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Original Article

School Climate and Effectiveness of Teachers in Universal Secondary Education Schools in Busiro County, Wakiso District, Uganda

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School Climate, School Environment, School Engagements, School Safety, Teacher Effectiveness.

ABSTRACT

The study examined the influence of school climate on the effectiveness of teachers in universal secondary education schools in Busiro County, Wakiso District. Specifically, the study tested whether school environment, school safety, and school engagement predicted teacher effectiveness. Using the quantitative approach, the study adopted the correlational research design. Data were collected from a sample of 210 teachers from 13 universal secondary education schools using a self-administered questionnaire. The data were analysed using descriptive and Partial Least Squares-Structural Equation modelling (PLS-SEM) using SmartPLS. Descriptive results revealed that teachers indicated that their effectiveness was high and the school climate was good. Structural equation modelling revealed that while school engagement positively and significantly predicted teacher effectiveness, school environment positively and insignificantly predicted teacher effectiveness, and school safety negatively and insignificantly predicted teacher effectiveness. It was concluded that school engagements are a significant requirement for teacher effectiveness, while school environment and school safety were not. The study recommended that school administrators, such as head teachers, need to promote more school engagement and less school environment and school safety in order to promote teacher effectiveness.

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INTRODUCTION

The concept of teachers' effectiveness involves the capacity of the teacher to create a well-structured classroom environment, manage student behaviours, and employ effective instructional strategies. Thus, it is closely linked to collaboration with colleagues, engaging in ongoing professional development, and contributing to a shared learning culture among school communities (Lee & Louis, 2019). Mastrokoukou et al. (2022) posit that the effectiveness of the teacher is manifested through the execution of assigned tasks based on individual skills, expertise, sincerity, efficient and effective use of time. Calaguas (2012) conceptualised teacher effectiveness to cover effective lesson delivery, subject content expertise, classroom management, relational expertise, professional conduct, and self-development. Javornik and Klemenčič Mirazchiyski (2023) contend that teacher effectiveness is characterised as a focus on students' performance, teacher behaviours, classroom procedures, and conduct that are implemented to promote student outcomes is important for the overall improvement of schools. Lee and Louis (2019) opine that effective teachers collaborate with colleagues and participate in school-wide initiatives, as effective teachers often take on leadership roles within their schools and contribute to school improvement efforts. Further, effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly (Habib, 2017). In addition, effective teachers always help their students in developing sound health, body, and mind, engage in cultivating the basic skills, thought processes, healthy habits, scientific temperament, positive attitudes, value orientation, value judgment and ability to adjust to the ever-changing psycho-social environment among the students (Halder & Roy, 2018). Similarly, effective teachers engage in ongoing professional development, which enhances their teaching skills and stay current with best practices (Ingersoll & Strong, 2019).

However, despite the above significance of teacher effectiveness, the same is still low among teachers in the universal secondary education schools of Busiro County, Wakiso District, Uganda. For instance, teachers fail to show up for classes, arrive late at school and fail to effectively execute all professional responsibilities, such as making lesson plans, schemes of work, and carrying out continuous assessment (Mugizi et al., 2019). As a result, this leads to insufficient syllabus coverage, decreasing discipline of both students and teachers, the adoption of inappropriate teaching methods, the failure to frequently conduct practical lessons, and carry out efficient student assessment (Okia et al., 2021). Further, low teacher effectiveness is manifested by low student performance, particularly in science, teachers do not give practical lessons on a regular basis or conduct correct evaluations (Okello et al., 2020). Nonetheless, around 68 percent of teachers are part-time in many schools, with 35 percent teaching only two days per week in a school (Ssegawa & Matovu, 2020). On the other hand, school climate differs per school; as a result, teachers face the challenges of low pay, bad working conditions, and limited career growth prospects (Kanyike, 2018). The above contextual and empirical evidence reveal that teachers' effectiveness is low among teachers in universal secondary schools in Busiro County in Wakiso District, while the school climate is also lacking.

