders. Through shared platforms, teachers exchanged ideas, shared best practices, and sought support from colleagues. Open channels of communication allowed for the dissemination of important information, such as policy changes or upcoming events. When teachers feel connected and supported, they are more likely to be committed to their work and the goals of the educational institution. Automated administrative tasks, such as attendance tracking, grading, and report generation. By reducing the administrative burden on teachers, they can focus more on teaching and pupil engagement. This can enhance job satisfaction and reduce the likelihood of burnout, leading to higher levels of commitment.

Effective information management supported teachers' professional growth by providing access to training programs, research articles, and educational conferences. When teachers had opportunities for continuous learning and development, they were more likely to be motivated and committed to their profession. Information management systems enabled teachers to collect, analyze, and utilize data to inform their instructional practices. By using data to identify pupil strengths and weaknesses, teachers tailored their teaching strategies and interventions accordingly. This data-driven approach led to improved pupil outcomes and increased teachers' commitment by demonstrating the impact of their work.

Overall, effective information management empowered teachers by providing them with the tools, resources, and support they need to perform their jobs efficiently. When teachers felt supported, informed, and equipped, they were more likely to be committed to their work and make a positive difference in pupils' lives.

5. Recommendations

Head teachers should also ensure that techniques used to spread information do not affect his or her formal position in the school. The head teacher should allude to the most realistic and integrity-worthy techniques depending on the situation.

Release of critical information should be based on obtaining official and standard evidence relating to the information to avoid victimization and character assassination on the part of the administrative and other staff.

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