

**REWARD PRACTICES AND TEACHER COMMITMENT IN PUBLIC UNIVERSAL  
SECONDARY EDUCATION (USE) SCHOOLS IN MBARARA MUNICIPALITY,  
UGANDA.**

**BY**

**SARAH NIMURUNGI**

**12/MMSHRM/29/069**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE  
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A  
MASTERS DEGREE IN MANAGEMENT STUDIES (HUMAN RESOURCE  
MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE (UMI)**

**MARCH, 2014.**

## **DECLARATION**

I, Sarah Nimurungi, declare that this dissertation is entirely my own original work, except where acknowledged and that it has not been submitted before to any University or Institution of higher learning for the award of a degree or certificate.

Signed: ..... Date: .....

## **APPROVAL**

This research report entitled Reward Practices and Teacher Commitment in Public Universal Secondary Education (USE) Schools in Mbarara Municipality, Uganda has been submitted with our approval as supervisors:

Signed:.....

**MR. LAZARUS NABAHO**

**UMI SUPERVISOR**

Date; .....

Signed:.....

**DR. KARIM SSESANGA**

**UMI SUPERVISOR**

**Date -----**

## **DEDICATION**

This work is dedicated to my dear mum and dad who gave me a foundation for education. I also dedicate to my dear husband Tayebwa Danson, my lovely children; Akankunda Gloria Tayebwa, Gift Junior Tayebwa, Tumwebaze Grace Tayebwa, Ampaire Carolyne Tayebwa and Kyasiimire Dorothy. In addition, to my cherished Brother Embabazi Matiya Kyakamara and all my sisters who supported me spiritually till the end.

## ACKNOWLEDGEMENT

I would like to express my sincere thanks to a number of people whose assistance and contribution made this study possible;

I am most grateful to my supervisors who tirelessly encouraged and guided me throughout the study. I am also very much indebted to my lecturers for the knowledge they imparted in me, guidance and full dose of academic feeding. I am more informed than I joined the institute.

My sincere gratitude goes to all respondents for honoring my request by accepting to participate in the study of this nature. I will always be grateful.

Special thanks go to my beloved husband Tayebwa Danson, my children; Grace, Junior, Gloria, Dorothy and Carolyne for enduring my absence during the time of my studies and their generous prayers. May God bless all of you abundantly?

Sincere thanks go to all my friends; in a special way to Carol for mentoring me and her brilliant ideas throughout the academic struggle and Esther, Catherine, Juliet, Joan and Byango for all your support, encouragement and your contributions in one way or another towards the completion of this study is treasured.

In addition, I wish to pay tribute to Mr. Mwinyi Masudi for allowing me take on this course and accepting my absence from school while I was at UMI. Special thanks to Ms. Muhama Gladys, Mr. Kamagara, Mr. Mujuni Perezi, Mr. Nimanya Appolo, Mr. Magezi Appolo, Ms. Nazziwa Lukiya, Mr. Kamugisha Nathan and Ms. Kamaranzi Florence for their advice and moral support they provided during my course of study.

Finally, to all those mentioned above, I sincerely acknowledge their contributions made and I fully take responsibility of the final outcome of this study.

## TABLE OF CONTENTS

Declaration .....	i
Approval.....	ii
Dedication.....	iii
Acknowledgement .....	iv
Table of contents .....	v
List of tables .....	vi
List of figures .....	vii
List of abbreviations .....	viii
Abstract .....	ix
<b>CHAPTER ONE .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Background .....	1
1.2.1 Historical Background .....	1
1.2.2 Theoretical Background .....	1
1.2.3 Conceptual Background .....	3
1.2.4 Contextual Background .....	4
1.3 Statement of the Problem .....	5
1.4 Purpose of the study .....	5
1.4.1 Specific objectives .....	5
1.4.2 Research questions .....	6
1.5 Hypothesis .....	6
1.6 Conceptual framework .....	6
1.7 Significance of the study .....	8
1.8 Justification of the study .....	9
1.9 Scope of the study .....	9
1.9.1 Time scope .....	9
1.9.2 Geographical scope .....	9
1.9.3 Content scope .....	10
1.1.0 Operational definition of terms and concepts .....	10

<b>CHAPTER TWO .....</b>	<b>11</b>
<b>LITERATURE REVIEW.....</b>	<b>11</b>
2.1 Introduction .....	11
2.2 Theoretical Review .....	11
2.2.1 Perceived Organization Support.....	11
2.3 Reward Practices and Teacher Commitment.....	12
2.3.1 Financial Rewards and teacher commitment.....	12
2.3.2 Non-Financial Rewards and teacher commitment.....	15
SUMMARY.....	18
<b>CHAPTER THREE.....</b>	<b>19</b>
<b>METHODOLOGY.....</b>	<b>19</b>
3.1 Introduction.....	19
3.2 Research design.....	19
3.3 Study population.....	19
3.4 Sample size determination.....	20
3.5 Sampling Techniques.....	21
3.6 Data collection methods.....	21
3.7 Data collection instruments.....	22
3.8 Validity and Reliability.....	23
3.8.1 Validity of data collection instruments.....	23
3.8.2 Reliability.....	24
3.9 Data collection procedure.....	25
3.10 Data analysis.....	25
3.11 Measurement of variables.....	26
3.12 Procedure for data collection.....	26
3.13 Ethical considerations.....	27
<b>CHAPTER FOUR.....</b>	<b>28</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....</b>	<b>28</b>
4.0 Introduction.....	28
4.1 Response rate.....	28
4.2 Background characteristics of respondents.....	29
4.2.1 Respondents by designation.....	29
4.2.2 Respondents by sex.....	31

4.2.3 Respondents by age.....	32
4.2.4 Respondents by marital status.....	33
4.2.5 Respondents by Professional grade.....	34
4.2.6 Respondents by longevity of tenure.....	35
4.3 Financial Rewards and Teacher Commitment.....	39
4.3.2 Non-Financial Rewards and Teacher Commitment.....	45
CHAPTER FIVE.....	52
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	
5.1 Introduction.....	52
5.1 Summary of study findings.....	52
5.1. 1 Financial Rewards and Teacher Commitment.....	52
5.1.2 Non-Financial Rewards and Teacher Commitment.....	53
5.2 Discussion.....	54
5.2. 1 Financial Rewards and Teacher Commitment.....	54
5.2. 2 Non- Financial Rewards and Teacher Commitment.....	56
5.3 Conclusions.....	57
5.3.1 Financial Rewards and Teacher Commitment.....	57
5.3.2 Non- Financial Rewards and Teacher Commitment.....	57
5.4 Recommendations.....	58
5.4.1 Financial Rewards and Teachers Commitment.....	58
5.4.2 Non- financial rewards and teacher commitment.....	58
5.5 Limitations of the Study.....	59
5.6. Contributions of the Study.....	59
5.7. Areas for Further Research.....	59
REFERENCES.....	60
APPENDICES.....	xii



## LIST OF TABLES

Table 3.1 sample size selection procedure.....	20
Table 4.2 Respondents by sex.....	31
Table 4.3 Respondents by marital status.....	33
Table 4.4 Respondents by professional grade.....	34
Table 4.5 Descriptions of Teacher commitment by respondents.....	36
Table: 4.6 Descriptions of Financial Rewards by Respondents.....	40
Table: 4.7 Showing Correlations between Financial Rewards and Teacher Commitment.....	44
Table: 4.8 The Regression Model showing the relationship between financial rewards and teacher commitment.....	45
Table: 4.9 Descriptions of Non-Financial Rewards by Respondents.....	46
Table 4.10 Showing Correlations between Non-Financial Rewards and Teacher Commitment.....	49
Table 4.11 Summary of the Regression Analysis of the Study Variables.....	50
Table: 4.12 Summary of the Regression Analysis of all the Study Variables.....	51

## LIST OF FIGURES

Figure 1.1 Conceptual Frame work showing Reward practices and teacher commitment.....	6
Figure 4.2 Respondents by designation.....	30
Figure 4.3 Respondents by age.....	32
Figure 4.4 Respondents by length of service.....	35

## **LIST OF ABBREVIATIONS**

**MOES**-Ministry of Education and Sports

**MMC**-Mbarara Municipality council

**MEO**-Municipal Education Officer

**PTA**-Parents Teachers Association

**BOG**-Board of Governors

**USE**-Universal Secondary Education

**UMI**-Uganda Management Institute

**SPSS**-Statistical Package of Social Scientists

**S.S.S**-Senior Secondary School

**UNATU**-Uganda National Teachers Union

**MMPEO**-Mbarara Municipal Principal Education Officer

## **ABSTRACT**

The study sought to establish the relationship between reward practices and teacher Commitment in Mbarara Municipality, Mbarara District in Uganda. It was guided by two objectives: to establish the relationship between financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality; to examine the relationship between non-financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality.

The study used multiple research designs (Cross - sectional descriptive, case study and correlation designs) with qualitative and quantitative approaches. Data were obtained from 112 respondents using questionnaire, interview and document review methods. Quantitative data were analyzed using descriptive and inferential statistics. Qualitative data were analyzed using content analysis. The study established that there is a positive, moderate and significant relationship between reward practices and teacher commitment in Mbarara municipality. It was concluded that; financial rewards; motivate teachers to work; they raise teachers' accessibility to basic needs and social status which in turn enhances teachers commitment. Likewise non financial rewards; make workers more comfortable on the job; enhance motivation and performance; give teachers power through promotions and raises teachers sense of belonging.