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Based on the Ecological Systems Theory (EST), school climate was operationalised in terms of school environment, school safety, and engagement. Therefore, this study tested whether;

i) The school environment had a significant influence on teacher effectiveness

ii) School safety had a significant effect on teacher effectiveness

iii) School engagement had a significant effect on teacher effectiveness

LITERATURE REVIEW

Theoretical Underpinning

This study was underpinned by Ecological Systems Theory (EST) proposed by Bronfenbrenner (1979). The EST is a structure for comprehension of human development and behaviour that emphasises the interplay between individuals and their environments (Crawford, 2020). EST suggests that people are not isolated entities but are instead embedded within various systems or contexts, and these systems influence their development and behaviour. Bronfenbrenner's theory consists of multiple levels, like the micro, meso, exo, macro, and chrono-systems. Each level with its own unique characteristics and impact on an individual's life (Ryan, 2001). The microsystem is the innermost layer and represents the immediate surroundings with which a person directly interacts. Meso-system encompasses the links and interactions with various components of the micro-system. The exo-system includes settings or systems that indirectly affect the individual's life but still have a significant impact (Alford & Dabach, 2021). The macro-system represents the broader cultural, societal, and ideological context in which an individual lives. It encompasses cultural norms, values, laws, and belief systems that influence human development and behaviour. The chrono-system focuses on the dimension of time and how changes and transitions over time can impact an individual's development. This study was based on the hypothetical proposition that in schools where dimensions such as the school environment, school safety issues, and engagement are favourable, teacher effectiveness is realised. Thus, the theory was adopted by this study because it enables one to examine contextual factors, how they relate to one another, and how they shape teacher effectiveness.

School Climate and Teacher Effectiveness

School climate describes the overall atmosphere and environment within a school, including its physical, social, emotional, and psychological aspects (Ismail et al., 2020). An environment at school that makes teachers happy, improves the school's reputation, and boosts teachers' motivation and effectiveness (Fei & Han, 2020). A conducive school climate enhances the level of teachers' commitment, which results in increased teacher effectiveness (Khan, 2019). On their part, Ryberg et al. (2020) conceptualise school climate to include school environment, school safety, and school engagement. School environment describes the extent to which school settings promote student safety and health, which may include the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity (Lawrence & Vimala, 2012). School safety describes a school devoid of violence and represents an environment where there is no perceived fear of the school or its disciplinary procedures. Thus, students, teachers, staff, and visitors can engage freely and positively to enhance teaching and learning (Mubita, 2021). On the other hand, school engagement can be viewed as a developmental process comprising students' thoughts, feelings, attitudes, and behaviours in relation to the schooling context and his or her life (Tanduk et al., 2023).

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Scholars (Bahtilla & Hui, 2021; Tukamuhabwa et al., 2024; Gemechu, 2020; Lacks & Watson, 2018; İhtiyaroğlu & Demirbolat, 2016; Javornik & Klemenčič Mirazchiyski, 2023) tried to investigate the link between school environment and teacher effectiveness. However, there are contextual, conceptual, and methodological gaps that emerged from the above studies. For instance, the study by Gemechu (2020), which tested the link between school environment and teacher effectiveness, was conducted in secondary schools in Ethiopia. Further, Bahtilla and Hui (2021), which was done in Africa, was conducted in the North and Southwest regions of Cameroon, where the medium of instruction is both English and French than that used in Uganda, which is English. Nonetheless, even the study that was conducted in Uganda by Tukamuhabwa et al. (2024) testing the link between school environment and teacher effectiveness was done only on physics teachers in the Kigezi sub-region. Therefore, it was imperative to conduct this study to test the link between the two variables in the context of teachers in universal secondary education schools in Busiro County, Wakiso district. On the other hand, there are conceptual gaps that emerged from the studies. As such, the study by Lacks and Watson (2018) used the concept of teacher self-efficacy to imply teacher effectiveness, yet the two variables are measured distinctly. Therefore, there emerged the need to conduct this study to test whether the school environment influences teacher effectiveness in the context of universal secondary education schools in Busiro County, Wakiso District. Further, the study by Javornik and Klemenčič Mirazchiyski (2023) produced a methodological gap by basing the systematic review on the previous studies. As such, there was a need to conduct an empirical investigation to test the link between school environment and teacher effectiveness.

