



UGANDA MANAGEMENT INSTITUTE

**REWARDS AND TEACHERS' COMMITMENT IN SECONDARY SCHOOLS IN NYIMBWA  
SUB-COUNTY LUWEERO DISTRICT, UGANDA**

**BY**

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## **DECLARATION**

I, **STANLEY LUKEERA**, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign.....

**STANLEY LUKEERA**

Date.....

## APPROVAL

This Dissertation entitled “**REWARDS AND TEACHERS’ COMMITMENT IN SECONDARY SCHOOLS IN NYIMBWA SUB-COUNTY, LUWEERO DISTRICT, UGANDA**” has been submitted to the School of Management Science with our approval as the Institute supervisors.

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Date.....

## **DEDICATION**

I dedicate this study to my family for their contribution to my education. Their tireless support was key for my academic progress. Also special dedication goes to my wife Nalubwama Sarah whose inspiration has always been an asset to my success in everything i do.

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

The purpose of the study was to establish the effect of rewards on commitment of secondary school teachers in secondary schools in Nyimbwa sub-county, Luweero District. The study was guided by two objectives: to establish the effect of (a) financial rewards and (b) non-financial rewards respectively on commitment of the said teachers. The study took quantitative and qualitative approaches using cross-sectional and correlation designs, involving 120 respondents of which 115 were secondary school teachers, 03 head teachers and 02 district education officers using a questionnaire and interview guide respectively, data was collected and analysed at the descriptive level using summary statistics such as mean and standard deviation, and at the inferential level using t-tests for independent groups and Pearson's correlation co-efficient using Statistical Package for Social Sciences (SPSS). Findings were that (a) there was an insignificant correlation between financial rewards and job commitment, (b) there was positive significant correlation between non-financial rewards and job commitment of the said teachers. It was therefore concluded that, (a) financial rewards do not significantly affect commitment of secondary teachers (b) that non-monetary rewards significantly positively affect the commitment of the teachers. The study finally recommended that; (a) managers of various schools, policymakers and other stakeholders should know that financial rewards are not the sole factors that enhance the commitment of teachers. They should instead look for other ways of raising commitment of teachers, (b) Policymakers, administrators, managers of various schools should ensure that teachers are rewarded through non- monetary rewards by praising, promoting, and giving teachers responsibilities, among others to realize their commitment.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The study was about rewards and teachers' commitment in secondary schools. Rewards were treated as an independent variable and commitment as a dependent variable.

This Chapter covers the background to the study which includes, historical perspective expressing a historical overview of the variables, theoretical perspective on the theory upon which the study was anchored, conceptual perspective which expresses the real meaning of variables and the contextual perspective which expresses the real problem on the ground. It contains the problem statement which expresses the real problem that triggered the researcher to go for the research, purpose which expresses the reason for carrying out the study, objectives that guided the study, hypotheses which were tentative answers to research questions, scope which identified the limits of the study and significance which gave the importance of the study to the various categories of people.

### 1.2. Background to the study

The background was divided into four perspectives; historical showing similar studies of the study variables, theoretical showing the theory that relates the study variables, conceptual on definitions of key terms, and contextual on the study area.

#### 1.2.1 Historical Perspective

Today's reality in the global world is that people influence important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy, while the mix of people and systems mostly determine an organization's capabilities. Competencies are required to execute the strategy, and these

competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organization is to treat its employees as its most important asset, it has to be knowledgeable about what is it that motivates people to reach their full potential (Lawler, 2003).

It is not easy though to establish all the things that motivate people and stimulate commitment in life or at work but an effort has to be made.

Traditionally, individual performance in organizations has centered on the evaluation of performance and the allocation of rewards. Organizations are starting to acknowledge planning and enabling individual performance have a critical effect on organizational performance.

Strategic success for the organization lies in focusing attention at all levels on key business imperatives, which can be achieved. The planning process is one of the primary elements of the total reward system. It is the process that impacts commitment between pay checks and provides the basis on which individuals results are measured. It is the bonding agent in programmes that direct rewards to true performance and commitment. The primary focus of reward and recognition programs is how organizations define their reward schemes and communicate this in a manner that employees clearly understand the link between reward and commitment (Flynn, 1998). Rewards and recognition programmes create environments especially where jobs provide intrinsic rewards, good feelings that people get from doing the work itself. Yet in many organizations, recognition is reserved for an elite few and rewards are defined solely in terms of wages and salaries. Effective recognition enhances employee motivation and increases employee commitment and productivity all of which contribute to improved organizational performance (Deeprise, 1994).

Baron (1983) argues that there is a close relationship between rewards and job commitment. He notes that if successful performance does in fact lead to organizational rewards, such

performance could be a motivational factor for employees. Under such conditions, they can see that their efforts result in rewards. Consequently, they may be motivated and committed to exert higher levels of effort on the job.

The notion of rewarding employees for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Schiller, 1996, 89). Piece-work systems simply involve plans which directly associate the employee's level of pay to their output levels. From these piece-work systems evolved the traditional merit program. The traditional merit program is based on performance appraisals which employers evaluate to determine whether or not the employee is deserving of an increase in pay. This type of merit program could be seen within both the public and private sectors organizations.

MacLean (1990) argues that in general, employers were losing money with the traditional merit programs used during this period. Under the traditional system, a "meritorious" employee received a permanent pay increase that affected basic salary. If the performance of that employee declined, the agency lost money.

Several researchers have attempted to study the problem of teachers' commitment leaving behind gaps that need to be filled. These include Namutebi, (2006) as cited by Harriet (2014) who researched on the effect of reward management practices and teachers' job commitment in Wakiso District. Ejju (2005) was interested in the relationship between self-esteem and commitments of teachers in secondary schools. None of those studies attempted to relate rewards directly on teachers' job commitment and none of the two studies still was on the context of Secondary Schools in Luweero District which gaps the report has filled. When employees are provided with non-monetary rewards like housing, flex time, vacation, learning and development opportunities, recognition of achievements, tasks for or

other assignments and sincere praise their organisational commitment increases and the reverse is true. Employees who are praised, recognised, and promoted on the job are more committed on the job than their counterparts who are not treated in a similar manner.

### **1.2.2 Theoretical Perspective**

Several theories have been developed to explain the subject of rewards and teachers' commitment on the job. The major concern of this report is to show the effect of rewards on Secondary School teachers' commitment in Nyimbwa sub-county, Luweero District. The report is anchored on the Expectancy Theory by Victor Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to anticipation of a reward that is valued. According to the expectancy theory, motivation and therefore commitment depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. According to the Expectancy Theory there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are; Expectancy, Instrumentality and Valence.

Expectancy is the individuals' perception or belief that a particular act will produce a particular outcome or reward. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards Cole, (1996). Valence is the strength of the belief that attractive rewards are potentially available. According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance and obtain rewards at the end. Hence the Vroom can be stated as follows:

$$\text{Force (Motivation)} = \text{Valence} \times \text{Expectancy Cole, (1996)}$$

The product of Valence and Expectancy is Force (Motivation). Force is used in the sense of pressure to perform an act. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. This report therefore adopted this theory as a guide in the research about the effect of rewards on secondary teachers' commitment in Nyimbwa sub-county, Luweero District.

### **1.2.3 Conceptual Perspective**

The independent variable in this report is rewards. According to Maicibi (2007), rewards are concerned with all the strategies by an organisation in formulation and implementation of policies that aim at rewarding people justly, fairly, equitably but also differently and consistently in accordance with the value of an organisation. Rewards also refer to the benefits which employees receive in return for working on behalf of an employing organization. In this report rewards was looked at in angles of financial and non-financial rewards. In this report financial rewards involved salary, wages, bonuses, profit sharing scheme, overtime pay, pension, gratuity and allowances. Non-financial rewards in this study involved praise, recognition, responsibility, promotion, accommodation, medical for self and transport.

The dependent variable in this report is commitment. According to Thompson (1998) as cited by Ssali, (2011) "commitment is an engagement or obligation" that is to say, the state of being willing to give a lot of time to do something. In this report teachers' job commitment was looked at basing on sense of belonging at school where teachers feel that they are part and parcel of the school, sense of excitement where teachers enjoy their job, confidence in management where teachers have trust in their leaders, teachers' syllabus coverage where teachers' cover what they are meant to teach in time, punctuality and regularity at work where teachers come on time and are present on all working days, active



attendance of meetings and all other school functions such as assemblies, sports days, music festivities among others.

#### **1.2.4 Contextual Perspective**

The study was conducted in Nyimbwa sub-county, Luweero District found in the central part of Uganda. The level of commitment of Secondary school teachers in Nyimbwa sub-county is in a sorry state (UCE and UACE, 2014) raising the concern of many stakeholders such as Ministry of education and sports, parents, district education officials and the researcher in particular. According to the report of the District Education Officer, (2012) during the head teachers meeting on the commitment of teachers on their jobs, it was identified that teachers' job commitment was going down. This was reflected in aspects like loss of confidence in management, denial of responsibility, failure to cover the syllabi on time, absenteeism, high labour turn over, teachers part timing as a means of topping upon the basic salary by teaching in two or more schools which indicates lack of commitment to the job calling need for the study. Although there could be other factors contributing to this poor teachers' job commitment, the District Education Officer hinted on poor rewarding systems. This was more evident in UNEB results (2013 and 2014). The three schools constituted the case of the study. This therefore provoked the researcher to undertake this study to establish the relationship between rewards and teachers job commitment in Nyimbwa sub-county Luweero District.

### **1.3 Statement of the Problem**

Teachers' commitment helps to realise the attainment of educational goals. Teachers if committed would dedicate all their effort on the job. That is to say, they would prepare, teach and assess students' work on time. Enormous efforts such as inspections, salaries, arrival books, class attendance records and deadlines have been put in place to ensure teacher commitment. However, according to the report of the District Education Officer

(2012) Secondary teachers' job commitment in secondary schools in Luweero District was in a sorry state for a number of years. This is reflected in form of rampant absenteeism, late coming, and failure to assess students' work, leaving school before official time, and being redundant while at work. This affected their job commitment. The problem resulted into examination malpractices by pupils and teachers, teachers being passive, and failure to cover the syllabus on time affecting negatively teachers' job commitment reflected in low students' grades in national examinations and the dropping enrollment in these schools. This was more empirical in Ndejje vocational secondary school, Ndejje high school and Ndejje standard high school UNEB UCE and UACE results (2013 and 2014) which constituted the case of this study.