Accordingly, it was recommended that; the Ministry of Education and Sports should consider enhancing teachers' salaries and allowances and timely payment of salaries; in collaboration with school administration provide accommodation or housing allowance in lieu to teachers; provide adequate bonus and allowances to boost teachers' morale; elaborated plan for teacher promotions and above all enhancing teachers' motivational strategies. Teachers should also form the common voice platform at all levels that may unite them while appealing for salary, bonus and allowance increments. In terms of further research, it is recommended that; a similar study could be done in higher Education Institutions in Uganda.

Furthermore, future research should focus on rewards and employee commitment in non-Educational organizations in Uganda and beyond. I believe findings from such studies could guide and inform policy makers on employee rewards and motivation in Uganda.

# CHAPTER ONE

## 1.1 Introduction

For institutions to remain competitive, they need to provide rewards to their employees who are seen to create a strong psychological bond between them and their employers (Malhotra et.al, 2007; Williamson, Burnett and Bartol, 2009). This chapter presents; the study background that is the historical, theoretical, conceptual, and contextual background, statement of the problem, purpose of the study, research objectives, research questions, hypothesis, scope of the study, significance of the study, conceptual framework and operational definitions of terms and concepts.

## 1.2 Background

### 1.2.1 Historical Background

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). From these piece-work systems evolved the traditional merit program and later on pay-for-performance system in order to modify the traditional salary scales.

Attitudes towards reward practices, and awareness of their strategic value, are now changing. Increasingly, schools are also realizing that a properly designed and executed total rewards strategy can be a powerful driver of teachers' commitment (Owen, 2003). An institutions' reward practice is meant to provide and maintain appropriate types and levels of pay, benefits and other forms of rewards.

### 1.2.2 Theoretical Background

Several theories were advanced to explain the relationship between reward practices and teacher commitment. They include the; Psychological Contract Theory (PCT), Perceived Organizational Support Theory (POS) and Social Exchange Theory.

#### Psychological Contract Theory (PCT)

The Psychological Contract Theory of Rousseau (1996), advances that individuals enter organizations with their expectations and these expectations are met through management systems like rewards. This theory places the individual at the heart of employment relationship and within this context of psychological contract; an employee whose expectations have not been

met is not likely to engage in behaviors that contribute to the long term success of the organization (Juan, Swart, Clare, Steve and Alan, 2005).

### **Social Exchange Theory (SEO)**

The Social Exchange Theory of Blau (1964) proposes that individuals enter into a relationship with their employing organization so as to maximize the benefits they obtain. Thus the social exchange relationship has been characterized as a relationship between employees (teachers) and employers. Social exchange theory is initiated by organizations or institutions when they indicate their willingness to care for employee interests (Gould-Williams,2007).As well as forming beliefs as to what their organization owes them, individual employees may develop feelings of obligation on the receipt of favorable treatment by the organization which may include the provision of organizational rewards(De Clereq and Rius,2007) such as intrinsic, extrinsic and social rewards. These feelings of obligation should elicit positive attitudinal and behavioral responses in employees which may be beneficial to the organization or institution. One such response might be improved employee commitment towards the organization. Thus provision of organizational rewards is seen as a sign by employees that their organization desires to enter into a social exchange with them creating a strong psychological bond between them and their employers. And once the organizational rewards are not provided, then the individual employees show negative attitude towards work and negative behavioral responses to the organization (Malhotra et al.2007; Williamson, Burnnett and Bartol, 2009).

### **Perceived Organizational Support Theory (POS)**

Perceived organizational support theory (POS) was propounded by Eisenberger et al in 1986 ,the theory assumes that; employees believe that the organization values their contributions and cares about their wellbeing; the organization will help employees in difficult situations thus employers commitment to the employees and likewise (Eisenberger , Huntington, Hutchison, and Sowa,1986; Rhoades and Eisenberger, 2002).

All the three theories capture information about the study variables, however, this study borrowed a leaf from only one theory; the perceived organizational support theory to operationalise conditions in an institutions reward practices and how they influence teacher commitment because it connects the independent and dependent variables very well.

### **1.2.3 Conceptual Background**

In this study, two broad concepts of ‘reward practices’ and ‘teacher commitment’ were examined in order to determine their degree of relationship with in context of Mbarara Municipality. Reward practices were considered to be an independent variable and teacher commitment as a dependent variable. Reward practices comprises of two dimensions namely; Financial rewards and Non-Financial rewards that were operationalized to show their relationship with teacher commitment.

Employee commitment refers to the attachment and loyalty that employees (teachers) have about the organization as a whole (Mowdray et al, 1982). It consists of three components such as identification with the goals and values of the organization, a desire to belong to the organization and a willingness to display effort on behalf of the organization.

In this study, Teacher Commitment was looked at in terms of Affective, Continuance and Normative Commitment (George and Jones, 2008).

While affective commitment that is the extent to which the employee identifies with, and is emotionally attached to the organization, continuance commitment is the need of the employee to continue working for the organization due to perceived opportunity costs of leaving the organization. On the other hand, normative commitment is an employee’s feeling of obligation to remain with the organization.

The definition of rewards encompasses the overall value proposition that the employer offers to the employee (Armstrong 2001). Maicibi (2007) states that rewards are concerned with all the strategies by an organization in formulation and implementation of policies aiming at treating people justly, fairly, equitably but also differently and consistently in accordance with the value of an organization. In this study rewards were looked at in angles of financial and non-financial rewards.

Reward practice refers to the mode of motivating people by the use of financial and non-financial rewards (Armstrong, 1997). It encompasses; compensation (base pay, short-term incentives and long-term incentives), benefits (health, retirement and work/life benefits) and careers (training and development, lateral moves, stretch assignments and career incentives) (Armstrong, 1997).

Financial rewards are rewards offered to employees in monetary terms. On the other hand, Non-financial rewards are rewards offered to employees in kind (Armstrong, 1997). In this study financial rewards consisted of; salary, wages, bonuses, overtime pay, gratuity and allowances like transport. Non-financial rewards consisted of; praise, recognition, responsibility, promotion, accommodation, medical care for self and family.

#### **1.2.4 Contextual Background**

The public universal secondary schools in Mbarara municipality employs a number of teachers of different designation, gender, age, marital status, professional grade and longevity of tenure. Most teachers are fulltime though some are part-time due to government school payroll staff ceiling. However, the level of teacher commitment in secondary schools in Mbarara Municipality was found to be at a very low state (Annual Report to the Mbarara Municipality Council( MMC), 2012) raising the concern of many people such as parents, district education officials and the researcher in particular. According to the report, only 2% of schools in the municipality passed with first grade which was attributed to lack of commitment of teachers that was reflected in behaviors like loss of confidence in management, denial of responsibility, failure to cover the syllabi on time and absenteeism.

Before the introduction of Universal secondary education (USE) which is free education initiated by the Government of Uganda and implemented by the Ministry of Education and Sports (Circular, 2010); teachers in public USE schools were committed because they were managed by parents up to 2009 who would pay PTA allowances greater than their government salary that resulted into teachers self-drive, devotion and dedication to their duties hence better UCE results (UCE results 2009 and years before).

In those schools, reward practices that included financial and non-financial rewards such as consolidated monthly government salaries, accommodation, health facilities, food rations and PTA allowance are paid to teachers. However, the salaries and PTA allowance are not enough to cover the teachers' expenses, accommodation facilities were found to be discriminatory, food ration were not to required standards and on issues of health- only basic pain killers were given to teachers moreover, they were only available in the first week of the term. All the above propelled the researcher to carry out a study to investigate the relationship between reward



practices and teacher commitment in public universal secondary schools of Mbarara municipality.

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

Rewarding people is the best acceptable principle of management aiming at modifying behavior of persons towards work making them committed (Dubrin, 2009). Teachers earn a consolidated salary which includes transport, utility- bills, housing allowance, lunch allowance and health allowance from the government according to their professional levels (Uganda Public Service Standing Orders, 2010). They are also given food rations and PTA allowance by the school administration. However, despite the fact that the schools offer rewards to their teachers, the level of commitment has remained low as evidenced from; teachers late coming for their lessons, neglect of departmental meetings, absenteeism, refusal to fill appraisal forms, refusal of delegated responsibilities and failure to finish the syllabi(MEO Supervision Reports ,2012-2013). This state in future can lead to high school drop outs leading to reduction in schools enrolment, irresponsible citizens, and bad image of the institutions. Consequently, this may affect the quality and value of secondary education system. It is in light of the above that; the study sought to explore the relationship between reward practices and teacher commitment in the universal secondary schools of Mbarara municipality.

### **1.4 Purpose of the Study**

The purpose of the study was to establish the relationship between reward practice and teacher commitment in public universal secondary schools in Mbarara Municipality.

#### **1.4.1 Specific Objectives**

The study sought to achieve the following research objectives:

- (i) To establish the relationship between financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality.
- (ii) To examine the relationship between non-financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality.