Studies (Adebayo & Ileuma, 2023; Arop et al., 2018; Eseyin et al., 2017; Ogunlade et al., 2021; Nweke & Nwikina, 2022; Gbesoevi et al., 2022) tested whether school safety influences teacher effectiveness. Nonetheless, there are contextual and conceptual gaps that emerged from the study. For example, all the studies above were conducted in Nigeria, where the teachers' working conditions are far different from those of secondary school teachers in Uganda. On their side, Nweke and Nwikina (2022) produced a controversial gap by indicating that school safety insignificantly predicted teacher effectiveness. While other studies revealed that school safety positively and significantly influenced teacher effectiveness. Therefore, there emerged the need to conduct the study to test whether school safety influences teacher effectiveness in the context of teachers in universal secondary education in Busiro County, Wakiso District, Uganda. On the other hand, researchers (Sudibjo & Riantini, 2023; Wang et al., 2022; Rahmadani & Kurniawati, 2021; Pedler et al., 2020; Fernandez, 2020; Chan et al., 2020) related school engagement and teacher effectiveness. However, there are gaps that emerged from the studies. For instance, the study by Sudibjo and Riantini (2023) was done with private school teachers in Jakarta Metropolitan, Indonesia, while the study by Wang et al. (2022) was carried out on university students in China. Thus, this conceptual gap made it necessary to test whether school engagement predicted teacher effectiveness in the context of secondary schools in Uganda. In their study, Rahmadani and Kurniawati (2021), which was conducted in primary schools in Indonesia, produced a conceptual gap by using the concept of classroom management to obliquely imply teacher effectiveness, while the two variables are measured distinctly. Nonetheless, the study by Pedler et al. (2020) produced a methodological gap because it conducted a systematic review in relation to school engagement and teacher effectiveness. All the above gaps made it imperative to conduct this study to test whether school engagement predicted teacher effectiveness in the context of universal secondary education schools in Busiro County, Wakiso District, Uganda.

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METHODOLOGY

Research Approach

The quantitative research approach was used for this investigation. Using a quantitative research approach, numerical data were utilised and analysed using specialised statistical methods to address the research question that was examined (Renjith et al., 2021). The study collected quantitative data that was numerically analysed with statistical procedures to make generalisations. The statistical procedures used to analyse data were descriptive statistics and inferential analysis using structural equation modelling. This helped to draw inferences on the relationship between school climate and teacher effectiveness.

Research Design and Sample

The investigation adopted the correlational research design. A correlational research design is a method for testing relationships between or among variables of interest. Thus, correlational studies determine whether a predictive relationship exists between variables under study (Stangor & Walinga, 2019). Finding the existence of the relationship between school climate and teacher effectiveness was the main goal of this design. The design helped in collecting data necessary for testing the relationship between the two variables. Based on the table for sample size determination by Krejcie and Morgan (1970), data were collected from 210 secondary school teachers selected using a self-administered questionnaire. Proportionate sampling guided the selection of the participants from the study population, which made it possible to gather the data required for the generalisation of the study findings.

Measurement of the Study Variables

Teacher effectiveness was the dependent variable, while school climate was the independent variable for the study. Teacher effectiveness was measured using effective lesson delivery, subject content expertise, classroom management, relational expertise, professional conduct, and self-development (Calaguas, 2012), while measures of the school climate were school environment, school safety, and school engagement (Ryberg et al., 2020). The indicators were scored on a Likert scale of one to five, with five (strongly agree [SA]) representing the ideal situation and one representing the minimum (strongly disagree [SD]).

Data Analysis Methods

The data analysis techniques used were descriptive and structural equation modelling (SEM). Descriptive statistics involved computing means to demonstrate how respondents perceived their school climate and instructor effectiveness. Structural Equation Modelling (SEM) involved developing structural measures and models using SmartPLS 3 because the sample size for this investigation was greater than the recommended 100 people (n= 210) (Yang et al., 2022).

FINDINGS

Demographic Attributes of the Study Participants

The results on participants' demographic characteristics included their gender, the period taken while teaching, education level, responsibility held at school, and the time taken while teaching. Regarding participants' gender, the higher percentage (54.3%) of the teachers were males and (45.7%) were females. As far as age is concerned, the largest percentage (43.8%) were between 30 to 40 years, followed by those up to 30 years (31.9%), then those between 40-50 years (20.0%), while (4.3%) were above 50 years. Concerning education level, the majority (73.9%) were bachelor’s degree holders, followed by (19.0%) with diplomas and (8.1%) were postgraduates. With responsibility held at school, the larger percentage (52.4%) were subject teachers, (24.8%) were class teachers,

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(7.1%) were head of subjects, while (15.7%) were head of departments. Regarding the period spent while teaching revealed that the largest percentage (41.0%) had taught between 5-10 years, (35.2%) had taught for more than 10 years, while (23.8%) had taught for less than 5 years. These results indicated that teachers of various characteristics had participated in the study. Therefore, the findings were representative of various teachers in universal secondary schools.