Although, there could be other causes of the above, rewards were taken as having an upper hand in affecting teachers' commitment calling for need for studies such as this one to establish the effect of rewards on secondary school teachers' commitment in Nyimbwa sub-county, Luweero District.

#### **1.4 Purpose of the study/General objective.**

The purpose of the study was to establish the effect of rewards on commitment of secondary school teachers in Nyimbwa sub-county, Luweero District.

#### **1.5 Specific Objectives**

The objectives of the study were:

- (i) To establish the effect of financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.
- (ii) To examine the effect of non-financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.

## **1.6 Research Questions**

The research questions of the study were:

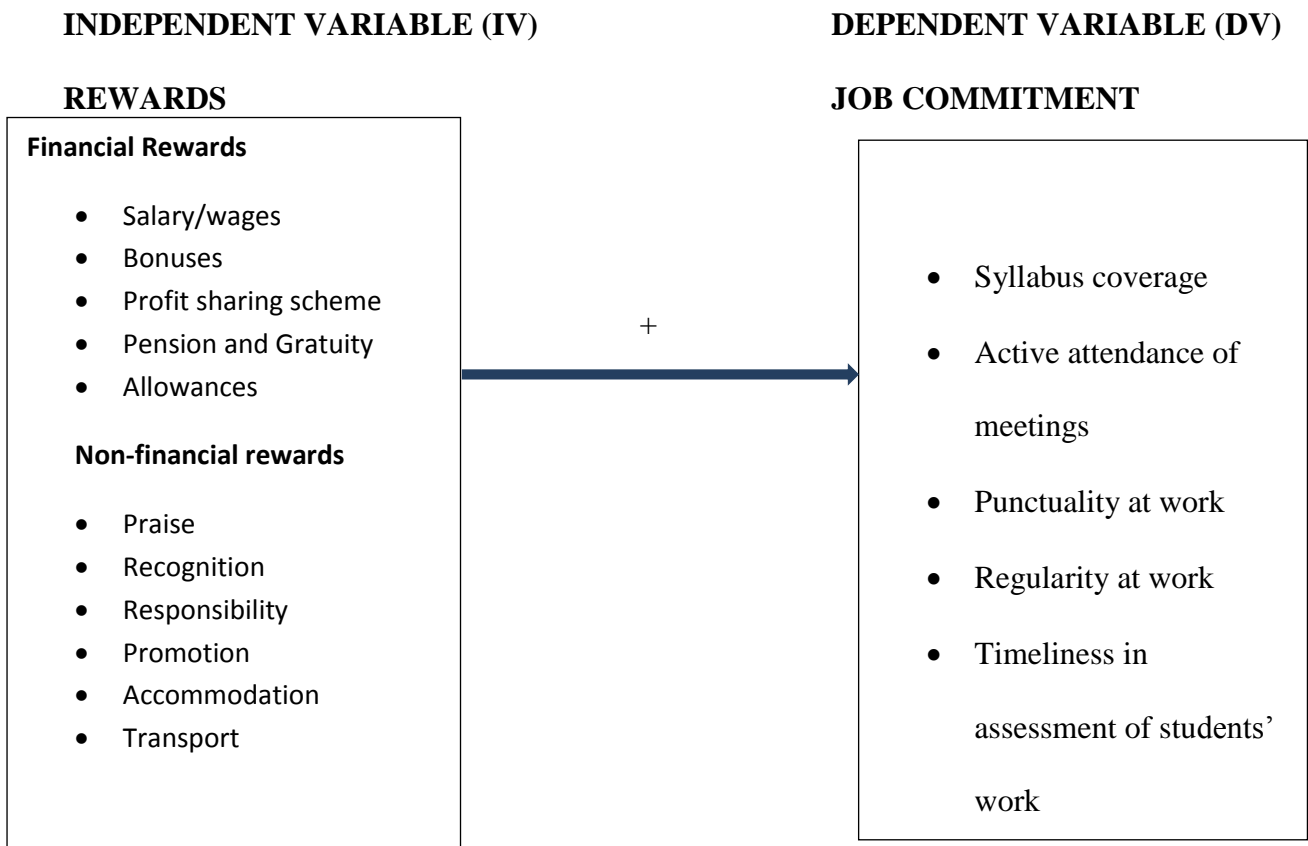
- (i) What is the effect of financial rewards on commitment of Secondary School Teachers in Nyimbwa sub-county Luweero District?
- (ii) What is the effect of non-financial rewards on commitment of Secondary School Teachers in Nyimbwa sub-county Luweero District?

## **1.7 Hypotheses of the study**

The hypotheses of the study were:

- (i) Financial rewards have positive effect on commitment of Secondary School Teachers in Nyimbwa sub-county, Luweero District.
- (ii) Non-financial rewards have positive effect on commitment of Secondary School Teachers in Nyimbwa sub-county, Luweero District.

**1.8 Figure 1: The conceptual framework provides a framework of how variables were operationalized and related in the study:**



**Adopted from Armstrong (2001) and modified for this study.**

The conceptual frame work demonstrates how the variables are conceptualized in this report.

The independent variable which is the rewards is broken down into two namely; financial rewards and non- financial rewards. Financial rewards are broken down into salaries/wages, bonuses, profit sharing schemes, allowances and pension and gratuity. While non-financial rewards are conceptualized as praise, recognition, responsibility, promotion, accommodation, transport and insurance for self and family. Is it conceived that the increase in either financial rewards or non- financial rewards leads to increased teacher commitment as demonstrated by the plus (+) sign.

## **1.9 Significance of the study**

The study findings may be beneficial to policymakers like members of parliament and District councilors as they are made aware of how rewards affect teachers' job commitment, and administrators like Directorate of education standards, District education officers, inspectors of schools and head teachers should ensure effective management of rewards to yield teachers job commitment. Teachers get committed when rewards are managed well as a result of the study. Future researchers may refer to the report to find out researchable areas or use it as a literature source.

## **1.10 Justification of the study**

Many scholars and academicians have carried out research both nationally and internationally on the effect of rewards on teachers' commitment in schools. But there is inadequate information and no empirical evidence that research has been done on the effect of rewards on teachers' commitment in secondary schools in Nyimbwa sub-county Luweero district. The report therefore was an issue of urgency since the level of teachers' commitment in secondary schools in Luweero district is worrying and led to a justifiable remedy to the problem.

## **1.11 Scope of the study**

The report covers Nyimbwa sub-county Luweero District, which is in Central Part of Uganda, 22 miles on Kampala – Gulu Highway, concentrating on rewards and commitment of secondary school teachers. The report target group was head teachers, Secondary school teachers were selected from three (03) Secondary schools in Nyimbwa sub-county Luweero District and two district education officers. The report covers the period from 2013 to 2015 since this is when commitment continued to deteriorate and information could be recalled by the respondents.

## **1.12 Operational Definitions.**

**Motivation** refers to forces acting either on or within a person to initiate action.

**Satisfaction** refers to a state of contentment that is not necessarily related to action.

**Commitment** refers to the identification and involvement which individuals have with their organization's vision, mission, values and goals.

**Rewards** are payments in monetary or non-monetary forms to employees.

### **1.13 Conclusion.**

In conclusion therefore, the introduction laid a foundation upon which the study was based. The historical background gave the evolution of the study, the theoretical back ground underpinned the study to the already established understanding, the conceptual gave the meaning of the concepts, and the contextual brought the study to the case area. The problem statement gave a basis for the study, the objectives gave the direction of the study, research questions provided the areas of investigation, the hypothesis provided tentative answers to the study and the scope gave the limits of the study in terms of concepts, geographical coverage and time frame.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter gives the theoretical review, literature related to the respective objectives and summary of literature review. The study concentrated on literature related to financial rewards and teachers' commitment, non-financial rewards and teachers' commitment.

#### 2.1 Theoretical Review

A number of theories have been advanced to explain the relationship between rewards and teachers' commitment such as Hierarchy of Needs by Maslow, the Equity theory of motivation by Adam Stacy, the two factor theory by Hasberger. However, the study was guided by the Expectancy theory by Victor Vroom (1964)

The major concern of this report was to find out the effect of rewards on Secondary school teachers' job commitment in Nyimbwa sub-county Luweero District. The study was guided by the Expectancy Theory by Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to anticipation of a reward that is valued. According to the expectancy theory, motivation and therefore commitment depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. According to the expectancy theory there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are; Expectancy, Instrumentality and Valence Cole, (1996). Expectancy is the individuals' perception or belief that a particular act will produce a particular outcome or reward. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. Valence is the strength of the belief that attractive

rewards are potentially available. According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance and obtain rewards at the end. This is precisely observed by Hobert, Donald, John and Lee, (2000) in general; perceptions of expectancy, instrumentality and valence combine to influence motivation. An employee is expected to be motivated to engage in a behavior if he or she feels capable of successfully achieving the behavior, believes that the behavior will lead to rewards and finds the rewards attractive Hobart et al (2000). Hence the Vroom can be stated as follows:

$$\text{Force (Motivation)} = \text{Valence} \times \text{Expectancy Cole, (1996)}$$

The product of Valence and Expectancy is Force (Motivation). Force is used in the sense of pressure to perform an act. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible e.g. Pride in work feelings of accomplishment are gained by fulfilling higher level personal needs such as self-esteem and personal growth and the individual can exercise a degree of personal control over these. According to Cole (1996) extrinsic rewards, by comparison are primarily external and material such as promotions, salary and working conditions and these are provided by the organization and thus outside the control of the individual. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by an individual and corresponding commitment. Maicibi (2003) agrees with this that employees expect rewards or outcomes to be broadly proportional to their efforts. This satisfaction will also influence the effort (commitment) put into further task accomplishments. Julie and Tim, (2007), managers therefore need to attempt to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.



In a nutshell, the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes (rewards) valued the greater is the motivation and hence commitment to perform the activity. The theory is helpful in suggesting ways managers can enhance employee motivation and commitment through appropriate human resource activities. This study therefore adopted this theory as a guide in the study about the effect of rewards on secondary school teachers' job commitment in Nyimbwa Sub-county Luweero District.

## **2.2 Related Literature**

According to Figure 1.1, financial and non-financial rewards are expected to have a direct effect on secondary school teachers' commitment. The aspects of financial rewards that were dealt with in this report are; salaries, bonus, profit sharing scheme, overtime pay, gratuity and pension and allowances yet non-financial rewards included; praise, recognition, responsibility, promotion, accommodation, transport, medical for self and family. These were correlated with job commitment dealing with, active attendance of meetings, syllabus coverage, cooperation, punctuality and regularity at work and timely assessment of students' work.