### 1.4.2 Research Questions

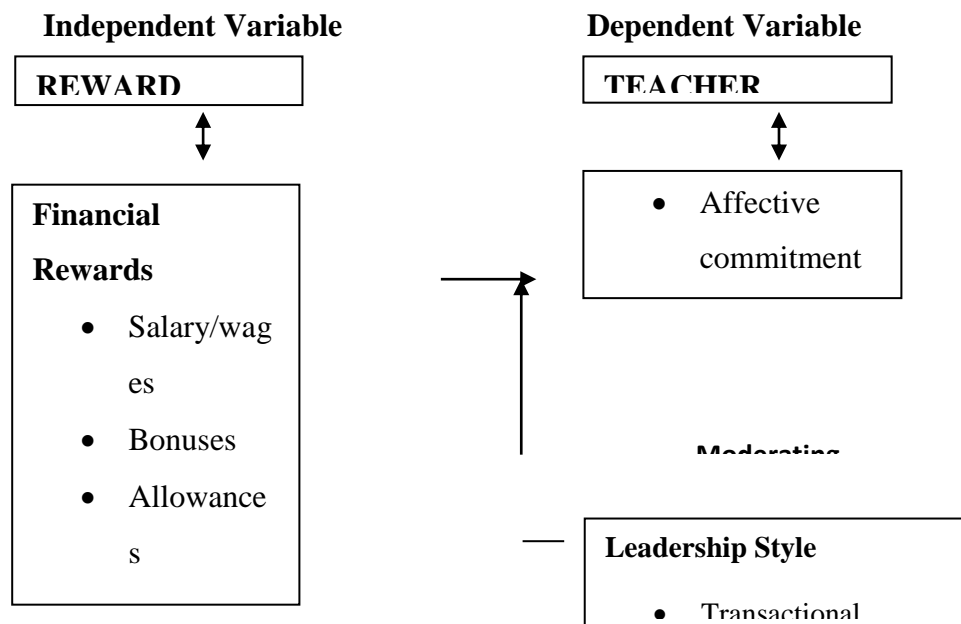
The study sought to answer the following research questions:

- (i) Is there any relationship between financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality?
- (ii) Is there any relationship between non-financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality?

### 1.5 Hypothesis

- i. There is a significant relationship between financial rewards and teacher commitment in public universal Secondary schools in Mbarara Municipality.
- ii. There is a significant relationship between non- financial rewards and teacher commitment in public universal Secondary school in Mbarara Municipality.

### 1.6 Conceptual Framework



Source: *Self conceptualized model from the literature reviewed.*

**Figure 1.1: Conceptual framework showing the relationship between reward practices and teachers' commitment.**

According to Figure 1.1, financial and non-financial rewards are expected to have a significant relationship with secondary teacher commitment. The aspects of financial rewards dealt with in this study were; salaries, bonus, and allowances (transport and medical). Non-financial rewards include; Praise, recognition (certificate of recognition, letter of appreciation, awards) extra responsibilities and promotion, accommodation and leave of absence. These were linked with teacher commitment that has dimensions like; affective commitment, continuance commitment and normative commitment. Leadership style is one of the key moderating variable which links the independent (Reward Practices) and dependent (Teacher Commitment) variables. Marmaya et al (2011) identifies Transactional leadership style in institutions that affects teacher commitment. Transactional leadership refers to an exchange relationship that involves the reward of effort, productivity and loyalty using two approaches: use of contingent rewards and management-by-exception.

According to Bass and Avolio (1997), contingent reward refers to the reward that employers will give the employees once he/she has achieved goals that were agreed upon. It is therefore the exchange of rewards for meeting agreed targets/objectives. By fulfilling the pay increases for employees, giving them bonuses and making promises of recognition, praise, and giving them responsibility with autonomy, the employees (teachers) who perform well, transactional leadership will be able to get things done effectively, efficiently and perfectly, since this has manifested itself in NON-USE schools in Mbarara Municipality.

With management-by-exception, the head teacher monitors teachers to ensure mistakes are not made, but otherwise allows the status quo to exist without being addressed. (Bass and Avolio, 1997). In passive management-by-exception, the head teacher intervenes only when

things go wrong. This state of management style in USE schools would affect the outcome of the relationship between reward practices and teacher commitment.

### **1.7 Significance of the Study**

It is anticipated that the study will be significant in the following ways:

MOES will get to know of how reward practices affect teacher commitment in Mbarara Municipality and as a result focus attention on management of staff and their commitment in teaching profession. In addition, the Department of Education and Sports, Mbarara Municipality Council (MMC) will be able to recruit and retain teachers by improving the remuneration, conditions of working environment and providing competent manpower in management of schools as they are part of financial and non-financial rewards.

Furthermore, implementers of universal secondary school policies will ensure effective management of reward practices to yield teacher commitment after realizing the effect of poor reward practices on teacher commitment to improve, maintain, develop and retain such professionals.

The findings may inform teachers about the need to be committed to their jobs especially when rewards of value are provided and managed well.

Future researchers may refer to the study as a source of literature that is likely to contribute to the existing body of knowledge.

## **1.8 Justification of the Study**

Teacher commitment helps to realize 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. However, according to the Report of Mbarara Municipal Principle Education Officer (MMPEO Report, 2012), teacher commitment in secondary schools in Mbarara Municipality is still in a sorry state for some years. Despite all the above, limited studies have been carried out to bridge the gap, and those carried out focused on primary education (Ssali, 2006) neglecting the secondary level and moreover used different theories not the perceived organizational support theory thus arousing the interest in the minds of the researcher to carry out a study to establish the relationship between reward practices and teacher commitment in public universal secondary schools in Mbarara municipality.

## **1.9 Scope of the Study**

### **1.9.1 Time Scope**

This study was restricted to a period of four years effective from 2010 to 2013. This is because USE reform was introduced in year 2010 by the government of Uganda and is still running through (Ministry of Education and Sports Circular, 2010).

### **1.9.2 Geographical Scope**

The study was carried out among public universal secondary schools in Mbarara Municipality. Mbarara is located about 290 kilometers by road, southwest of Kampala, Uganda's capital and largest city.

### **1.9.3 Content Scope**

This study was confined to reward practices and teacher commitment in public universal secondary Schools in Mbarara Municipality. This study was confined to establishing the relationship between financial and non-financial rewards and teacher commitment in public universal secondary schools in Mbarara Municipality.

### **1.10 Operational Definitions Of Terms and Concepts.**

**Reward Practices** in the study will refer to all the beliefs, financial and non-financial that an employee obtains through their employment relationship with an organization e.g. Salary,wages, allowances, bonuses, recognition, accommodation, leave of absence and promotion.

**Financial rewards:** These are monetary inducements to teacher to work which will include salary, bonuses and allowances.

**Non-financial rewards:** These are non-monetary inducements that influence teachers to be committed to their work which include recognition, accommodation, leave of absence and promotion.

**Teacher commitment:** This refers to the teacher's psychological attachment, belief and time a teacher devotes to his or her work according to the stipulated work schedules by the institution (school).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the theoretical review and literature related to the respective objectives. It is presented under the following sub-headings; Perceived organization support, financial rewards and teacher commitment, non-financial rewards and teacher commitment.

#### **2.2 Theoretical Review**

##### **2.2.1 Perceived Organization Support**

Organizational support is important as it guarantees assistance provided by the organization to deal with the demanding conditions and to carry out ones job efficiently and effectively (George, Reed et al, 1993) as employees need to be valued and they are more concerned.

With the commitment of the organization to them and being valued by the organization yields such benefits like pay,promotion,admiration,other forms of aids, and access to information by which they can carry out their jobs better. Reciprocity norm applied by both employee and employer in their relationship lead them with beneficial results. When people are treated well, the reciprocity norm obligates encouraging fulfilling one action in return (Gouldner, 1996).Organization is responsible financially, morally and legally, for the actions of its employees and structures such as rules, policies and behaviors imposed on them. If employees consider that as a result to organizations voluntary actions perceived organizational support is mostly contributed by rewards provided by the organization to the employees such as: promotion, pay to make organizational policies (Eisenberger et al., 1997;shore

&shore,1995).Employees obviously believe that negative/positive effects towards them are both due to their contributions and welfare. According to Eisenberger et al;(1986) in organizational support theory, there exists three forms of treatments through which perceived organizational should be increased are: organizational job conditions and rewards, supervisors support and fairness. Shore & Shore (1995) pointed out that resource distribution decisions should show fairness that effects the perceived organizational support indicating concern for employees welfare.

According to Cropanzano (1997) perceived organizational support is also effected by structural aspects including formal rules, policies, decisions and their implementations regarding employees which provide them with information on how to determine the final results.

Rhoades&Eisenberger (2002) states that perceived organizational support is directly linked with three categories of favorable treatment received by employees such as organizational rewards and favorable job conditions, fairness and supervisor support, and in return favorable outcomes are achieved such as job satisfaction and teacher commitment. All these relations support organization support theory.

## **2.3 Reward Practices and Teacher Ccommitment**

This section presents literature relative to the two study objectives; notably the relationship between financial and non-financial rewards on teacher's commitment.

### **2.3.1 Financial Rewards and Teacher 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 (1997) emphasizes 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 organization environment. If fair monetary rewards are adjusted to employees and their basic needs are accessible, their levels of commitment will raise.

Financial rewards according to Armstrong (2009) must be provided in relation to competence, contribution, 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.