Measurement Models

Measurement models were established to ensure the validity, reliability, and independence of the measurements (no collinearity). Measurement model 1 (Table 1) also provided descriptive statistics on how respondents perceived their school climate and teacher effectiveness. Validity tests included computing Average Variance Extracted (EVA) for convergent validity and Heterotrait-Monotrait (HTMT) ratio correlations for discriminant validity. Convergent Validity was calculated using AVE to establish if the indicators for each construct were closely related, converged on the construct, and hence its appropriate measures. Discriminant validity was also calculated to confirm that the latent constructs used to measure the causal association for the variables under consideration were actually distinct from one another. Further, the Heterotrait-Monotrait (HTMT) correlation ratio was computed to help examine the discriminant validity of a reflectively measured construct in contrast to other construct measures in the same model. This helps determine whether a construct's indicators actually caused the construct.

Table 1: Means, AVE, and Heterotrait-Monotrait (HTMT) Ratio Correlations of Variables

Measures	Means	AVE	CM	ELD	PC	RE	SD	SME	TE
TE	4.20								
CM	3.72	0.526	0.379						
ELD	4.36	0.541	0.696	0.491					
PC	4.30	0.690	0.558	0.727	0.782				
RE	4.37	0.748	0.883	0.442	0.896	0.806			
SD	4.24	0.623	0.426	0.819	0.641	0.732	0.592		
SME	4.20	0.512	0.786	0.801	0.828	0.900	0.882	0.868	
Measures			**SC**	**SEs**	**SE**	**SS**			
SC	4.00								
SEs	4.26	0.513	0.889						
SE	3.57	0.660	0.874	0.725					
SS	4.17	0.776	0.619	0.181	0.314				

Key: CM = Classroom Management, ELD = Effective Lesson Delivery, PC= Professional Conduct, RE= Relational Expertise, SC = School Climate, SD = Self-development, SME = Subject Matter Expertise, SEs = School Engagements, SE = School Environment, SS = School Safety

The results in Table 1 show that the overall teacher effectiveness was rated high (mean=4.20). This is because the mean equivalent code 4 for "agree" or high, considering the five-point Likert Scale was used. Further, all the dimensions of teacher effectiveness were rated high, that is, classroom management (mean=3.72), effective classroom delivery (mean=4.36), professional conduct (mean=4.30), relational expertise (mean=4.37), self-development (mean=4.24), and subject matter expertise (mean=4.20). In addition, school climate was rated high (mean=4.00), and the constructs that were measured, such as school engagement (mean=4.26) and school safety (mean=4.17), and

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school environment, were rated moderate (mean=3.57) were high.

Heterotrait–Monotrait ratio of correlations (HTMT) condition was fulfilled because all values did not exceed 0.90 (Henseler et al., 2015). Therefore, the measures were discriminately valid. In addition, convergent validity, which refers to an assessment that measures the level of correlation of multiple indicators of the same construct was established using Average Variance Extracted (AVE). AVE measures convergent validity, showing that variations in items were explained by the constructs. All constructs had AVE values greater than the acceptable threshold of 0.5, confirming convergent validity (Alarcon et al., 2015). On the other hand, Composite Reliability (CR) and Cronbach's Alpha (α) were used to establish the internal consistency of indicators measuring the different constructs. CR was chosen because of Cronbach's Alpha limitation of detecting that all indicators of the construct are the same across the population, and as such, lowers dependability scores. Furthermore, Cronbach's Alpha is sensitive to the number of items on the scale, which frequently leads to underestimating internal consistency (Taber, 2018). However, CR is liberal in that it takes into account the indicator variables' external properties (Hair Jr., 2020). Table 2 summarises the reliability findings.

Table 2: Reliabilities and Value Inflation Factor for Study Constructs

Measures	α	CR	VIF
Classroom Management	0.849	0.885	2.012
Effective Lesson Delivery	0.787	0.854	1.935
Professional Conduct	0.775	0.870	2.169
Relational Expertise	0.665	0.856	1.951
Self-development	0.698	0.832	2.563
Subject Matter Expertise	0.763	0.840	2.040
School Engagements	0.762	0.840	1.510
School Environment	0.825	0.885	1.583
School Safety	0.711	0.874	1.065