### **2.2.1 Financial Rewards and Teachers' Commitment**

Financial rewards according to Nakacwa (2005) in a study about rewards and job performance of secondary school teachers in Kawempe Division are economic gains one secures from a job, and include things like salaries, job bonuses and fringe benefits. Cole (1996) emphasizes that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong (2009) identifies that monetary rewards have a powerful effect on freedom from worry, fear, and contamination by the organisation environment. If fair monetary rewards are adjusted to employees and their basic needs are accessible, their levels of commitment will rise. Financial rewards according to Armstrong (2009) must be provided in relation to competence, contribution and skill or service grade. They may also include employee benefits expressed in monetary terms like sick pay, insurance, company cars and other "perks".

They comprise elements of remuneration additional to the various forms of cash pay. These motivate employees leading to high job commitment and high performance. According to Maslow cited in Harold and Heinz (2001) monetary rewards in form of cash payments have got an upper hand in influencing organisational commitment of employees since they can afford catering for their basic needs of life. Mullins (2002) as cited by Nyakundi (2012) asserts that workers would be committed on their jobs by obtaining highest possible wages and salaries. In addition Robbins (2003) stresses that monetary rewards have the strongest energising force that increases commitment of employees on their jobs. However, the findings of this report differed sharply with the assertions by the scholars above as it was concluded that financial rewards do not have a significant positive relationship with teachers' commitment.

Ogomorach (1994) looks at financial rewards as money incentives offered over and above employees' salaries with the view to motivate them and enhance their job commitment. The financial allowances like housing allowances, transport allowances, medical allowances and welfare allowances according to Ogomorach should be offered if job commitment is to be enhanced. Ssali (2011) defines a salary as a fixed periodical payment to employees usually expressed in terms of money. Yet wages are payments made to workers expressed as rate per hour. Holden (2001) asserts that "in order to administer financial rewards it needs one to establish a pay structure." This involves a hierarchy of pay levels, and a hierarchy of jobs. Holden further encourages shift pay where employees who work in unusual or changing hours should be paid to compensate for inconveniences and hardships they face if their commitment is to be enhanced. However, such studies are not in agreement with the results of this report.

While the above literature shows a close relationship between financial rewards and job commitment, Kamuhanda (1976) as cited by Ssali (2011) found out that, inadequate salary and

lack of fringe benefits leads to low teachers' social status leading to lack of commitment on their jobs. On the other hand, offering high salaries and fringe benefits minimizes discontent among teachers, increases their social status hence commitment at work. Although this could be true but, Kamuhanda differed with the findings and conclusions of this report.

Kasaija (1996) in a study about effects of monetary and non-monetary rewards on motivation among teachers in post primary institutions in Hoima and Masindi Districts, empirically found that in 1970s teachers' remunerations remained low in monetary terms as cited by Namutebi, (2006). It was found out that many teachers left the teaching service. In addition it was found out that "A" level leavers did not opt for teacher training courses. This caused a very serious shortage of teachers in the country. However, Kasaija did not suggest possible ways of how financial rewards should be used to ensure secondary teachers job commitment. Bennell (2004) observed that, teaching has become employment of the last resort among University graduates and secondary school leavers in many countries, consequently teachers often lack a strong long-term commitment to teaching as a vocation. Finally teachers are paid considerably less than the mainstream professions. Bennel further noted that, "pay on its own does not increase motivation", however pecuniary motives are likely to be dominant among teachers in LDCs where pay and other material benefits are too low for individuals and household survival needs to be met. Bennel also decried that, very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously demotivates employees and hence compromising their commitment. Bennel (2004) noted that, the salary scales of both primary and secondary school teachers are often very flat with very small salary increments awarded on the basis of seniority or experience with little or no link with actual job performance. Salary administration is also poor in most countries. In

particular, late payment of salaries is very common. However the findings of this report did not agree with the above scholars.

It is widely asserted that low teacher commitment reflected in deteriorating standards of professional conduct, including serious misbehavior and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation and marking. The 2004 World Development Report neatly summaries these concerns about teachers, “cases of malfeasance among teachers are distressingly present in many settings, teachers show up drunk are physically abusive, or simply do nothing. This is not low quality teaching- this is not teaching at all (World Bank, 2004). However, the findings in this report varied from the conclusions of the above scholars. The report established that teachers’ commitment is not significantly influenced by financial rewards as earlier anticipated.

### **2.2.2 Non-Financial Rewards and Teachers’ Commitment**

Non-financial rewards are the non-monetary gains that influence people through non-material rewards like; giving more responsibility, promotion, praise and recognition in public (Mosaic, 1982) as cited by Ssali (2011). However, Maicibi (2007) in his definition of the same includes indirect financial rewards arising from work itself, such as; achievement and autonomy. Such non-monetary rewards are believed in one way or the other to affect job commitment either negatively or positively. Braton and Jeffrey (1988) argue that non-financial rewards tend to attract highly qualified and competent people who are too committed to the achievement of organisational goals. Alan (2001) defines commitment as the degree of identification and involvement which individuals have with their organisations mission, values and goals. This

translates into their desire to stay with the organization, belief in its objectives and values, the strength of employee effort in the pursuit of business objectives Griffin and Bateman, (1986) as cited by Alan (2001). Alan further noted that, commitment arises as individuals perform acts such as joining a firm, working long hours and speaking well of the organization to customers or friends. Commitment is seen as having three key elements Allen and Meyer, (1990) as cited by Alan .i.e. affective- the individuals' emotional attachment to an organization, continuance-an individual's perception of costs and risks of leaving the organization, normative-the obligation and responsibility a person feels towards the organization. The report is in total agreement with the above assertions.

Hobart et al. (2000) observed that a committed workforce consists of self-motivated staff that can function without the need for order or managerial control.

Maicibi (2003) identified three main types of non-monetary rewards that is, the need for power, need for affiliation and need for achievement. New vision (May, 2014) emphasized that, employees should be appreciated individually, every human being deserves respect, employees can be helped to go for further education, if necessary offering them and their family members health insurance is another way of making them contented. Daily monitor, (May,2014) Mwesigye Rukutana minister of state for labour, employment and industrial relations urged companies to engage more with their employees in decision making if the workforces are to increase productivity and develop a sense of ownership of their respective companies. Mr. Rukunda said companies can double their production without necessarily motivating their employees with money but through engagement. Teresa (2012) stated that, employees in organisations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. The findings of the study are in line with the observations of the minister.

According to research by Woodruffe (2006) as per Julie and Tim (2007), non-financial factors; advancement, autonomy, employer commitment, praise, and trust remain the most important motivators of employees' performance. Ministry of Education and Sports (1995) observed that money is not everything for employees in various schools, and recommends that school heads need to use additional things to motivate teachers. These might include assignment of special tasks, delegation of authority and involving them in decision making to raise their sense of belonging and commitment with the school. The report findings are in agreement with the above studies and conclusions.

Empirical studies on the relationship of non-financial rewards and job commitment are many. For example, in the study conducted by War Cole, (1996) on non-financial rewards and its effect on teachers' commitment in Britain demonstrated that money is not the sole reason for working. A large sample of men and women were asked as whether they could continue working if it were not financially necessary. Sixty nine percent of the men and sixty five percent of women revealed that they would carry on working even if it were not financially necessary. Although the above studies were carried out in a diffident context, their findings are in agreement with the findings if this report.

In the same way, Namutebi (2006) in a study about reward management practices and job commitment of secondary school teachers in Wakiso District empirically found out that when teachers are rewarded non-financially through things like recognition and assigning them with responsibilities, their job commitment increases more than that of teachers who are only rewarded through monetary incentives. In the same study, Namutebi found out in Wakiso that there are challenges with non-financial rewards that affect teachers' commitment and these include; teachers' failure to acknowledge the value of non-financial rewards, teachers' failure to

identify with colleagues in a bid to demand for fair working terms, lack of recognition and lack of a system that enhances effective commitment. The establishments of this report are in total agreement with the above studies that non-financial rewards have a significant positive effect on teachers' commitment in secondary schools.

### **2.3 Summary of literature Review**

The chapter has elaborated the theory which underpinned the study in details highlighting the relationship between the expectancy theory by Bloom and rewards and teachers job commitment. Literature was reviewed objective per objective in an attempt to find out what other researcher have postulated about rewards and teacher commitment.

The above literature review demonstrated that the report findings differed from many studies that postulated that there a significant positive relationship between financial rewards and teacher' job commitment since the report established otherwise. However the findings of the report agreed with many studied that there a significant positive effect of non-financial rewards on teachers' commitment.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the frame under which the study was undertaken and it includes the research design, study population, sample and sampling techniques, methods of data collection and instruments, quality of instruments, procedure and data analysis as they were used in the study.

#### **3.2 Research Design**

The study was a cross sectional survey since data was gathered at only one point in time. This was due to the fact that, it enabled the research to cover many respondents, it improved reliability and validity since the respondents were covered in their natural setting, the design was cost effective and time saving (Creswell,2003)

The study adopted both qualitative and quantitative approaches with a bias to quantitative approach (Amin, 2005). The qualitative approach was used to supplement on data that was collected from quantitative approach while quantitative approach was used to save resources due to wide scope. The quantitative approach made use of numerical expressions and statistical tools to analyse data. The two approaches were triangulated in order to increase validity and reliability. It was non-experimental since there was no manipulation of variables (Amin, 2005). The study was correlative that is relating rewards on teachers' job commitment (Amin, 2005). The study further was a case study, that is Nyimbwa sub county-Luweero District was used being one of the sub-counties where the level of secondary teachers' job commitment was poor among other sub-counties.



### 3.3 Study Population

The study was carried out among secondary school teachers in three secondary schools in Nyimbwa sub-county, Luweero District. Teachers in Secondary schools were chosen for the study being one of the groups of civil servants whose job commitment was in a sorry state for a long time. The total number of the study population was four hundred and fifty secondary school teachers from eight schools (District Education Officer Teachers Census Report (2013) however the study focused on a target population of one hundred and fifty teachers from three private secondary schools, three head teachers and two District education officers. (District Education Officer Teachers Census Report (2013). Thus a total target population of one hundred and fifty five (155).