According to Maslow cited in Griffin (2004) monetary rewards in form of cash payments have got an upper hand in influencing organizational commitment of employees since they can afford catering for their basic needs of life. Mullins (2002) 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 energizing force that increases commitment of employees on their jobs. 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.

Cole (1997) 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. This therefore calls for further research to establish the effect of such financial rewards on teachers’ commitment.

While the above literature showed a close relationship between financial rewards and teacher commitment, Kamuhanda (1976) 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. However, Kamuhanda did not find out how financial rewards should effectively be used to yield secondary teacher commitment creating the need to undertake this study.

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. 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 teacher commitment. This has called for the attention of the researcher to undertake this study. Kabiito (2003) in a study about monetary rewards and organizational commitment of civil servants in Masaka District administration found out that the more monetary rewards are offered to employees, their commitment increases hence the desire to work for the District. Kiseesi (1998 cited in Nakacwa, 2005) found out that salaries should be paid promptly and that promotion of workers should have corresponding increase in salary they earn. The researcher further found out that salary was a strong factor that kept teachers on their jobs. This shows that salaries are a strong factor that makes teachers gets committed on their jobs. However, there is need to establish how they influence public universal secondary school teacher commitment in Mbarara Municipality.

### **2.3.2 Non-Financial Rewards and Teacher Commitment**

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 teacher commitment either negatively or positively. According to Armstrong (2009) argue that 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 organization 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, Musaaazi (2005) observes that aspirations demoralizes them leading to low absence of effective reward strategy that considers the needs of employees and their job commitment.

Ahuja (2002) stresses that in organizations there must be transparent promotional policies to keep employees efforts and minds directed on the job. Luthan, Suzane and Peterson (2006) looked at the impact of non-monetary rewards (incentives on the business unit outcome and commitment of employees amongst support staff of Virginia Polytechnics Institute and they found out that there was a positive relationship between non-monetary incentives and employee organizational 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 organizational commitment increased and the reverse was true.

Wright (1992) in a study about the relationship among non-monetary incentives and goal level, commitment in South Florida found out that non-monetary rewards positively relate with goal

level commitment of employees. Employees who were praised, recognized, and promoted on the job were committed on the job than their counterparts who were not committed on the job.

Armstrong (2001) noted 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) 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 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. All the above cited studies were directly related with commitment of teachers and in the contexts of secondary schools in Mbarara Municipality.

Empirical studies on the relationship of non-financial rewards and teacher commitment are many. In the same study, Namutebi found out 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. For example, in the study conducted by War (1956 cited in Cole, 1997) on non-financial rewards and its effect on teachers' commitment in Britain demonstrated that money is not the sole reason for working.

In the same way, Namutebi (2006) in a study about reward management practices and teacher 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.

Besides, Namutebi says that there are challenges with non-financial rewards that affect teacher 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. However, the study context is different from the one this study is targeting. In addition, the same study had its independent variable slightly different from the one of this study.

Besides, mentioned studies did not quantitatively look at the relationships of independent and dependent variables which has implications on the methodology of the study to which we now turn.

#### **SUMMARY**

Basing on the literature above, a lot has been done though the gaps have not been filled because the study variables were different from those in this study and the study was not carried out in Mbarara municipality, sample and the methodology were also different. Therefore the gaps will be filled by this particular study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the; research design, study population, sample size, sampling procedure, data collection methods, data quality control, procedure for data collection, data analysis and measurement of variables.

#### **3.2 Research Design**

The study adopted multiple research designs in which a cross - sectional descriptive case study and correlation designs were used by way of methodological triangulation. The cross-sectional descriptive survey design enabled the researcher to gather data in depth from a sample of teachers, head teachers, municipal education officer, board members and PTA members to know their opinions about study variables at a particular time. This enabled the researcher to analyze data and describe the influence of reward practices and teacher commitment while correlation design enabled the researcher to assess the degree of relationship that existed between the variables. This is consistent with( Mugenda and Mugenda (2003). Qualitative and quantitative approaches were used to allow collecting detailed information for the study (kothari,2003).

#### **3.3 Study Population**

A total of 167 stakeholders comprising of (157 teachers,1 MEO, 3 head teachers and 3 board of governors committee members and 3 parents and teachers association committee members) from all the 3 public universal secondary schools in Mbarara municipality were targeted (MEO Office Statistics,2013).

### 3.4 Sample Size Determination

A sample of 114 respondents who included; teachers, head teachers, municipal education officer, board members and PTA committee members. These were obtained using Krejcie and Morgan statistical table designed to find sample size got from (Amin, 2005) and modified by the researcher using the ratio method as showed in table 3.1 below;

**Table 3.1: Sample Size and Selection Procedure.**

<b>Category</b>	<b>Target population</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Municipal Education Officer	01	01	Purposive
Head teachers	03	03	Purposive
Members of Board of governors committee	06	03	Purposive
Members of P.T.A committee	06	03	Purposive
Teachers	157	(104)	Simple Random
Mbarara s.s.s		35	
Mbarara Army s.s.s		35	
Nyamitanga s.s.s		34	
<b>Total</b>	<b>167</b>	<b>114</b>	

*Source: adopted from the district Personnel Records (2012) and modified by the researcher*



### **3.5 Sampling Techniques**

The study employed; Simple random sampling and purposive sampling to select the sample. Simple random sampling was used to select teachers from the public (USE) schools in Mbarara Municipality. This was preferred because random sampling avoids bias as each participant has an equal chance to participate in the study as recommended by (Amin, 2005). Purposive sampling was used to select head teachers, MEO, board of governors committee and PTA committee members because they were considered knowledgeable and provide specialized information based on the kind of knowledge and expertise they possess by the virtue of their position. This is in line with Mugenda and Mugenda, (2003; Siegel, 2004).

### **3.6 Data Collection Methods**

Questionnaire survey method was used on teachers only. It was preferred because the study was concerned with variables that could not be directly observed thus required respondents views, opinions and feelings as recommended by (Touliatos and Compton, 1988).

Data were derived for this study from both primary and secondary sources. Primary data were obtained using; questionnaire survey method, interview method and document analysis. Secondary data was got through document review which involved obtaining information from reports, journals, text books and internet.

Interview method was administered on heads teachers, MEO, board of governors committee members and members of PTA committee members because they were assumed to have more knowledge about the study variables. It was preferred because the researcher intended to compliment the questionnaire method with interviews in order to capture in-depth, accurate and

sensitive information which could not be possibly got using a questionnaire method as recommended by (Mugenda and Mugenda, 2003).

Document analysis was used in studying the already existing literature and documents in order to either find gaps that would be filled by the study or evidence that would support or contradict the quantitative and quantitative findings.

To exhaustively investigate the study, the researcher used triangulation to capture a variety of information, reveal discrepancies that a single technique might not have revealed as recommended by (Mugenda and Mugenda, 2003).

### **3.7 Data Collection Instruments**

The study used three research instruments to collect primary data. These were; questionnaires interview guide and document checklist. The selection of these instruments was guided by the nature of data to be collected, the time available and the objectives of the study as recommended by (Touliatos and Compton, 1988). Besides, they are popularly used tools for collecting data in research surveys (Kothari, 2003).

Self administered questionnaires with structured/close ended questions were administered to teachers only. The instrument was appreciated because; it saved time since respondents freely ticked their opinions from predetermined ideas, the study under investigation was a bit confidential and respondents could freely participate without fear moreover, they were capable of reading, interpreting and ticking against their opinions with limited guidance. This is consistent with (Mugenda and Mugenda, 2003).

An interview guide as a checklist to guide an interviewer in the interview process was used so that uniformity and consistency could be assured in the data. The instrument was used to collect information from MEO, head teachers, members of board of governors committee and members of PTA committee. It involved meeting the respondents face to face. The instrument also involved probes in addition to asking predetermined questions so as to create a rapport between the interviewers and guide the respondents and dig deep into the issue under investigation. The instrument was effective because it provided spontaneous responses, generated variety of ideas, detailed and in depth information from respondents thus creating a balance between the quality and the quantity of data collected for a fuller explanation of the phenomena under investigation as recommended by (Kothari, 2003)

Document checklist was used to gather relevant information from secondary sources with an intention of gathering related information about the relationship between reward practices and teacher commitment in public (USE) schools in Mbarara Municipality. Data were collected from; minutes of board of governors and PTA meetings, financial records, time tables and duty rosters, and reports from different departments.

### **3.8 Validity and Reliability**

#### **3.8.1 Validity of Data Collection Instruments**

Validity refers to the ability of an instrument to measure what it is intended to measure (Mugenda and Mugenda, 2003).

The study ensured validity of the questionnaire using judgment of experts. Two institute consultants who were supervising the study gave their judgments and all comments given were

tackled when the instrument was being re- designed. The researcher further calculated the content validity index in order to validate the instrument scientifically using the formulae below;

$$CVI = \frac{K}{N} = \frac{\text{Total number of items rated relevant and suitable by judges}}{\text{Total number of items in the whole instrument}} = CVI = \frac{30}{36} = 0.8$$

According to Amin (2005); a content validity index of 0.7 and above that is 70% and above qualifies the questionnaire a valid instrument to be adopted for use. For this study a content validity of 0.8 (80%) was established thus the questionnaire used was appropriate since it measured what it intended to measure.