Results in Table 2 show that Composite Reliability (CR) and Cronbach's Alpha (α) were used to determine the internal consistency of the measurement tool. Composite reliability (construct reliability) refers to a measure of internal consistency in a scale. The results in Table 2 show that values for CR for all the Constructs were above 0.7, indicating a satisfactory level of reliability for the items measuring the Constructs. This is because, according to Haji-Othman and Yusuff (2022), the minimum level of composite reliability is 0.70. Therefore, the data obtained was reliable and fit for inferential analysis using pls smart. Further, the value inflation factor (VIF) test, which is a measure of collinearity affirming the independence of the variables, the values obtained were below 5, which is the standard metric for measuring collinearity (Hair Jr. et al., 2021). This meant that the measures (constructs) were independent of one another and thus, the independent variable independently predicted the dependent variable. Therefore, the condition of collinearity did not exist.

The Structural Equation Model for School Climate and Teacher Effectiveness

To assess how school climate influences teacher effectiveness, a structural equation model was developed. The results of the structural equation model are shown in Figure 1.

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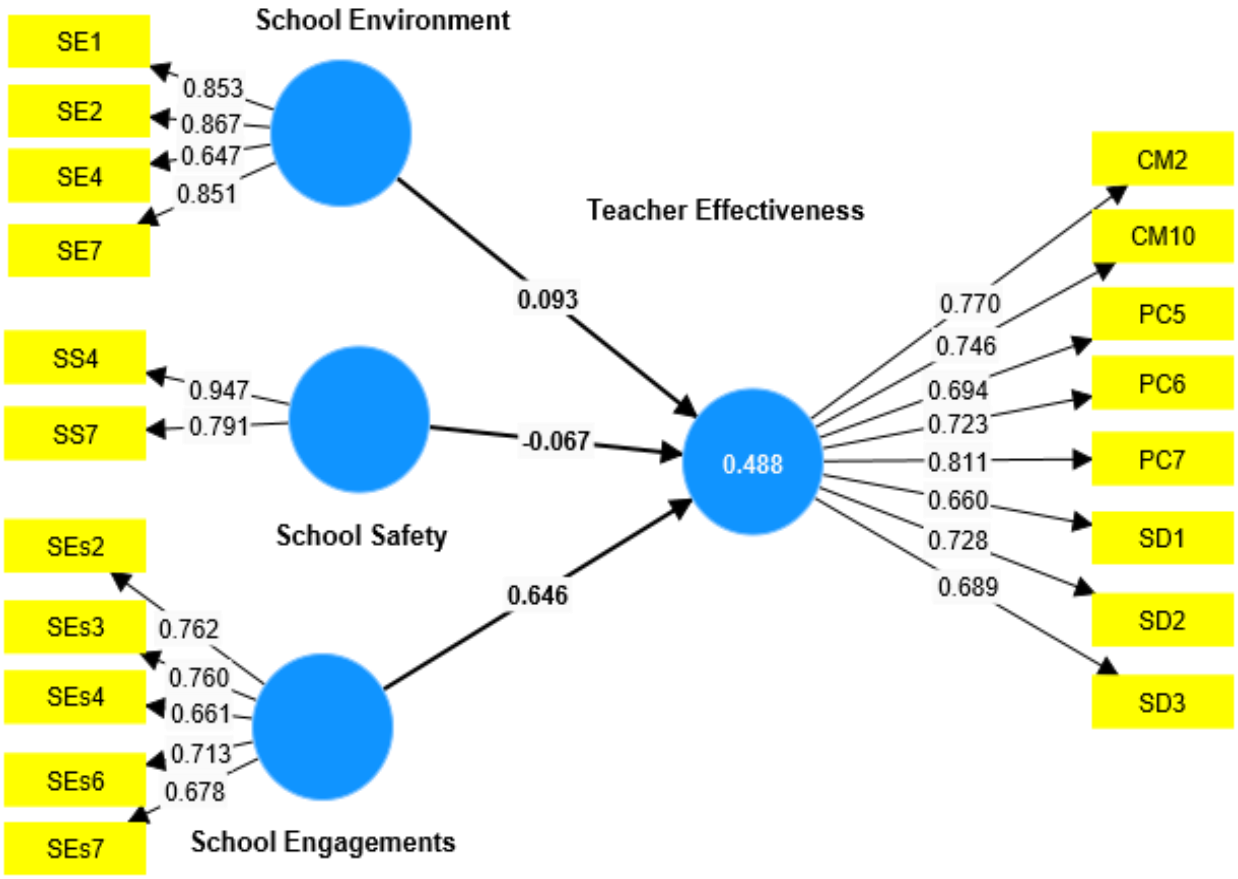
Figure 1: Structural Equation Modelling for School Climate and Teacher Effectiveness