### 3.4 Sample size

Of the target population of 155 secondary school teachers, head teachers and Education Officers cited from District Education Officer (Teachers Census Report 2013), Krejcie and Morgan (1970's) table of sample size determination suggests sample size of 125 as per the table below;

*Table 3.1*

Category	Target population	Sample size	Technique
District education officers	02	02	Purposive
Head teachers	03	03	Purposive
Teachers	150	120	Simple random sampling
Total	155	125	

*Source: Schools' records 2015*

To attain the sample size, the researcher used the cluster sampling strategy (Amin 2005) whereby three schools in the sub county were regarded as clusters. One Head teacher was

selected and interviewed from each school, forty two teachers were given questionnaires from each school and two district education officers were interviewed.

### **3.5 Sampling Techniques**

Sampling techniques used were both probability sampling and non-probability sampling.

#### **3.5.1 Probability sampling**

Under probability sampling technique, simple random sampling was used in selecting the teachers since they were many. At the same time it gave all the teachers equal chances to be selected as respondents. This was done using stratified sampling where teachers were divided into male and female teachers and then appropriate number respondents were sampled randomly from each stratum.

#### **3.5.2 Non-probability sampling.**

Purposive sampling was used to select Head teachers, and District education Officers. This technique was used because these categories are selected for a purpose, because they have vital information for the study and are the only ones in their respective categories (Odiya, 2009). At the same time these are the people who can best report about teacher rewards and teacher commitment.

### **3.6 Data collection methods**

The study involved collection of primary data. Questionnaire survey and interview were used because they enabled the researcher to cover a large population quickly and at a reasonable cost; further, questionnaires were very suitable for the target respondents since they comprehended English proficiently. An interview was used to supplement on data from the questionnaire. Questionnaires were directly administered to the respondents and collected after filling them for

further processing. For interviews, the respondents were met physically and information was recorded as it was given to the researcher.

### **3.7 Data collection instruments**

#### **3.7.1 Questionnaires**

Self-administered questionnaires were used for primary data collection on rewards and teacher commitment from the respondents who were teachers on the account of English literacy and being in position to have information relating to teacher commitment and rewards, the technique was also appropriate because a large number of teachers were used in the study making it cost effective and less time consuming. The questionnaires were developed using a five-likert scale to ease filling the questionnaire ranging from; strongly agree, agree, unsure, disagree and strongly disagree. The questionnaire consisted of closed ended questions with pre-determined answer options aimed at addressing each objective.

The questionnaire consisted of forty one (41) questions in total where; twelve questions were set on financial rewards, twelve questions on non-financial rewards and seventeen questions on commitment.

#### **3.7.2 Interview guide**

A detailed structured interview guide consisted of three questions on each of the variables i.e. Three questions on financial and three questions on non-financial rewards to get a deeper view of respondents on the variables of the report, they also gave an opportunity for clarifying questions and exploring issues for additional information. The interviewees consisted of the head teachers and district education officers on the count of their English literacy and being the custodians of information regarding teachers' rewards and commitment. Face to face interactions were held with respondents to gather their perceptions of the reward systems used.

### 3.8 Quality control (Validity and Reliability)

#### 3.8.1 Validity

Validity was established using the content validity, that is to say through pre-testing of the questionnaire and interview guide and presenting the instruments to the supervisors for technical approval. The content valid index was determined by considering the number of items declared relevant divided by total number of items presented. It was above 0.7 as per (Amin, 2005)

The Content Validity Index of the instrument was computed as below;

$$\begin{aligned} \text{CVI} &= \frac{\text{Items declared Relevant} * 100}{\text{Total number of items being judged}} \\ &= \frac{41}{43} = 0.95 \end{aligned}$$

According to Amin (2005) the instrument was valid.

#### 3.8.2 Reliability

In order to ensure reliability, the internal consistency method was used. The researcher pre-tested the instruments on selected sample of respondents which were later not part of the study. The samples were correlated using Cronbach's alpha analysis (Amin 2005). An alpha coefficient of above 0.7 is considered relevant for the study.

**Table 3.2. Reliability indices for respective sections of the questionnaire**

Variable	Description	Construct	Number of items	Cronbach Alpha
Dependent	Job commitment		17	0.877
Independent	Rewards	Financial rewards	12	0.842
		Non-financial rewards	12	0.842

According to Cronbach’s Alpha co-efficient the instrument was reliable since all the subsections of the instrument had Alpha values above 0.7.

### **3.9 Procedure for data collection**

Upon successful defending of the proposal, the researcher obtained permission from the school of management science of Uganda Management Institute to commence field work. The researcher obtained a letter that introduced him to schools and other respondents such as District Education Officers, head teachers, teachers among others. Thereafter data was collected by administering questionnaires and conducting interviews.

### **3.10 Data analysis**

Both quantitative and qualitative data analysis techniques were used during the study.

#### **3.10.1 Quantitative data**

Data collected was prepared or processed and then entered into computer and analysed using frequencies and descriptive statistical tools such as measures of central tendency, measures of variability and measures of statistical significance using the SPSS computer Programme. At a bivariate level Rewards was correlated with the respective teacher commitment using Pearson’s

methods as appropriate. Data was presented using tables, percentages, and descriptins since these are easy to interpret and understand.

### **3.10.2 Qualitative data**

Data collected using the interview guide was analysed using content analysis techniques such as editing to eliminate mistakes and coding to reduce the volume of data collected through interview schedules. The data was further categorized according to themes based on the study objectives. The contents of the data collected was analysed objective by objective and reported alongside the quantitative data.

To test the hypotheses the researcher used the significance level of 0.05 that was generated by the SPSS computer programme. For values of less than 0.05, the hypothesis was accepted and the conclusion was that there is a significant positive relationship between the variables.

### **3.11 Measurement of variables.**

In this study, three levels of measures were used namely: nominal scale, interval scale and ordinal scale. The nominal scale was used for measuring the items like gender, the ordinal scale was used to measure responses to likert scale statements to rank them in some order. The interval scale helped the researcher to obtain mean response and standard deviations of responses on the variables for purposes of interpretation (Sekaran, 1992).

### **3.12 Ethical considerations**

The responses from the respondents were treated with utmost confidentiality. This was made clear to the respondents before the commencement of each interview or distribution of questionnaires. The respondents were not be coerced to respond to questions if they felt that they would not give precise answers. The respondents were given full information regarding the

objectives of the study and their consent was obtained prior to interviewing or engagement. They all had an option of stopping the interview if it was necessary.

To further ensure utmost confidentiality, no names of respondents were written on the questionnaire or list of those who were interviewed.

### **3.13 Conclusion.**

In conclusion therefore, the methodology chapter laid a framework that was used in data collection and analysis formed the basis for chapter four which dealt with data analysis and informed chapter five for discussion, recommendations and conclusion.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter presents data collected using the questionnaire and, interviews as described in Chapter 3. The corresponding interpretations also follow each presentation. The results of the study are presented according to the study objectives and research questions. The findings in this chapter were also arrived at by analyzing and interpreting the available data using SPSS and Microsoft Excel software. All the responses are presented in terms of frequencies, percentages and correlation matrices which are displayed in tables. The statistical data from the quantitative part of the questionnaire was also supported by the qualitative data of the study from the interviews. The quantitative data was analysed based on a Likert's scale of 1- (Strongly disagree) to 5-(Strongly agree) scale rate.

#### 4.2 Response Rate

The total number of respondents who constituted the sample used in this dissertation are summarised in Table 2 below.

**Table 2: Showing the Response Rate**

Nature of Response	Frequency	Percentage
Response	120	96%
Non-response	5	4%
<b>Total</b>	<b>125</b>	<b>100</b>

Source: *Primary Data*



A total of one hundred twenty five (125) questionnaires were distributed to secondary school staff and one hundred twenty (120) were returned and all the 5 interviews were conducted .The response rate was therefore ninety six percent (96%) as shown in the Table 2 above. Darren (2002) asserts that for a study to score above 80%, it shows that the study was perfectly done meaning that all questions were perfectly understood by all the respondents from the study.

### 4.3 Characteristics of the respondents

The background information of the respondents was considered necessary because the ability of the respondents to give satisfactory information on the study variables may be affected by their background. This information was about the respondents’ gender, age, and education level, duration in current employment, marital status and position held in organisation. The purpose of collecting background information about the respondents was to help in establishing the sample characteristics and to be able to form appropriate opinion about the research findings.

**Table 3: Level of Education**

		Frequency	Percent	Cumulative Percent
Valid	Licensed teacher	3	2.6	2.7
	Grade III teacher	7	6.1	8.9
	Grade V teacher	14	12.2	21.4
	First Degree holder	77	67.0	90.2
	Masters holder	7	6.1	96.4
	Others	4	3.5	100.0
	Total	112	97.4	
Missing	System	3	2.6	
Total		115	100.0	

Source: *Primary Data*

The findings in **Table 3** above revealed that the majority of the secondary school staff had attained a bachelor's degree and these accounted for 67% of the total sample; 12.2% are holders of a Grade V certificate, 6.1% had obtained a Grade III although this abnormal for teachers of this grade to teach in secondary, but they indicated like this. Probably there was an abnormality in their recruitment in these schools and Masters while 2.6% were licensed teachers and 3.5% others certifications. With the above statistics, we can say that secondary school staff have the basic qualifications to conduct teaching operations that is over 60% of the respondents from those schools have attained the required basic education (from Grade III to masters).

**Table 4: Duration you have worked in this organization**

		Frequency	Percent	Cumulative Percent
Valid	Up to five years	30	26.1	26.8
	Five years but not more than ten	24	20.9	48.2
	Ten but not more than twenty years	36	31.3	80.4
	Twenty years and above	22	19.1	100.0
	Total	112	97.4	
Missing	System	3	2.6	
Total		115	100.0	

Source: *Primary Data*

Duration respondents had worked in the organization (**Table 3**) was chosen as one of the characteristics so as to ascertain the respondents' experience with the school's operations. The study results showed that 31.3% of the respondents had worked with schools for 10-20 years, 26.1% for 0-5 years, and 19.1% for 20 years and above and 20.9 % had worked with schools for 5-10 years. Overall, most of the respondents (97.4%) had worked for their respective schools for more than 5 years. This implied such teachers had a longer stay in the school system which made

them suitable to answer questions regarding rewards and teachers' commitment given their experience in the school setting. This true because their longer stay could be explained by rewards and their stay connotes commitment to their job.