### **3.8.2 Reliability of Data Collection Instruments**

In this study reliability of instruments was ensured through pilot testing and the method of pilot testing was test-retest method. The pre-test was done on 16 teaching staff of St. Josephs Vocational school a sample outside the actual population since they were not to participate in the study. The choice of this is that it provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (retest). The method of test retest helped in capturing the two different meanings of reliability, true consistency and internal consistency given that all variables had their alpha exceeding 0.5. The method was chosen because it attempted to minimize random error and hence increased the reliability of data collected

The study also used the internal consistency method of the Cronbach alpha coefficient because the questionnaire was designed in a liker scale type and the data collected was interval data. The aim was to find out how well the items in the set are positively correlated to one another. The results for the first, second pretest and after data collection are as follows; 0.777, 0.806 and 0.744

respectively. The results indicated high coefficient for all the variables which meant that instruments had good test retest reliability. According to Amin (2005), an alpha of 0.5 or higher is sufficient to show reliability.

### **3.9 Data Collection Procedure**

Following proposal approval, the researcher obtained an introductory letter from Uganda Management Institute that acted as an introductory letter to both the authorities in the target area and respondents. The letter was taken to the head teachers of the public (USE) schools in Mbarara Municipality who granted permission to the researcher to conduct the study in the schools. Having been granted the permission, the researcher recruited research assistants and trained them who then proceeded and approached respondents to make appointments thus fixing dates for interviews, delivering and collecting questionnaires. Some questionnaires were administered there and then to some respondents who were willing to receive them because the research assistants had gone with them. Constant follow ups were done as they kept collecting the filled questionnaires. Face to face interviews were conducted with head teachers, MEO, members of board of governors and members of PTA committee of schools.

### **3.10 Data Analysis**

From the field, questionnaires were; checked and sorted, to ensure completeness; they were later coded and computed using Statistical Package for Social Sciences (SPSS) thus generating descriptive statistics such as frequencies and percentages that were presented in form of charts and tables to facilitate a quick analysis of the data. For appropriate analysis and summary, those rated strongly agree and agree were simply regarded as “agree” while those rated strongly

disagree and disagree were regarded as “disagree”. The hypotheses were tested using inferential statistics of Pearson product moment. The choice of this technique is based on research design (Mugenda and Mugenda, 2003; Kothari, 2003; Amin, 2005). Regression analysis of linear regression was computed to determine the level of significance by looking at the strength of the relationship among the variables under study.

On the other hand qualitative data were edited and studied to ensure consistency and accuracy right away in the field. Qualitative data obtained during interviews and document analysis was integrated in quantitative analysis in form of quotations from respondents. The above technique was preferred because it gave an explanation to the quantitative data by adding quality to the information produced.

### **3.11 Measurement of Variables**

The variables were measured using the Interval scale. Five liker scale point was used whereby 5=strongly agree, 4= agree, 3=not sure, 2=disagree and 1=strongly disagree. The respondents ticked in the box along the question to indicate their level of agreement or disagreement using the scale. This was preferred because it eases coding and analysis of the results. Besides it's the most frequently used summated scale in the study of social attitudes that is user friendly which makes units equal (Kothari, 2003).

### **3.12 Procedure for Data Collection**

The researcher obtained an introductory letter from School of Management Science of Uganda Management Institute (UMI) that was taken to the head teachers of the selected schools to seek permission to conduct the study. Before administering questionnaires or conducting interviews,

respondents would be informed about the research objectives to prepare them make well-grounded decisions. Questionnaires were distributed and interviews conducted.

### **3.13 Ethical Considerations**

In the course of the study, the researcher ensured privacy and confidentiality of the respondents by ensuring that information provided by respondents was delinked using identification codes rather than names. The researcher ensured that information presented was original and where information was got from scholar's findings, due recognition referencing was done. I now turn to presentation, analysis of data and interpretation of results.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.**

#### **4.0 Introduction.**

This chapter presents analyses and interprets the results of the study that was set out to establish the relationship between reward practices and teacher commitment in public universal secondary education (USE) schools in Mbarara municipality.

The study set out to achieve the following objectives notably; find out the relationship between financial rewards and teacher commitment in public USE schools in Mbarara municipality; and to find out the relationship between non-financial rewards and teacher commitment in public USE schools in Mbarara municipality. This chapter presents; introduction, background information on the bio-data of respondents, assessment of the study objectives by descriptive statistics, correlation and regression of variables.

#### **4.1 Response Rate.**

All the questionnaires (104) that were distributed, were filled, collected and used. The questionnaire survey response rate was 100%. Eight (8) participants out of 10 were interviewed that's; 3-head teachers,1-municipal education officer, 2-board members and2-PTAmembers.The response rate for interviews was 80%. The overall response rate was 90%. Therefore the response rate presents adequate, accurate, valid and reliable data on the study variables in public USE schools in Mbarara municipality thus the study may give generalized results.

The high response rate is attributed to the well designed questionnaire, the study topic and the enthusiasm of the researcher which aroused the interest and positive attitude of the respondents.

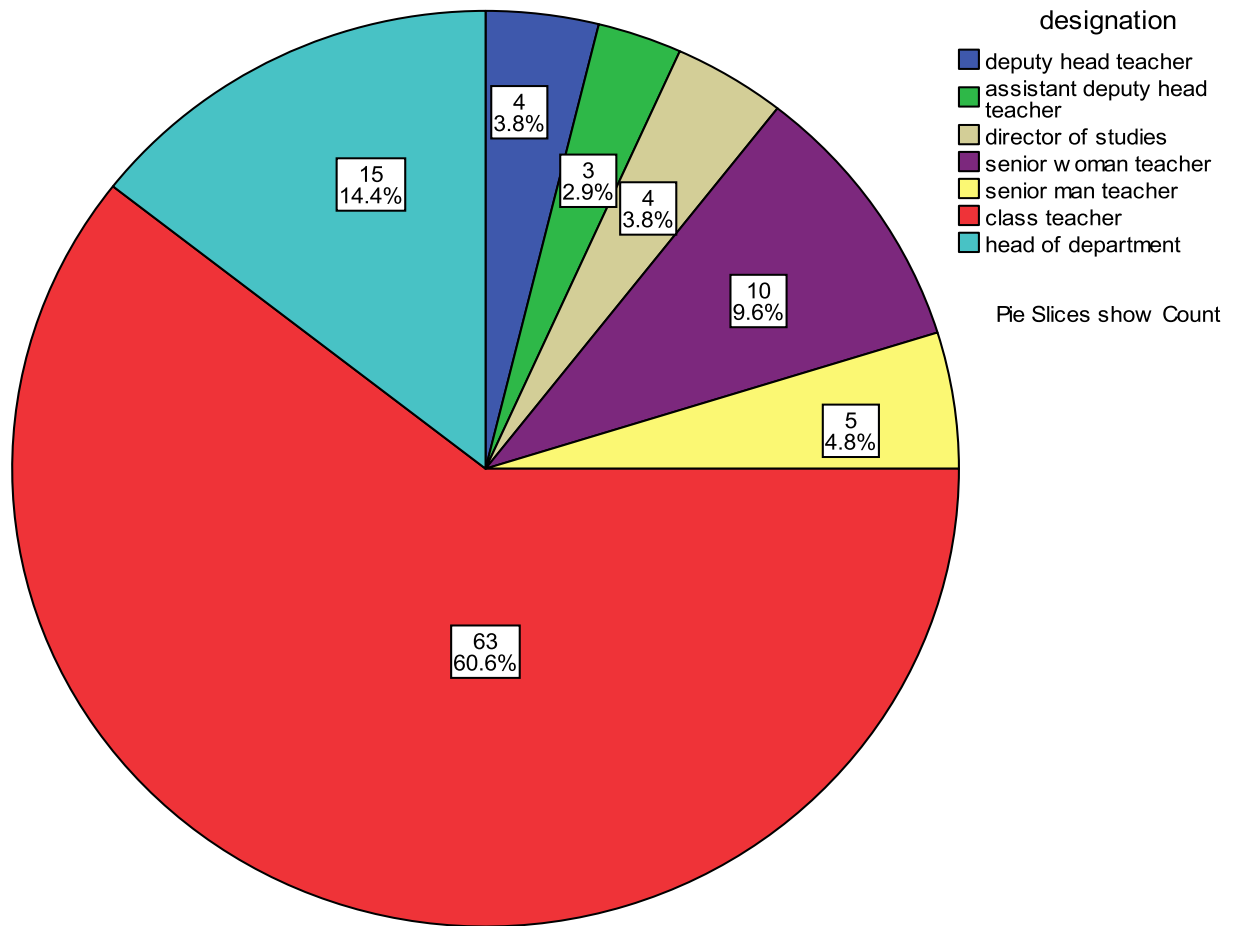


## **4.2 Background Characteristics of Respondents**

The study collected biographic data to ensure accuracy of the data in relation to the study variables since these characteristics can influence the nature of participation and opinions. This section presents the demographic data of the respondents.