The results in Figure 1 show that school climate relates to teacher effectiveness. Teacher effectiveness was studied in terms of six constructs of effective lesson delivery, subject matter expertise, relational expertise, professional conduct, self-development, and classroom management. School climate was studied in terms of school environment, school safety, and school engagement. The model (Figure 1) shows that all the items of the constructs that measured school climate, namely school environment (SE), only four indictors (SE1, SE2, SE4 & SE7) loaded above the threshold value of 0.5, while three items (SE3, SE5, SE6) did not load above threshold value and were remov3ed from the model. For the construct of school safety (SS), only two items (SS4 & SS7) loaded above the threshold value of 0.5, while six items (SS1, SS2, SS3, SS5, SS6, SS8) did not load above the minimum value of 0.5. For the construct of school engagements (SEs), five items (SEs2, SEs3, SEs4, SEs6 & SEs7) loaded above the threshold value of 0.5, while three items (SEs1, SEs8, &SEs9) did not load above the threshold value of 0.5.

However, the model also shows that for the construct of classroom management (CM), two items (CM2 & CM10) loaded above the threshold value of 0.5, while eight items (CM1, CM3, CM4, CM5, CM6, CM7. CM8, CM9) did not load above the minimum value of 0.5 and were removed from the model. For the construct of professional conduct (PC), three items (PC5, PC6, PC7) loaded above the threshold value of 0.5, while four items (PC1, PC2, PC3, PC4) did not load above the threshold value and were removed from the model. For the construct

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of self-development (SD), three items (SD1, SD2, SD3) loaded above the threshold value of 0.5, while four items (DS4, SD5, SD6, SD7) did not load above the minimum value of 0.5. All the items that did not load above the threshold value of 0.5 were removed from the model. Table 3 shows that three hypotheses to the effect that school environment (H1), School safety (H2), and school engagement (H3) had a significant influence on teacher effectiveness were tested.

Table 3: Structural Equation Model Predictions for School Climate and Teacher Effectiveness

Path coefficients	B	Mean	STD	T	P
School Engagements → Teacher Effectiveness	0.646	0.649	0.073	8.902	0.000
School Environment → Teacher Effectiveness	0.093	0.088	0.062	1.493	0.136
School Safety → Teacher Effectiveness	-0.067	-0.049	0.056	1.184	0.236
$R^2 = 0.488$					
R^2 Adjusted = 0.481					

The results in Table 3 show that the influence of school climate on teacher effectiveness was tested. The results revealed that school engagement ($\beta = 0.646$, $t = 8.902$, $p = 0.000 < 0.05$) had a positive and significant influence on teacher effectiveness. However, school environment ($\beta = 0.093$, $t = 1.493$, $p = 0.136 > 0.05$) had a positive and insignificant influence on teacher effectiveness, while school safety issues ($\beta = -0.067$, $t = 1.184$, $p = 0.236 > 0.05$) had a negative and insignificant influence on teacher effectiveness. The coefficients of determination R^2 suggested that the three constructs of school climate, namely school environment, school engagement, and school safety, contributed 48.8% ($R^2 = 0.488$) to teacher effectiveness. However, Adjusted R^2 shows that only the significant factor of school engagement contributed 48.1 % (Adjusted $R^2 = 0.481$) to teacher effectiveness. Therefore, the coefficient of determination suggested that (51.9%) of the variation in teacher effectiveness was contributed to by other factors not considered in this model. Therefore, in order to promote teacher effectiveness, school administrators need to enhance school engagement as compared to the school environment and school safety.

DISCUSSION

The findings revealed that school engagement had a significant influence on teacher effectiveness in universal secondary education schools in Busiro County, Wakiso district in Uganda. The findings were consistence with the results of the previous scholars, such as Sudibjo and Riantini (2023) and Rahmadani and Kurniawati (2021), who conducted done in private schools and primary schools in Indonesia, respectively. While that by Wang et al. (2022) was carried out in a university in China. Further, Pedler et al. (2020), Fernandez (2020, and Chan et al. (2020) reported a positive link between school engagement and teacher effectiveness.