**Table 1: Duration and education level**

	Licensed teacher	Grade III teacher	Grade V teacher	First Degree holder	Masters holder	Others	Total
Up to five years	3	2	2	23	0	0	30
	100.0%	28.6%	14.3%	29.9%	0.0%	0.0%	26.8%
Five years but not more than ten	0	3	7	11	3	0	24
	0.0%	42.9%	50.0%	14.3%	42.9%	0.0%	21.4%
Ten but not more than twenty years	0	0	4	25	3	4	36
	0.0%	0.0%	28.6%	32.5%	42.9%	100.0%	32.1%
Twenty years and above	0	2	1	18	1	0	22
	0.0%	28.6%	7.1%	23.4%	14.3%	0.0%	19.6%
Total	3	7	14	77	7	4	112
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: *Primary Data*.

Table 4 shows the number of years and education level. Of the licensed teacher respondents, 100% had worked with schools for 0-5 years. Of the grade III teachers 42.9% had worked with the schools for 5-10years, 28.6% for 0-5 years, and 28.6% for 20 and above years. Of the grade V teachers 50% had worked with the organisation for 5-10 years, 28.6% for 10-20 years, and

14.3% for 0-5 years and 7.1% for 20 years and above. Of the first degree holder teachers 32.5% had worked with the schools for 10-20 years, 23.4% for 20 years and above, and 29.9% for 0-5 years. Of the masters teachers 100% had worked for 20 years and above.

This implies that schools are perceived by the employees as conducive while the working conditions and terms might be that favourable, giving reason for workers to stay in the school for relatively longer periods. The justification for asking for duration the respondents had worked in the school was chosen so as to find if commitment is influenced by financial rewards.

The data above implied that teachers with the first degree had worked longer the schools compared to other levels, this is because are the most suitable people to teach in secondary schools. This gave the researcher confidence that they were the most suitable to answer questions relating to rewards and teacher commitment in secondary schools.

#### **4.4 To establish the effect of financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.**

The first objective of the study was to establish the effect of financial rewards on commitment of secondary School teachers in Nyimbwa sub-county Luweero District. The findings of this objective were gathered from questionnaires from various schools staff and they show the respondents' views concerning the financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District. The variable was measured using 10 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree the results from the process of are displayed in table below. Table 2: Teachers views on financial rewards

	<b>N</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>Mean</b>
I receive my salary on time	113	13.9%(16)	32.2%(37)	7.8%(9)	27%(31)	17.4%(20)	1.7%(2)	3.02
The salary I receive tallies with my qualification	112	29.6%(34)	35.7%(41)	10.4%(12)	19.1%(22)	2.6%(3)	2.6%(3)	2.28
I am happy with the salary structure	113	36.5%(42)	50.4%(58)	2.6%(3)	7.8%(9)	0.9%(1)	1.7%(2)	1.84
I get a pay increment every year	113	28.7%(33)	25.2%(29)	8.7%(10)	24.3%(28)	11.3%(13)	1.7%(2)	2.64
I always receive bonus from Head teacher	113	46.1%(53)	30.4%(35)	3.5%(4)	11.3%(13)	7%(8)	1.7%(2)	2.01
I share the profits generated from school projects	113	55.7%(64)	26.1%(30)	7%(8)	7%(8)	2.6%(3)	1.7%(2)	1.73
Projects held in my school are useful towards uplifting my welfare.	113	27.8%(32)	23.5%(27)	14.8%(17)	28.7%(33)	3.5%(4)	1.7%(2)	2.56
I am paid for extra time worked	113	50.4%(58)	39.1%(45)	1.7%(2)	5.2%(6)	1.7%(2)	1.7%(2)	1.66
I get medical allowances every month	113	53.9%(62)	31.3%(36)	1.7%(2)	7%(8)	4.3%(5)	1.7%(2)	1.74
I receive transport allowances every month	112	42.6%(49)	27%(31)	5.2%(6)	8.7%(10)	13.9%(16)	1.7%(2)	2.22
I am paid accommodation allowances every month	109	11.3%(13)	19.1%(22)	5.2%(6)	37.4%(43)	21.7%(25)	5.2%(6)	3.41

**Source:** *Field Primary Data*

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree, M = Missing

From the table 5 above, the respondents were asked whether they receive their salary on time.

The results from the study revealed that, of the total respondents, 44.4% of the respondents were

in agreement as shown by the statistics, 46.1% disagreed, while 1.7% did not answer and 7.8% were Neutral. The above statistics implied that with 44.4% in agreement that they receive their salary on time this is worrying in comparison to the 46.7% who disagreed this can be interpreted that respondents believe that the school management should pay a little bit earlier and they are not doing enough in respect paying on time the salary of the teachers. The implication of those who disagreed and not sure is that may be the school should be more concerned about the time of pay in respect to the effort put in the work.

On whether the salary I receive tallies with my qualification; respondents were asked to state the extent to which they agree with the above. Of the total respondents (25), 21.7% of the respondents were in approval that the salary received tallies with my qualification, 65.3% disagreed while 2.6% were missing and 10.4% were Neutral. From the statistics above, this shows that the respondents who agreed that the salary received tallies with my qualification is the minority compared to the majority who disagreed this is a negative aspect which the school management should improve as majority of respondents where 65.3% who disapproved this statement.

This implies that the school management has a lot of work to be done to reverse this negative concern as majority of the respondents are not satisfied with the salary disbursement.

In order to find out whether, the respondents are happy with the salary structure; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 8.7% of the respondents were in approval that they are happy with the salary structure, 86.9% disagreed and 2.6% were Neutral. From the statistics above with 8.7% in agreement this was a negative to the school management in comparison to the 86.9% who were in disagreement. The

2.6% who were neutral either they are not aware of the salary structure or this is not a concern to them.

In an interview with one of the head teachers, he had this to say,

*“The school tries very much to reward and offer our teachers an appropriate salary as a structure demands but sometimes we have challenges with the school needs and repairs all these curtail our remuneration but this is all work in progress” (Head teacher on 28<sup>th</sup> Jun 2015)*

This is a key attribute which should be checked by the school management to avert the 86.9% statistic of the staff who is not satisfied.

In determining whether I get a pay increment every year the study revealed that; of the total respondents, 35.6% of the respondents were in agreement that they get a pay increment every year while 53.9% disagreed and 8.7% not sure.

This was further supported in the words of one of the respondents said,

*“I have worked in this school for seven years but I have received only one time increment and this was after we passed out UCE student very well otherwise I very hopefully one day all my dreams will come to fruition” (Senior four school teacher 25<sup>th</sup> June 2015)*

This shows that the school management has a lot of work to do in respect to salary increment of the teachers as seen with 35.6% in agreement compared to 53.9% in disagreement and 8.7% who are not sure it could be that they are not interested in salary increment and had other interests and were not bothered about such aspects.

From the findings of the study the respondents were asked if they always receive bonus from Head teacher, respondents were asked to state the extent to which they agreed with the above. Of

the total respondents, 18.3% of the respondents were in approval that they always receive bonus from Head teacher while 76.5% disagreed and 3.5 % said they were not sure.

From the statistics above, this shows that the school management especially the head teachers have some work to be done in respect to this area with 18.3% in agreement in comparison to the 76.5% in disapproval. This is a key attribute which should be well managed by the school management as, if poorly carried out may greatly degenerate the teachers' commitment.

The respondents were asked whether they share the profits generated from school projects The results from the study revealed that, of the total respondents, 9.6% of the respondents were in agreement as shown by the statistics, 81.8% disagreed and 7% not sure. The different statistics implied that as part of sharing the profits generated from school projects this is a key concern in terms of teachers rewards and teachers' commitment they should at least benefit from their sweat. Those that said are not sure could imply that this is not an issue to them.

In determining whether Projects held in my school are useful towards uplifting my welfare, the study revealed that; of the total respondents, 32.2% of the respondents were in agreement as shown with the statistics, 51.3% disagreed while 14.8% said not sure. From the findings above this shows that the projects done should either involve the teachers or should be participatory in nature in this way teachers' welfare will be uplifted as this will reverse the 51.3% level of disagreement.

This is a critical aspect which should not be over looked by school management to enhance teachers' commitment. The 14.8% who were not sure this implies either that they are not aware of any development or it is not a point of concern to them which provides school management some cut out work to do to enhance the projects for is teachers.



On whether, am paid for extra time worked; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 6.9% of the respondents were in approval of that, 89.5% disagreed while 1.7% said not sure. From the statistics above with 6.9% in agreement in comparison to the 89.5% in disagreement this is a minus for school management .This is a key attribute which is highly desirable for staff at all schools. With the high level of disagreement this aspect should not be underscored. While the 1.7% who was not sure this implies that either they are not concerned or the school administration has a lot of work to be done.

From the findings, the respondents were asked if they get medical allowances every month. Of the total respondents, 11.3% of the respondents were in approval while 85.2% disagreed and 1.7% said they were not sure. From the statistics above, this shows that the school Management does not provide medical allowances every month which is a minus and a demotivator to its teachers with an 85.2% statistic in disagreement comparison to the 11.3% who agreed. The 1.7% who was not sure this implies that either they do not need it or it's not their concern.

This is a key attribute which should not be overlooked by the school management as its absence or if poorly managed may greatly degenerate the teacher commitment.

The respondents were asked whether they receive transport allowances every month. The results from the study revealed that, of the total respondents, 22.6% of the respondents were in agreement as shown by the statistics 69.6% disagreed; and 5.2% not sure. The findings from the study implied that as part of teacher commitment, this key aspect in enhancing performance of staff is key as can be noted from the majority who scored this aspect highly. From the findings above this clearly shows that school management should provide transport allowance to its teachers to reverse the negative scores.

From the findings of the study on whether, the teachers are paid accommodation allowances every month; respondents were asked to state the extent to which they concurred with the above.

Of the total respondents, 59.1% of the respondents were in approval, 30.4% disagreed and 5.2% were Neutral. From the statistics above this is a key attribute which should be addressed by school management since a recognisable 30.4 % are not satisfactory in matters of accommodation allowances are not considered by the management. The 5.2% who were neutral this implies either they are not aware that school management pays accommodation allowances or they have decided to neglect this issue.