### **4.2.1 Respondents by Designation**

Respondents were asked to indicate their designation. This is because the researcher wanted to define the category of the respondents and the responsibilities they hold in the school in order to raise appropriate responses for the study variables that were under investigation. The results are shown in Figure 4.2 below;



Source: Primary data

**Figure 4.2 Respondents by Designation.**

From the figure 4.2 above, it was found that, out of 104 respondents, 3(3.8%) were deputy head teachers, 4(2.9%) were second deputy head teachers, 4(3.8%) were director of studies, 10(9.6%) senior women teachers, 5(4.8%) senior men teachers, 63(60.6%) class teachers and 15(14.4%) were heads of department. The results show that there are more class teachers followed by heads of departments. This implies that all schools need more class teachers to cater for the teaching load of different subjects. This was also confirmed by staff teaching lists in DOSs office,

municipal personnel records on teachers and national curriculum development centre for education guidelines manual.

#### **4.2.2 Respondents by Sex.**

Respondents were asked their sex. This is because the researcher wanted to establish the sex that usually joins the teaching profession in order to avoid bias and unanswered questions on the study variables. The results are shown in the Table 4.2 below.

**Table: 4.2 showing sex of respondents.**

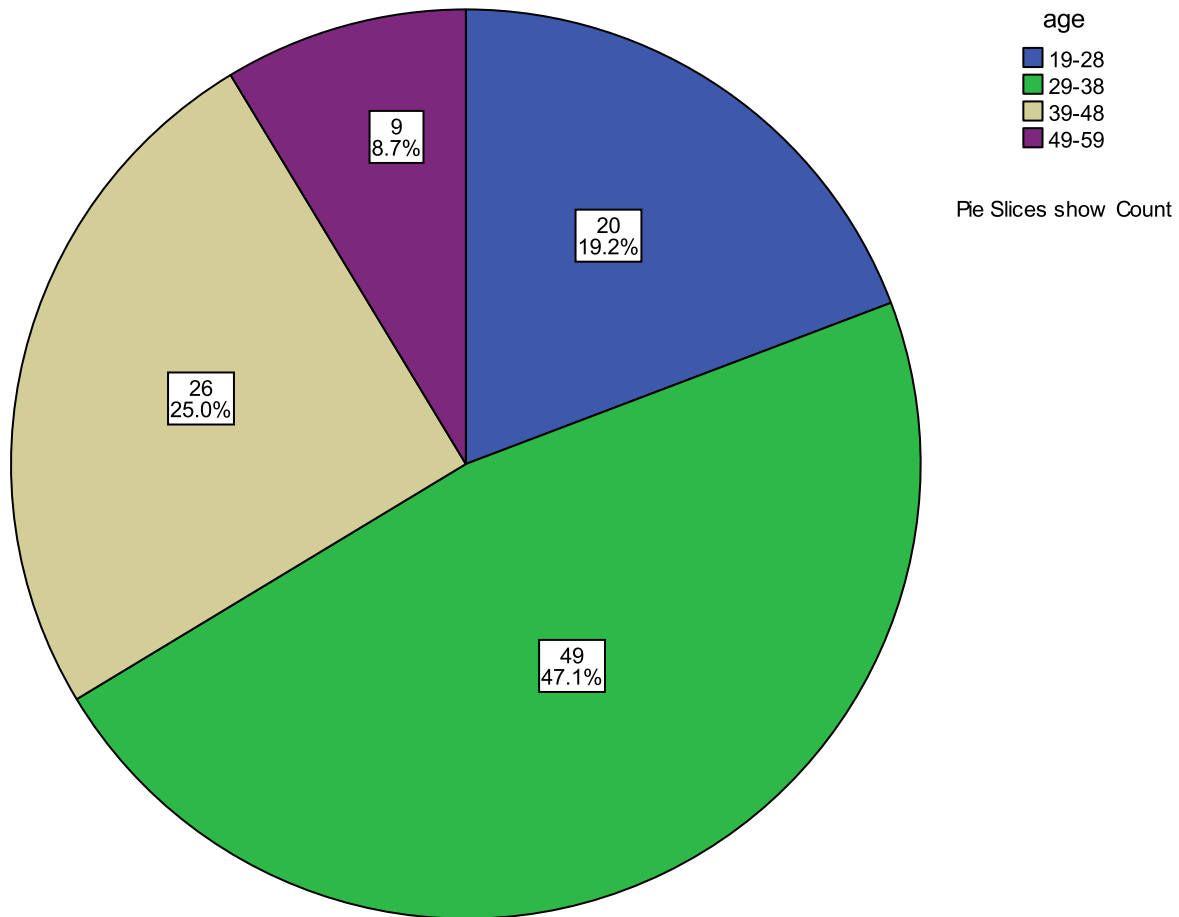
<b>Category</b>	<b>Frequencies</b>	<b>Percentage Composition</b>
Male	57	54.8%
Female	47	45.2%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Source:** *Primary Data.*

From the table 4.2 above, it was found out that, out of 104 respondents, 56 (53.8%) were males and 47(45.2%) were females. The results indicate that, there are more male teachers than female teachers. This implies that most schools are dominated by male teachers because in teacher training institutions the number of males exceed that of their female counterparts thus the recruitment of teachers take in more males than females. This was further confirmed by the number of staff on the head teachers lists.

### 4.2.3 Respondents by Age

The respondents were asked to state their age. This was because the researcher wanted to know how old these teachers are; whether they can clearly interpret the questions properly to give accurate and make informed decisions on the questions asked. The results are shown in the figure below.



Source: Primary Data.

Figure 4.3 Respondents by Age.

Out of 104, most teachers fall in age bracket of 29-38 (47.1%) followed by 39-48 with 26(25.0%). This implies that teachers in these schools are in their active age bracket. This may be

attributed to the recruitment procedures that start with the active age bracket of applicants moreover, they are considered to be dynamic as per the education service commission.

#### 4.2.4 Respondents by Marital Status.

Respondents were asked to tell their marital status; this was because the researcher wanted to establish whether they are parents with children like those they are teaching and know what they get whether it caters for their needs and the whole family and to establish whether they uphold to the psychological contracts governing their stay in those school irrespective of factors being constant. The results are shown in Table 4.3 below;

**Table: 4.3 Respondents by Marital Status.**

Category	Frequencies	Percentage Composition
Single	21	20.2%
Married	74	71.2%
Divorced	5	4.8%
Widowed	4	3.8%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Source:** *Primary data.*

Of the 104 respondents, 74 (71.2%) of the respondents are married, followed by 21(20.2%) of the respondents who are single. This implies that in most schools, majority of teachers are married. This is because many teachers are adults who like to substantiate their marital status. Moreover, the teaching profession discourages student teacher sex relationship thus prompting many teachers to get married to avoid temptations.

#### 4.2.5 Respondents by Professional Grade.

Respondents were asked to indicate their professional grade. This was because the study sought the ability of respondents for the study variables that would guide the nature of investigation. The results are shown in the table below.

**Table: 4.4 Respondents by Professional Grade.**

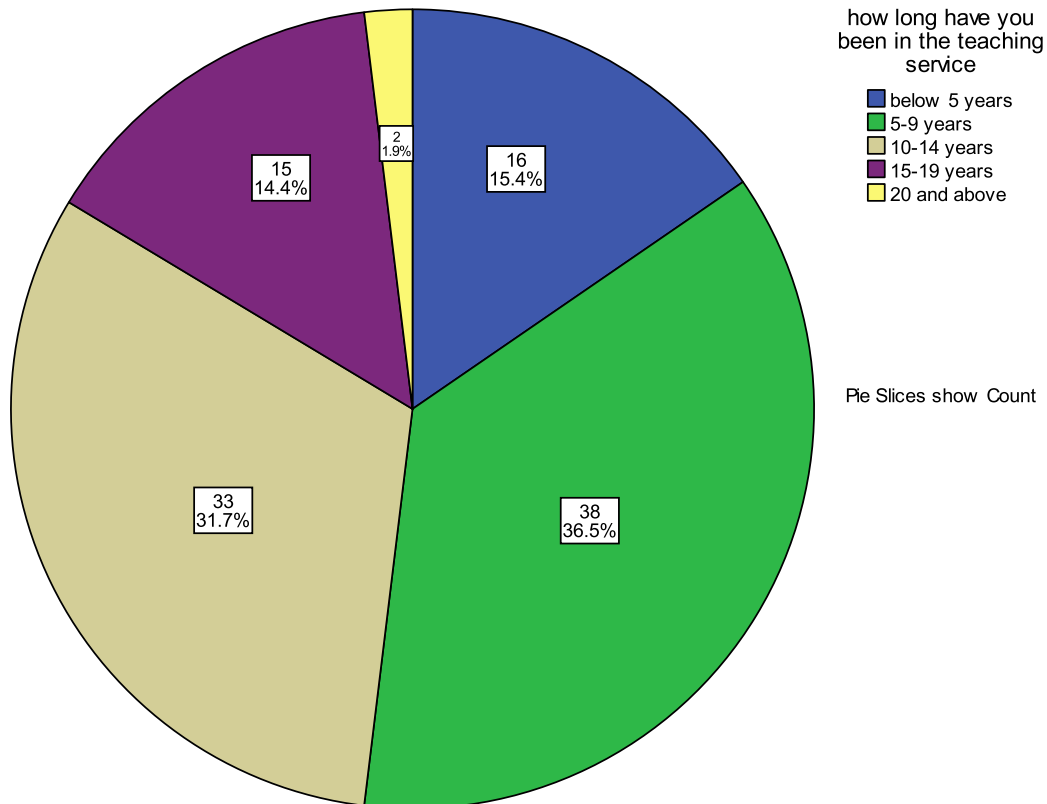
<b>Grade</b>	<b>Frequencies</b>	<b>Percentage Composition</b>
Grade V teacher(Diploma holders)	21	20.2%
First Degree holders	65	62.5%
Post-Graduate Diploma	7	6.7%
Masters degree holders	11	10.6%
<b>Total</b>	<b>104</b>	<b>100%</b>

**Source: Primary data.**

It can be seen in Table 4.4 that, out of 104 respondents, 21(20.2%) had under graduate diploma, 65(62.2%) had degrees,7(6.7%) had post-graduate diplomas and only 11(10.6%) had masters degrees. The results indicate that there are more degree holders followed by under graduate diploma holders. This could imply that the nature of their work demands such qualifications for effective teaching. This was confirmed by their transcripts and certificates in both head teachers office and municipal education personnel office records in their files.