Thus, school engagement is a significant predictor of teacher effectiveness. Since the findings were in agreement with the results of the majority of scholars, it can be inferred that school engagement enhanced teacher effectiveness. Further, the findings revealed that school environment positively and insignificantly predicted teacher engagement. The findings were contrary to the results of the previous studies, which reported that school environment positively and significantly predicted teacher effectiveness. For instance, the studies by Bahtilla and Hui (2021), Javornik and Klemenčič Mirazchiyski (2023), Gemechu (2020), *and* Lacks and Watson (2018) indicated that school

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environment positively predicted teacher effectiveness. In addition, even the study that was carried out in Uganda by Tukamuhabwa et al. (2024) also revealed that the school environment positively influenced teacher effectiveness. Since the findings of the study were contrary to the results reported by the majority of scholars, it can be inferred that school environment insignificantly predicted school effectiveness. Relatedly, the finding also shows that school safety negatively and insignificantly influences teacher effectiveness. The findings of the study were contrary to the findings of the majority of scholars who indicated that school safety positively predicted teacher effectiveness, such as Adebayo and Ileuma (2023), Arop et al. (2018), Eseyin et al. (2017), and Ogunlade et al. (2021). However, the findings of the study were in agreement with the results of the study by Nweke and Nwikina (2022), who indicated that school safety insignificantly predicted teacher effectiveness. Since the findings of the study were contrary to the results of the majority of scholars, it can be inferred that school safety did not enhance teacher effectiveness.

CONCLUSION

The study concluded that school engagements enhance teacher effectiveness in secondary schools. This is especially when, students respect teachers and the relationships with them are agreeable, parent and teacher communication is excellent, teachers perceive empathetic treatment from their peers, teachers frequently participate in school-sponsored events like plays, dances, athletic events, and other school-related activities, teachers frequently take part in extracurricular activities provided by the school, including student government, athletic teams, musical ensembles, school clubs, and other extracurricular activities, students have numerous opportunities to participate in extracurricular activities such as clubs, sports, and extracurricular activities, teacher relationships are typically described as amicable. However, the school environment may not promote teacher effectiveness, most especially when schools have the required laboratory materials, have a required sports field, and there is ample space and infrastructure for extracurricular activities. Further, promotion of school safety may not enhance teacher effectiveness, especially where schools have explicit policies prohibiting harassment, teasing, insulting, physical harm, and other verbal abuse, students steal cash, gadgets, or other valuables, students practice listening to others in order to comprehend what they are attempting to say, alcohol and drug use by students occurs during school hours and school-sponsored events, students can easily use or experiment with drugs or alcohol sponsored by the school without being detected.

Recommendation

The study recommended that to enhance teacher effectiveness school administrators need to encourage students respect for teachers and the relationships with them are agreeable, parent and teacher communication need to be excellent, teachers need to perceive empathetic treatment from their peers, teachers need to frequently participate in school-sponsored events like plays, dances, athletic events, and other school-related activities, teachers should frequently take part in extracurricular activities provided by the school, including student government, athletic teams, musical ensembles, school clubs, and other extracurricular activities. Further, students need to have numerous opportunities to participate in extracurricular activities such as clubs, sports, and other activities. Teacher relationships should typically be described as amicable. On the other hand, the study recommended that efforts to promote the school environment may not enhance teacher effectiveness most especially when schools have the required laboratory materials, have the required sports field and there is ample space and infrastructure for extracurricular activities. In addition, the study recommended that promotion of school safety may

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not enhance teacher effectiveness, especially where schools have explicit policies prohibiting harassment, teasing, insulting, physical harm, and other verbal abuse, when students steal cash, gadgets, or other valuables, when students practice listening to others in order to comprehend what they are attempting to say, when alcohol and drug use by students occurs during school hours and school-sponsored events. Further, when students can easily use or experiment with drugs or alcohol sponsored by the school without being detected does not promote teacher effectiveness.

Limitation

The study significantly adds to the body of knowledge by showing how school climate influences teacher effectiveness in secondary schools. However, some limitations emerged from the study. For example, the study revealed that school safety negatively and insignificantly predicted teacher effectiveness, and school environment positively and insignificantly predicted teacher effectiveness, contrary to the findings by the majority of scholars. Therefore, future research should be conducted to further test the link between the two variables in different contexts in different secondary schools in Uganda. Since the study was conducted only in universal secondary education schools in Busiro County, Wakiso District, Uganda, further study should be conducted in both government-aided and private schools to test the relationship between the same variables.

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