The above findings shed more light in respect to an interview with one of the head teachers; he had this to say,

*“Accommodation allowance is key and it is provided to permanent teachers in the school not the temporary ones though it is under discussion by the school welfare committee to make a permanent allowance of all teachers whatever your status” (25<sup>th</sup> july2015)*

Basing from the findings above school management also has some work cut out for them to in respect opinions of staff in general matters of rewarding.

**Table 3: Relationship between financial rewards and commitment**

**Correlations**

		FINANCIAL REWARDS	COMMITMENT
FINANCIALREWARDS	Pearson Correlation	1	.138
	Sig. (2-tailed)		.161
	N	108	104
COMMITMENT	Pearson Correlation	.138	1
	Sig. (2-tailed)	.161	
	N	104	109

From the table 6, above it is indicated that there is a non-significant positive correlation between financial rewards and commitment. ( $r = .138$ ,  $P < 0.000$ ). The study therefore validated the hypothesis that financial rewards do not significantly affect commitment of Secondary School Teachers in Nyimbwa sub-county Luweero District. As noted from the interview with the inspector of schools, he mentioned that;

*“In respect to financial rewards we do not reward our teachers the best in the market but we work mostly on the non –financial rewards like recognition both individual and corporate as we have seen with time money is not everything in this field of work it is all about passion or calling in life” (28<sup>th</sup> july2015)*

#### 4.4.1 Regression analysis results

To further enhance the relationship between independent variables and commitment of Secondary School Teachers in Nyimbwa sub-county Luweero District regression analysis is employed and the results of each independent variable with commitment are summarized in the tables below.

**Table 4: Financial Rewards and Commitment Results**

##### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.138 <sup>a</sup>	.019	.010	.44053	.019	1.992	1	102	.161

a. Predictors: (Constant), FINANCIALREWARDS

From the summary in table 7 above shows adjusted value of 0.010 between financial rewards and commitment which is suggesting that financial rewards alone predicted 1% of the variance

in Commitment. The adjusted = 0.010 at significance 0.000 suggested that financial rewards was a very weak predictor of Commitment.

This implies that only 1 % ( 0.010\*100%) variation can be explained by the financial rewards and the 99% can be explained by other factors.

#### **4.5 To examine the effect of non-financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.**

The second objective of the study was to determine the effect of non- financial rewards on commitment of secondary school teachers in Nyimbwa sub-county. The findings of this objective were gathered from questionnaires to staff and interviews of officials. The effect of non-financial rewards was measured using 10 items scored on five point Likert scale of 1=strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5= strongly agree the results from the process of are displayed in table below.

**Table 5: Teacher views on non-financial rewards on commitment**

	<b>N</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>Mean</b>
I am always praised for any good work I do at school	109	7.8%(9)	23.5%(27)	15.7%(18)	40.9%(47)	7%(8)	5.2%(6)	3.17
I work in good physical working conditions at school	108	5.2%(6)	15.7%(18)	14.8%(17)	50.4%(58)	7.8%(9)	6.1%(7)	3.43
My school administration recognizes the good work I do	108	8.7%(10)	16.5%(19)	20.9%(24)	35.7%(41)	12.2%(14)	6.1%(7)	3.28
My head teacher organizes appropriate gifts for good work I do	107	14.8%(17)	19.1%(22)	12.2%(14)	40%(46)	7%(8)	7%(8)	3.06
My presence is	107	13.9%(16)	12.2%(14)	27.8%(32)	33.9%(39)	5.2%(6)	7%(8)	3.05

recognized by the head teacher								
I expect a promotion anytime this year	107	18.3%(21)	19.1%(22)	30.4%(35)	19.1%(22)	6.1%(7)	7%(8)	2.74
Extra responsibilities I hold at school are appreciated	106	11.3%(13)	13%(15)	17.4%(20)	40%(46)	10.4%(12)	7.8%(9)	3.27
My head teacher attends to my social and professional problems	110	15.7%(18)	14.8%(17)	3.5%(4)	43.5%(50)	18.3%(21)	4.3%(5)	3.35
The school provides me with accommodation	112	22.6%(26)	18.3%(21)	4.3%(5)	26.1%(30)	26.1%(30)	2.6%(3)	3.15
The school provides me with means of transport to and from school every day	112	46.1%(53)	24.3%(28)	2.6%(3)	20.9%(24)	3.5%(4)	2.6%(3)	2.09
The school provides me with medical treatment	112	20.9%(24)	12.2%(14)	11.3%(13)	39.1%(45)	13.9%(16)	2.6%(3)	3.13
I get leave whenever I have a serious problem	112	13%(15)	9.6%(11)	10.4%(12)	40%(46)	24.3%(28)	2.6%(3)	3.54

**Source: Field Primary Data**

Key: SD= strongly disagree, D=Disagree, NS = Not sure, A= Agree, SA=strongly agree = Missing

From the table 6 above, the respondents were asked whether they are always praised for any good work done at school. The results from the study revealed that, of the total respondents, 47.9% of the respondents were in agreement as shown by the statistics, 31.3% disagreed and 15.7% were Neutral. The different statistics implied that as part of praising teachers for good work done, school Management has done well in terms of praising teachers from the findings

with 47.9% in agreement in comparison to the 31.3% who disagreed. The 15.7% who were neutral implies that they are either not aware or have decided to neglect this aspect.

From the findings above this shows that the school management should uphold this virtue. However, the 31.3% who disagreed this shows that this is an indicator that there is something to be done in as far as praising teachers for good work done.

On whether the school Management encourages work in good physical working conditions at school the study revealed that; of the total respondents, 58.2% of the respondents were in agreement as shown with the statistics ,20.9% disagreed and 14.8% were Neutral with a mean of 3.28 and a minimal deviation. From the findings above this shows that a substantive number of staff is appreciative of the good physical working conditions at school as shown by 58.2% of the staff with 20.9% disagreeing. The 14.8% who were neutral this implies that either they don't care or it is not a key issue.

This was further eluded in the interview as one of the teachers said,

*“There is a school policy in respect to our work environment, we should all be healthy and sober at all working hours 8am-5pm once we are on the school compound and this is a positive to all the teachers and students at large” (25<sup>th</sup> July 2015)*

This shows that school management has some policies which are well known to its staff at all levels from top to lowest staff members and are well appreciated.

On whether my school administration recognizes the good work I do; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 47.9% of the respondents were in approval that the school administration recognizes the good work I do 25.2% disagreed and 20.9% were Neutral. From the statistics above, this showed that 47.9% were in agreement while also 25.2% were in disagreement that the school administration

recognizes the good work I do. This calls for more teamwork by the top management as this really exemplifies a misfit in recognising staff for the good work done.

This is a key attribute which should be highly taken into consideration by the school management so as to promote teachers' commitment and thereby improve their organisational performance.

From the findings of the study on whether, my head teacher organizes appropriate gifts for good work I do; respondents were asked to state the extent to which they concurred with the above. Of the total respondents, 47% of the respondents were in approval that my head teacher organizes appropriate gifts for good work I do, 33.9% disagreed and 12.2% were Neutral. From the statistics above this is a key attribute which should be addressed by the school management since a recognisable 33.9 % is not satisfied. The 12.2% who were neutral this implies either they are either not aware or they have decided to neglect this issue.

The above findings shed more light in respect to an interview with one head teacher, had this to say,

*“The school management largely recognises good work for example our teachers in candidate classes once they have passed the student well they are highly recognised with gifts and certificates which I think is a positive for all of us to work hard at our jobs” (27<sup>th</sup>, July 2015)*

Basing from the findings above the school management also has some work cut out for them to avert the 33.9% staffs who is not satisfied.

In determining whether my presence is recognized by the head teacher the study revealed that; of the total respondents, 39.1% of the respondents were in agreement that my presence is recognized by the head teacher while 26.1% disagreed and 27.8% not sure.

From the above findings this shows that a good number of staff are in agreement 39.1% that their presence is recognized by the head teacher as the study revealed in comparison to the

26.1% who disagreed. This is a plus to top management as it should uphold this attribute to enhance teacher commitment. From the 27.8% who were not sure this means these respondents are not aware of this aspect or they decided to neglect it.

From the findings to check if teachers expect a promotion anytime this year, respondents were asked to what extent to which they agreed with the above. Of the total respondents, 25.2% of the respondents were in approval that they expect a promotion anytime this year while 37.4% disagreed and 30.4 % said they were not sure.

From the statistics above, this show that school Management has some work to be done in respect to promotions which is a negative score for its employees and management as agreed with a 25.2% statistic in comparison to the 37.4% who disagreed. The 30.4% who were not sure this implies that either they do care not or it's not their concern. This is a key attribute which should not be overlooked by the school management as its absence or if poorly carried out may greatly degenerate the commitment of the staff and in the end, performance of the school.

The respondents were asked whether Extra responsibilities I hold at school are appreciated. The results from the study revealed that, of the total respondents, 50% of the respondents were in agreement as shown by the statistics 24.3% disagreed; and 17.4% not sure. The findings from the study implied that as part of school management, this key aspect in enhancing teacher commitment has been catered for with 50% in agreement in comparison to the 24.3% and 17.4% not sure. From the findings above this clearly shows that the school management is trying to do a commendable job of rewarding extra responsibilities of staff in respect to their effort and work to be done.

On whether the head teacher attends to my social and professional problems; respondents were asked to state the extent to which they agree with the above. Of the total respondents (110),



61.8% of the respondents were in approval that the head teacher attends to their social and professional problems, 30.5% disagreed and 3.5% were Neutral. From the statistics above, this shows that at least they have the school head who understanding enough to know what holds value in his staff and he keep its at his or her heart. This is a positive aspect as it develops the bond between the staff and the top management thereby improve their job performance and commitment.

In order to find out whether, if the school provides me with accommodation; respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 52.2% of the respondents were in approval that the school provides me with accommodation, 40.9% disagreed and 4.3% were Neutral. From the statistics above with 52.2% in agreement this was a positive step to the school management in comparison to the 40.9% who were in disagreement. The 4.3% who were neutral either this is not in their contract or it's not a matter of concern to them. In an interview with one of the head teachers, he had this to say,

*“This is something which is provided to teachers who are on permanent and not to those who are on temporary basis” (27<sup>th</sup> July 2015)*

This is a key attribute which should be upheld by school management to avert the 40.9% of the staff who are not satisfied

From the findings of the study the respondents were asked if the school provides me with means of transport to and from school every day, respondents were asked to state the extent to which they agreed with the above. Of the total respondents, 24.4% of the respondents were in approval that the school provides me with means of transport to and from school every day while 70.4% disagreed and 2.6 % said they were not sure.