#### 4.2.6 Respondents by Longevity of Tenure.

Respondents were asked to indicate their length in service. This was intended to establish the number of teachers to fit in the time scope of the study variables. The results are shown below.



Source: Primary data.

Figure 4.4: Respondents by length of teaching service

From figure 4.4 above, the study revealed that the majority of the respondents have been in teaching service for years between 5-9 that is 38(36.5%) followed by those between 10-14 years that is 33(31.7%) followed by those below 5 years that is 16(15.4%) then between 15-19 years

that is 15(14.4%) and finally only 2 for 20 years and above with 2(1.9%). This could imply that the majority of the respondents had satisfactory background about the study variables.

**Table: 4.5 Descriptions of Teacher Commitment by Respondent.**

Teacher Commitment Related factors	Frequencies and % Composition				
	5	4	3	2	1
I do everything at school wholeheartedly.	13 (12.5)	24 (23.1)	21 (20.2)	39 (37.5)	6 (5.8)
I feel like part of the family at this school.	7 (6.7)	29 (27.9)	4 (3.8)	53 (51.0)	11 (10.6)
I seek permission before absence from work.	10 (9.6)	57 (54.8)	6 (5.8)	16 (15.4)	15 (14.4)
This school has a great deal of personal meaning for me.	3 (2.9)	29 (27.9)	19 (18.3)	35 (33.7)	18 (17.3)
Even if it was to my advantage, I do not feel it would be right to leave my school now.	6 (5.8)	20 (19.2)	9 (8.7)	39 (37.5)	30 (28.8)
I feel a strong sense of belonging to this school.	5 (4.8)	24 (23.1)	7 (6.7)	54 (51.9)	14 (13.5)
I feel emotionally attached to this school.	3 (2.9)	20 (19.2)	5 (4.8)	59 (56.7)	17 (16.3)
Too much of my life would be disrupted if I decided to leave this school.	8 (7.7)	11 (10.6)	6 (5.8)	31 (29.8)	48 (46.2)
I would not leave this school right now because of what I would stand to lose.	8 (7.7)	12 (11.5)	10 (9.6)	26 (25.0)	48 (46.2)
For me personally, the cost of leaving this school would be far greater than the benefit.	8 (7.7)	13 (12.5)	4 (3.8)	34 (32.7)	45 (43.3)
Even if it was to my advantage, I do not feel it would be right to leave my school right now.	10 (9.6)	12 (11.5)	1 (1.0)	27 (26.0)	54 (51.9)
I would not leave this school right now because I have a sense of obligation to the people in it.	8 (7.7)	14 (13.5)	9 (8.7)	20 (19.2)	53 (51.0)



I am dedicated to performing the tasks associated with my job like lesson plan preparations, schemes of work, setting examinations and syllabi coverage on time.	10 (9.6)	31 (29.8)	3 (2.9)	17 (16.3)	42 (40.4)
--	-------------	--------------	------------	--------------	--------------

Source: *Primary data*

Table: 4.5 above reflect responses as indicated by respondents on teacher commitment subdivided into (affective, continuance and normative commitment).

As viewed from the Table 4.5 above, some respondents do not do everything at school wholeheartedly. This is explained by 45(43.3%) disagreed with the statement, 37(35.6%) agreed and 21(20.2%) were not sure.

Furthermore, majority of respondents do not feel as part of the family at the school. This is explained by 64(61.6%) disagreed with the statement, 36(35.6%) agreed and only 4(3.8%) were not sure.

In addition to that, respondents were asked if they seek permission before absence from work. Majority of them 67(64.4%) agreed with the statement, 31(29.8%) disagreed and 6(5.8%) were not sure.

Besides, respondents were asked whether the school has great deal of personal meaning to them. Many of them 53(51.0%) disagreed with the statement, 32(30.8%) agreed and 19(18.3%) were not sure.

Furthermore, the respondents were asked if it was to their advantage, would they feel it would be the right time to leave the school at that time. A large number 69(65.4%) of the respondents disagreed with the statement, 26(25.0%) agreed while 9(8.7%) were not sure.

More to this, respondents were asked whether they feel a strong sense of belonging to their schools. This is explained by majority 68(65.4%) disagreed with the statement, 29(27.8%) agreed and 7(6.7%) were not sure.

More so, respondents were asked whether they feel emotionally attached to their schools. This is explained by majority 76(73.0%) of respondents disagreed with the statement, 23(22.1%) agreed and only 5(4.8%) were not sure.

In addition to that, respondents were asked whether too much of their life would be disrupted if they decided to leave their schools; a big number 79(76.0%) of the respondents disagreed with the statement, 19(18.3%) agreed and 6(5.8%) were not sure.

Besides, respondents were asked if they would not leave their schools right now because of what they would stand to lose. A bigger population 74(71.2%) of respondents disagreed with the statement, 20(19.2%) agreed and 10(9.6%) were not sure. This implies that they do not think of losing anything.

Furthermore, respondents were asked if the cost of leaving the school would be greater than the benefit at personal levels. This is explained by many 79(76.0%) of respondents disagreeing with the statement, 21(20.2%) agreeing and only 1(1.0%) were not sure. This implies that incase one left the school the benefit would be greater than the loss.

In addition, respondents were asked that even if it was to their advantage, would they feel it would not be right to leave their schools at that time. This is explained by 81(77.9%) who disagreed with the statement, 22(21.2%) agreed and only 1(1.0%) were not sure.

Furthermore, respondents were asked if they wouldn't leave the schools right now because of their sense of obligation to the people in the school. This is explained by a bigger population 73(70.2%) disagreeing with the statement, 22(21.2%) agreeing and only 9(8.7%) were not sure.

More so, respondents were asked if they are dedicated to performing the tasks associated with their jobs like lesson preparations, schemes of work, setting examinations and syllabi coverage on time. This is explained by many 59(56.7%) who disagreed with the statement, 41(39.4%) agreed and 3(2.9%) were not sure. This implies that most of them are not dedicated to their jobs.

#### **4.3 Financial Rewards and Teacher Commitment.**

In this part, study findings are presented, analyzed and interpreted according to the study objectives. The presentation indicates views and opinions of respondents from interviews conducted, questionnaires administered and information got from documentary reviews. The first objective of the study stated; to find out the relationship between financial reward and teacher commitment in public USE schools in Mbarara municipality. To achieve teachers were subjected to 9 statements that described as financial rewards in their schools and their opinions are illustrated in the Table 4.6 below;.

**Table: 4.6 Descriptions of Financial Rewards by Respondents.**

Financial Rewards related factors	Frequencies and % Composition				
	5	4	3	2	1
I get my salary on time.	-	24 (23.1)	09 (8.7)	61 (58.7)	10 (9.6)
The salary I receive tallies with my qualifications.	03 (2.9)	21 (20.2)	02 (1.9)	42 (40.4)	36 (34.6)
The salary I receive is adequate to cater for my needs.	-	01 (1.0)	07 (6.7)	39 (37.5)	57 (54.3)
My salary is comparable to what private secondary schools pay for the same skills.	01 (1.0)	23 (22.1)	14 (13.5)	42 (40.4)	24 (23.1)
I always receive adequate bonus from the head teacher.	-	04 (3.8)	07 (6.7)	39 (37.5)	54 (51.9)
The criterion for paying bonus is fair.	02 (1.9)	04 (3.8)	16 (15.4)	56 (53.8)	26 (25.0)
Payment for extra lessons taught is reasonable.	03 (2.9)	06 (5.8)	10 (9.6)	41 (39.4)	44 (42.3)
The transport allowance I receive is adequate to cater for my commuting needs.	01 (1.0)	06 (5.8)	07 (6.7)	39 (37.5)	50 (48.1)
The school provides medical allowance or treatment to me and my family members.	3 (2.9)	16 (15.4)	8 (7.7)	38 (36.5)	39 (37.5)
I expect to receive gratuity based on my salary.	14 (13.5)	18 (17.3)	37 (35.6)	24 (23.1)	11 (10.6)

**Source:** *Primary data*

**KEY:** 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree, 1=Strongly Disagree.

As can be viewed from the table 4.6, the majority 71(68.3%) of the teachers do not get their salaries on time; 24 (23.1%) of the respondents agreed and 9(8.7%) of the respondents were not sure whether their salaries on their accounts on time. The results can be interpreted that

government delays teachers' salaries and this was confirmed by the UNATU press release in September-2013 where most teachers had not been paid for three (3) months in Mbarara municipality. This was supported by municipal personnel office - salary section. This also signifies that the majority of the respondents have to wait patiently for some days or even months in order to get their salaries thus a period of financial imbalance. This was also evidenced in two (2) schools which pay wages of 2012 as arrears in 2013 which is a sign of delayed payment.