From the statistics above, this shows that the school management provides some teachers with transport to and from school every day while majority are not provided with transport to and

from school every day. This is a negative on the side of management. This is an attribute which should be well managed as if transport is to be provided to all teachers everyone should have it as an allowance rather than some few.

The respondents were asked whether the school provides me with medical treatment. The results from the study revealed that, of the total respondents, 53% of the respondents were in agreement as shown by the statistics, 33.1% disagreed and 11.3% not sure. The different statistics implied that the school management provides some teachers with medical while it does not with others in respect to the statistics revealed with 53% in agreement and 33.1% in disagreement.

Those that disagreed could imply that the school management does selective rewarding which should be looked upon by the top management as this demotivates other teachers and staff of the school. This key aspect in enhancing commitment of staff and should not be neglected by school management.

In determining whether I get leave whenever I have a serious problem the study revealed that; of the total respondents, 64% of the respondents were in agreement as shown with the statistics, 23.6% disagreed while 10.4% said not sure. From the findings above this shows that the school management is very empathetic to its staff though there is a 23.6% who are not in agreement.

This is a critical aspect which should be upheld by the school management to enhance employee commitment. The 10.4% who were not sure this implies that either they are not aware of the leave policy or it is not a point of concern to them which provides school management some cut out work to do to enhance awareness of all its policies to its staff.

**Table 6: Relationship between non-financial rewards and commitment**

**Correlations**

		Nonfinancial rewards	COMMITMENT
Nonfinancial rewards	Pearson Correlation	1	.491**
	Sig. (2-tailed)		.000
	N	106	104
COMMITMENT	Pearson Correlation	.491**	1
	Sig. (2-tailed)	.000	
	N	104	109

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

From the table 9, above it is indicated that there is a moderate and statistically significant positive correlation between non-financial rewards and commitment of Secondary School teachers in Nyimbwa sub-county Luweero District. ( $r = .491, P < 0.000$ ). The study therefore validated the hypothesis that non-financial rewards significantly affect commitment in Secondary School teachers in Nyimbwa sub-county Luweero District. As noted from the interview with the district inspector of schools, he mentioned that;

*“Non-financial rewards in school are very critical. This is because these non-financial rewards they mean a lot to our teachers both psychologically and physically we have to be there for them and we have to make meaningful recognition in their lives...” (29<sup>th</sup> July 2015)*

**Table 7: Non-financial rewards and commitment results**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491 <sup>a</sup>	.241	.234	.38933	.241	32.423	1	102	.000

a. Predictors: (Constant), Nonfinancial rewards

From the summary in table 8, above shows adjusted  $R^2$  value of 0.234 between non-financial rewards and job commitment which is suggesting that non-financial rewards alone predicted 23.4% of the variance in job commitment. The adjusted  $R^2 = 0.234$  at significance 0.000 suggested that non-financial rewards was a mild predictor of job commitment.

This implies that only 23.4 % ( 0.234\*100%) variation can be explained by the non-financial rewards and the 76.6% can be explained by other factors

**Table 8: Summary of correlations**

**Correlations**

		FINANCIALREWARDS	NON-FINANCIAL REWARDS	COMMITMENT
FINANCIALREWARDS	Pearson Correlation	1	.509**	.138
	Sig. (2-tailed)		.000	.161
	N	108	104	104
NON-FINANCIAL REWARDS	Pearson Correlation	.509**	1	.491**
	Sig. (2-tailed)	.000		.000
	N	104	106	104
COMMITMENT	Pearson Correlation	.138	.491**	1
	Sig. (2-tailed)	.161	.000	
	N	104	104	109

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

Source: *Primary data*

In summary, Table 11 suggests that financial rewards are strongly correlated to non-financial rewards and a weak correlation to commitment. The results show that non-financial rewards, financial rewards affect the commitment of Secondary School teachers in Nyimbwa sub-county Luweero District. The correlation is statistically significant at 0.01 or 1% level of confidence. Similarly, non-financial rewards are mildly and correlated positively to financial rewards. The correlation is statistically significant at 1% level. Further, non-financial rewards are strongly and

positively correlated to commitment and this correlation is statistically correlated at the 1% level. The correlation coefficient is highest for non-financial rewards indicating that management should prioritize this if of Secondary School teachers in Nyimbwa sub-county Luweero District are to achieve high levels of commitment.

Therefore, Therefore for Secondary School teachers in Nyimbwa sub-county Luweero District to perform holistically, non-financial rewards should be well managed as they are highly correlated to commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.

#### **4.6 Conclusion**

The chapter has presented the analysis of data collected through questionnaires and interview guide. The analysis portrayed that, there is a mild relationship between financial rewards and teachers' commitment in Luweero district, however the data showed that there a high positive relationship between non-financial rewards and teachers' commitment.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the recommendations based on the findings of the study and the concluding remarks. The specific objectives of the study were to establish the effect of financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.

To examine the effect of non-financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.

#### **5.2 Summary of Findings**

The study revealed a number of findings. These findings are summarised below.

##### **5.2.1 To establish the effect of financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.**

The study therefore accepted the hypothesis that financial rewards do not significantly affect commitment of Secondary School Teachers in Nyimbwa sub-county Luweero District.

In addition, the study results revealed that financial rewards were a very weak predictor of Commitment. This implies that only 1 % (  $0.010 \times 100\%$  ) variation can be explained by the financial rewards and the 99% can be explained by other factors.

##### **5.2.2 To examine the effect of non-financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county Luweero District.**

The study therefore accepted the hypothesis that non-financial rewards significantly affect commitment in Secondary School teachers in Nyimbwa sub-county Luweero District.

From the report it is revealed that non-financial rewards were a mild predictor of commitment. This implies that only 23.4 % (  $0.234*100\%$  ) variation can be explained by the non-financial rewards and the 76.6% can be explained by other factors.

### **5.3 Discussion of Findings**

#### **5.3.1 Financial Rewards on Commitment of Secondary School Teachers In Nyimbwa Sub-County Luweero District.**

The study results revealed that financial rewards were a very weak predictor of Job Commitment. This implies that only 1 % (  $0.010*100\%$  ) variation can be explained by the financial rewards and the 99% can be explained by other factors.

Financial rewards studied in this objective included salary and wages, bonuses, profit sharing scheme, overtime, pension, gratuity and allowances. Pearson product moment correlation index indicated an insignificant correlation between financial rewards and commitment of the said teachers. This implies that teachers' commitment was not greatly affected by financial rewards.

Teachers could carry on with work with minor financial rewards. The finding was supported by War (1956 cited in Cole 1997) who in a study of a large sample of men and women found that they could continue working even if it were not financially necessary. The finding was also in agreement with Maicibi (2003) that salary was a job satisfier or could wield commitment to junior staff in Universities in Uganda, while not a strong satisfier for senior academic and non-teaching staff. This suggests that commitment of teachers can be enhanced using other factors other than financial rewards as established by the study.

However the finding differed with several studies and authorities which indicated that financial rewards influenced significantly teachers' commitment among which include: Cole (1997) emphasises that provision of stable monetary rewards contributes to employee commitment high job performance and stability on the job. Armstrong (2001) identifies that monetary rewards have a powerful effect on freedom from worry, fear, and contamination by the organisation environment. Because with fair monetary rewards adjusted to employees their basic needs are accessible and their levels of commitment will rise. Financial rewards according to Armstrong (2009:740) must be provided in relation to competence, contribution, and skill or service grade. They may also include employee benefits expressed in monetary terms like sick pay, insurance, company cars and other "perks". They comprise elements of remuneration additional to the various forms of cash pay.

Financial rewards according to Nakacwa (2005), are the economic gains one secures from a job, and include things like salaries, job bonuses and fringe benefits. However, Ogomorach (1994) refers to financial rewards as money incentives offered over and above employees' salaries with the view to motivate them and enhance their commitment. The financial allowances like housing allowances, transport allowances, medical allowances and welfare allowances according to Ogomorach should be offered if job commitment is to be enhanced.

While the above literature shows a close relationship between financial rewards and job commitment, Kamuhanda as cited by Ssali (2011), found out that, inadequate salary and lack of fringe benefits leads to low teachers social status leading to lack of commitment on their jobs. On the other hand, the researcher found out that offering high salaries and fringe benefits minimise discontent among teachers, increase their social status hence commitment at work. However, this report disagreed with the findings of the researcher.



Kasaija (1996) empirically found that in 1970s teachers' remunerations remained low in monetary terms. Under these conditions many teachers found it very hard to continue teaching and therefore left the service, while for instance "A" level leavers found it hard to opt for teacher training courses. This caused a very serious shortage of teachers in the country. However, Kasaija did not suggest possible ways of how financial rewards should be used to ensure primary teachers' commitment. This report has tried to bridge this gaps.

Cole (1997) emphasises that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong 2001 identifies that monetary rewards have a powerful effect on freedom from worry, fear, and contamination by the organisation environment. If fair monetary rewards are adjusted to employees and their basic needs are accessible, their levels of commitment will rise. These motivate employees leading to high job commitment and high performance. According to Maslow cited in Griffin (2004) monetary rewards in form of cash payments have got an upper hand influencing organisational commitment of employees since they can afford catering for their basic needs of life. Likewise Mullins (2002) differed with the study finding by asserting that workers would be committed on their jobs by obtaining highest possible wages and salaries. In addition Robbins (2003) stresses that monetary rewards have the strongest energising force that increases commitment of employees on their jobs. Kabiito (2003) in a study about monetary rewards and organisational commitment of civil servants in Masaka District administration differed with the study finding when it was found out that the more monetary rewards are offered to employees, their commitment increases hence the desire to work for the District.

In conclusion of the above, the researcher concludes that monetary rewards insignificantly affected teachers' job commitment in Luweero district.

In addition, studies have shown in cases where the financial rewards do not enhance the job commitment of teachers other benefits have to take precedence among these include accommodation, transport and medical allowances and insurances (Hiliman *et al*; 2005). It is the view of the researcher that, once various allowances and benefits are administered by schools, schools will not face concerns of job commitment as the employees will have comfort in various beneficial undertakings. A clear policy in respect to what an institution offers protects the school from associated uncertainty and damages; it turns uncertain events into certain outcomes and promises which in turn lead to improved performance and job commitment.

### **5.3.2 Non-Financial Rewards On Commitment Of Secondary School Teachers In Nyimbwa Sub-County Luweero District.**

The results indicated that there is a moderate and statistically significant positive correlation between non-financial rewards and job commitment of Secondary School teachers in Nyimbwa sub-county Luweero District. ( $r = .491$ ,  $P < 0.000$ ). The study therefore validated the hypothesis non-financial rewards significantly affect job commitment in Secondary School teachers in Nyimbwa sub-county Luweero District.

Non-financial rewards were conceptualised as praise, recognition, responsibility, promotion, and accommodation, medical for self and family support. Pearson Product Moment Correlation Index indicated that, there is a positive correlation between non-financial rewards and job commitment of the teachers. The finding was supported by War (1956) cited in Cole (1997) who in a study of a large sample of men and women found that they could continue working even if it were not financially necessary. The findings are supported by Braton and Jeffrey (1988) that non-financial rewards tend to attract highly qualified and competent personnel who are too committed to the achievement of organisational goals. In addition, the findings were also in direct agreement with Namutebi (2006) in the study about reward management practices and commitment of secondary school teachers in Wakiso District who established that when teachers are rewarded non-

financially through things like recognition, assigning them responsibilities their commitment increases.

According to Armstrong (2009) talking on the role of non-financial rewards in enhancing employees' commitment and performance on the job observed that essentially the notion of total reward says that there is more to rewarding people than throwing money at them. Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses a broad of issues. Armstrong (2009) adds that creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance.

Maicibi (2003) identified three main types of non monetary rewards that is, the need for power, need for affiliation and need for achievement. If an organisation is to make its employees committed on the job the need to give them power in form of promotions and too they should be accepted on the job through recognition, Musaazi (2005) supports the study finding that absence of effective reward strategy that considers the needs of employees and their aspirations demoralises them leading to low job commitment. Ahuja (2002) in the same way supports the study finding that in organisations there must be transparent promotional policies to keep employees efforts and minds directed on the job. This is in line with establishments of the report.

Luthan, Suzana and Peterson (2006) as cited by Namutebi (2006) in their study on the impact of non-monetary rewards (incentives) on the business unit outcome and commitment of employees amongst support staff of Virginia Polytechnics Institute supported the study finding when they empirically found out that there was a positive relationship between non-monetary incentives and employee organisational commitment. When employees were provided non-monetary rewards like housing, flex time, telecommunicating, vacation, learning and development opportunities,

recognition of achievements, tasks for or other assignments and sincere praise their organisational commitment increased and the reverse was true. Wright (1992) as cited by Ssali (2011) in a study about the relationship among non-monetary incentives and goal level, commitment concurs with the study finding that non-monetary rewards positively relate with goal level commitment of employees. Employees who were praised, recognised, and promoted on the job were committed on the job than their counterparts who were not committed on the job. The report is in total agreement with the above researchers as far as non-financial rewards and commitment are concerned.

Armstrong (2001) is in agreement with the study finding in the way that money is not everything for employees for instance they need additional things to make them committed in their jobs. Similarly Ministry of Education and Sports (1995) as cited by Maicibi(2003) observes that money is not everything for employees in various schools. And recommends that school heads need to use additional things to motivate teachers. These include assignment of special tasks, delegation of authority and involving them in decision making to raise their sense of belonging and commitment with the school.

The researcher therefore concludes that, non-financial rewards positively affect teachers' commitment in Luweero District secondary schools.

## **5.4 Conclusions**

### **5.4.1. Financial rewards on commitment of Secondary School teachers in Nyimbwa sub-county, Luweero District.**

Financial rewards do not significantly affect commitment of secondary school teachers in Nyimbwa sub-county, Luweero District. This is clearly evidenced by the correlation and regression analysis results. This implies that teachers' commitment is not significantly influenced

by monetary rewards as earlier assumed by the researcher and this disapproved the hypothesis of the researcher that financial rewards have significant influence on teachers' commitment. Therefore, following the discussion above school management should emphasis other rewards to teachers in order to rejuvenate their job commitment.

#### **5.4.2. Non-Financial Rewards On Commitment Of Secondary School Teachers In Nyimbwa Sub-County, Luweero District**

The study findings revealed that non-financial rewards have a positive effect on secondary school teachers on job commitment. Non- financial rewards alone predicted 23.4% of the variance in job commitment. The adjusted  $R^2 = 0.234$  at significance 0.000 suggested that non-financial rewards was a mild predictor of job commitment. This implied that management should put more emphasis on non- monetary rewards as they explain a reasonable degree of influence on teachers' job commitment. Emphasis should be put on promotion, accommodation, recognition, praise, assigning responsibilities, and delegation of authority among others.

### **5.5 Recommendations**

The study leads to the formation of the following recommendations and conclusions;

i) Managers of various schools, policymakers, and other stakeholders in the education field should know that financial rewards are not the sole factor that enhances commitment of teachers. They should instead look for other ways of raising commitment of teachers. Such non-financial means.

ii) Policymakers, administrators and managers of secondary schools should reward teachers through non-monetary rewards by praising, promoting, giving teachers responsibilities, housing, transport and medical allowances to realise teachers' commitment in schools.

## **5.6 Limitations of the study**

The study had several limitations. The research focused on financial and non-financial rewards and teachers' commitment in secondary schools yet there are many other factors which influence teachers' commitment. However, the study concentrated on its core variables. Securing appointment with the interviewees was also another tall order but the researcher kept on moving to them until when finally they were available for the interviews. Finances especially for data analysis proved hard to secure and the researcher had to pay the data specialist in installments. All the above notwithstanding the study went on and findings were realized.

## **5.7 Areas for further research.**

Although the study was primarily based on financial and non-financial rewards, there are many other variables like leadership styles, appraisal mechanism, career planning and development alternative work schedule, retention and communication which affect the level of teachers' commitment that need to be researched on by future researchers.

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## **APPENDICES**

### **Appendix A: Self-Administered Questionnaire on Rewards and Job**

#### **Commitment of Secondary School Teachers in Luweero District**

Dear respondent,

You have been selected as a potential respondent in the above-titled survey which is being undertaken as part of an educational research in partial fulfillment of requirements for award of the degree of Masters in Institutional Management and Leadership of Uganda Management Institute. Your cooperation in administering the instrument will go a long way in ensuring success of the said study. It would thus be very helpful if you assist by answering the questionnaire as per the instructions at the beginning of each section. Note that the responses will be for academic purposes only and will be treated with utmost confidentiality, after the entire instrument is anonymous. Please endeavour to fill the questionnaire within one day and return it to the Head teacher or to the researcher.

Thank you.

Yours faithfully,

.....

**LUKEERA STANLEY**

**Researcher**

#### **Section A: BACKGROUND VARIABLES**

Please help us classify your responses by supplying the answer that you feel is your option, for A2 to A7 tick the most appropriate option.

A1. School \_\_\_\_\_

A2. Designation

(1) Head teacher

(2) Deputy Head teacher

- (3) Director of studies ( ) (4) Senior woman teacher ( )
- (5) Senior man teacher ( ) (6) Class teacher ( )
- (7) Head of department ( ) (8) Class room teacher( )

**A3. Sex**

- (1) Male ( ) (2) Female ( )

**A4. Age**

- (1) 19-28 ( ) (2) 29-38 ( ) (3) 39-48 ( ) (4) 49-59 ( )

**A5. Marital status**

- (1) Single ( ) (2) Married ( ) (3) Divorced ( ) (4) Widowed ( )

**A6. Professional Grade**

- (1) Licensed teacher ( ) (2) Grade III teacher( ) (3) Grade V teacher ( ) (4) First Degree holder ( ) (5) Masters holder ( ) (6) Others ( )

**A7. How long have you been in the teaching service?**

- (1) Up to five years ( ) (2) Five years but not more than ten ( )
- (3) Ten but not more than twenty years ( ) (4) Twenty years and above ( )

**SECTION B: INDEPENDENT VARIABLE -REWARDS**

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree.

B1. FINANCIAL REWARDS

NO.		Strongly Disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree
B1	I receive my salary on time					
B2	The salary I receive tallies with my qualification					
B3	I am happy with the salary structure					
B4	I get a pay increment every year					
B5	I always receive bonus from Head teacher					
B6	I share the profits generated from school projects					
B7	Projects held in my school are useful towards uplifting my welfare.					
B9	I am paid for extra time worked					
B10	I get medical allowances every month					
B11	I receive transport allowances every month					
B12	I am paid accommodation allowances every month					

## B2. NON-FINANCIAL REWARDS

In the questions below you are requested to kindly follow the same format as used in A1 and B1

by ticking the option that fits your situation

NO.		Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly disagree 5
B1	I am always praised for any good work I do at school					
B2	I work in good physical working conditions at school					
B3	My school administration recognizes the good work I do					
B4	My head teacher organizes appropriate gifts for good work I do					
B5	My presence is recognized by the head teacher					
B6	I expect a promotion anytime this year					
B7	Extra responsibilities I hold at school are appreciated					
B8	My head teacher attends to my social and professional problems					
B9	The school provides me with accommodation					

B10	The school provides me with means of transport to and from school every day					
B11	The school provides me with medical treatment					
B12	I get leave whenever I have a serious problem					

### SECTION C. DEPENDENT VARIABLE- COMMITMENT

NO.		Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly Agree 5
C1	I am part and partial of my school					
C2	I do everything at school whole-heartedly					
C3	I am always at school					
C4	I seek permission before absence from work					
C5	I cooperate with the head teacher					
C6	I cooperate with other members of staff					
C7	I give reports on time for assignments given to me at work					
C8	I do work excitedly irrespective of payment given					
C9	I accept duties assigned to me					
C10	I prepare my schemes of work in time					

C11	I always attend to my students when they need help					
C12	I prepare my lesson plans in time					
C13	I am serious on responsibilities assigned to me					
C14	I cover the syllabi in time					
C15	I am concerned with students performance					
C16	I work with minimum supervision from the head teacher					
C17	I always attend staff meetings.					

Thank you very much for your participation in my study

May the lord bless you in all your endeavours

Appendix B. interview guide for District Education officer, inspector of schools and head teachers.

1. Comment on how financial rewards are administered to teachers
2. When do teachers receive their salaries?
3. How do the financial rewards influence their job commitment?
4. Are teachers rewarded non-financially on the job?
5. What forms of financial rewards are used to reward teachers?
6. How do non- financial rewards influence teacher job commitment?

Thank you for participating positively.