Furthermore, when respondents were asked whether the salary they receive tallies with their qualifications, a large number 78(75%) of respondents disagreed with the statement, 24(23.1%) agreed and 2(1.9%) were not sure. This implies that the majority of the respondents get salaries that do not tally with their qualifications. This was supported by one of the responding head teachers in one of the USE schools *"Most of our teachers are graduates but are paid between 330,000-400,000shs a diploma scale ..... could have been prompted to get similar part-time jobs in other schools to supplement their income."*

In addition to that, when respondents were asked whether the salary they receive is adequate to cater for their needs, a large number 96(92.3%) of the respondents disagreed with the statement, 1(1.0%) agreed and 7(6.7%) were not sure. This implies that majority of the respondents have to depend on income got as salary or wages to meet their monthly bills. This contradicts with what one board member in an interview who said *"the salary they get is adequate"*.

Furthermore, the researcher inquired whether the salary they receive is comparable to what private secondary schools pay for the same skills. Majority of the respondents 66(63.5%) disagreed with the statement, 24(23.1%) agreed and only 14(13.5%) were not sure. The results can be interpreted that private secondary schools pay much higher salaries than government

aided schools, which further demoralizes them. This was supported by one board member who said; *"this has resulted into teachers part-timing"*.

More so, the researcher analyzed whether teacher receive adequate bonus from the head teacher, 93(89.4%) disagreed with the statement, 4(3.8%) agreed and 7(6.7%) were not sure. The results show that no bonus payment registered which makes the respondents even more dissatisfied. Interview findings also supported the questionnaire, when two head teachers from these schools remarked that *"the teachers government salary is consolidated to offer required service by education standards"*, which is an indicator that not all the work well done by teachers is rewarded financially.

Furthermore, the respondents were asked whether the criteria used for paying bonus was fair; the data showed that 82(78.8%) of the respondents disagreed with the statement, 6(5.7%) of the respondents agreed and 16(15.4%) of the respondents were not sure. This means that the criteria used for payment is not transparent to all the teachers in these schools since those disagree are much higher than those who agree. Moreover the number of those not sure was also high as compared to those who agree implying that the criteria are generally not known to all.

Respondents further indicated that the payment for extra lessons taught was not reasonable at all. This is explained by; 85(81.7%) of the respondents disagreeing with the statement, 9(8.7%) agreeing and 10(9.6%) not being sure. This signifies that the allowances offered are negligible making the teachers to dodge the extra allocated lessons on the timetable. The findings were consistent with interview data from one respondent *"Most teachers opt to part-time in private schools which offer better allowances than in Public USE schools in order to earn a living."*

Besides, respondents were asked whether the transport allowance received was adequate enough to cater for their commuting needs, 89(85.6%) disagreed, 7(6.8%) agreed and 7(6.8%) were not sure. This signifies that the majority's transport allowance is not enough to be realized. This was supported by interview findings from the BOG and PTA members in one school when they mentioned that "the transport allowance monthly was 15,000shs (Fifteen thousand shillings only) per teacher and this was paid in arrears "making teachers to walk longer distances to go to and from school to teach.

Furthermore, respondents were asked whether the school provides medical allowance or even treatment to them and their family members. A large number 77(74.0%) disagreed with the statement, 19 (18.3%) agreed and 8(7.7%) were not sure. This signifies that teachers are not given treatment for self and family members. This was supported by one staff member who said that *"you can only get few tablets from the nurse but that is personal arrangement and they are even available in the first-two weeks of the term"*.

More so, the researcher inquired from the respondents whether they expect to receive gratuity based on their salary structures, 35(33.7%) disagreed, 32(30.8%) agreed and 37(35.6%) were not sure. This implies that there is hope of receiving gratuity, since the proportion of respondents in agreement and not sure, when summed up is bigger than those not in agreement. From the findings above, it is very evident that financial rewards are not reasonable and not adequate at all to the majority of the teachers and moreover some are unfairly given to them.

**Verification of the Hypothesis.**

To find out the relationship between Financial Rewards and Teacher Commitment, a correlation analysis was computed, examined and interpreted using Pearson Product Moment Correlation Co-efficient Method. The results are elaborated in Table 4.7 below;

**Table: 4.7 Showing Correlations between Financial Rewards and Teacher Commitment.**

		FINANCIAL REWARDS RELATED FACTORS	TEACHER COMMITMENT RELATED FACTORS
FINANCIAL REWARDS RELATED FACTORS	Pearson Correlation	1	.300**
	Sig. (2-tailed)		.002
	N	104	104
TEACHER COMMITMENT RELATED FACTORS	Pearson Correlation	.300**	1
	Sig. (2-tailed)	.002	
	N	104	104

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

The findings in table 4.7 above show the correlations between financial rewards related factors and teacher commitment. The findings indicate the Pearson Correlation ( $r=.300$ ), the significant value  $p (.002)$ , N represents the number of respondents level of significance (104).

Financial rewards presents a moderate ( $r =.300$ ) and the correlation is statistically significant positive because  $P=.002 < 0.01$  level. This implies that financial rewards related factors are positively related with teacher commitment, and therefore moderately support the hypothesis that there is moderate relationship between financial rewards and teacher commitment. Therefore the



hypothesis was upheld because there is a positive, moderate and significant relationship between the study variables.

In order to determine how financial rewards influence teacher commitment in public USE schools in mbarara municipality, a regression analysis was done. This is illustrated in the table 4.8 below.

**Table: 4.8 The Regression Model showing the relationship between financial rewards and teacher commitment.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300 <sup>a</sup>	.090	.081	.845

a. Predictors: (Constant), FINANCIAL REWARDS RELATED FACTORS

It can be seen from table 4.8 that the correlation coefficient®, using predictor; Financial rewards is .300 and  $R^2$  is (.090). This implies that 9.0 % (.090\*100) variations in teacher commitment are explained by financial rewards while the remaining percentage of variation can be explained by other factors.

#### **4.3.2 Non-Financial Rewards and Teacher Commitment.**

The study sought to find out the relationship between non-financial rewards and teacher commitment in public USE schools in mbarara municipality.

The findings of this objective were got from questionnaires, documentary review and interviews.

Table 4.9 shows the results from the questionnaires.

**Table: 4.9 Descriptions of Non-Financial Rewards by Respondents.**

Non- financial related factors	Frequencies and % composition				
	5	4	3	2	1
Am always praised for any good work I do at school.	4 (3.8)	54 (51.9)	12 (11.5)	21 (20.3)	13 (12.5)
My school’s administration recognizes the good work I do.	3 (2.9)	42 (40.4)	20 (19.2)	26 (25.0)	13 (12.5)
My head teacher organizes appropriate gifts for the good work I do.	3 (2.9)	10 (9.6)	14 (13.5)	31 (29.8)	46 (44.2)
My presence is recognized by the head teacher.	5 (4.8)	23 (22.1)	24 (23.1)	14 (13.5)	38 (36.5)
I expect a promotion any time this year.	3 (2.9)	7 (6.7)	68 (65.4)	15 (14.4)	11 (10.6)
Extra responsibilities I hold at school are appreciated.	3 (2.9)	26 (25.0)	42 (40.4)	22 (21.2)	11 (10.6)
The school provides medical treatment to me and my family members.	3 (2.9)	16 (15.4)	8 (7.7)	38 (36.5)	39 (37.5)
The school provides me with accommodation.	6 (5.8)	17 (16.3)	2 (1.9)	30 (28.8)	49 (47.1)
I get leave whenever I have a serious problem.	10 (9.6)	52 (50.0)	4 (3.8)	16 (15.4)	22 (21.2)

**Source:** Primary Data.

Table: 4.9, clearly shows views of respondents on non-financial. Majority of respondents 58(55.7%) are in agreement with the statement that they are always praised for the good work

done at school; however some respondents 34(32.7%) disagree and 12(11.5%) were not sure. The results portray that some head teachers praise some while others are not appreciated.

More so, respondents were asked if the school administration recognizes the good work done. The following came out; out of 104 respondents, 45(43.3%) said that they are recognized, 39(37.5%) disagreed while 20(19.2%) were not sure. This implies that a small percentage is recognized while others are not. The findings concur with the interview data as obtained from one interviewee in one of the schools *“we recognize teachers only when parents authorize us to do so therefore it is not a regular routine”*.

Besides that, respondents were asked whether the head teacher organizes appropriate gifts for the teachers to appreciate their good work; majority 77(74%) disagreed with the statement, 13(12.5%) agreed and 14(13.5%) were not sure. This implies that there is no culture of giving rewards to teachers. This was supported by one respondent in one USE school when he said that *“we only organize gifts for the outgoing prefects not teachers.”*

Furthermore, respondents were asked if their presence is recognized by the head teacher; A large number, 52(50.0%) disagreed with the statement, 28(26.9%) agreed and 24(23.1%) were not sure. This implies that half of the teachers are not recognized however this contradicts with what one interviewee said *“teachers’ presence is recognized by use of lesson observation tool which is used for supervision of teachers’ everyday in every lesson.”*

Furthermore, respondents were asked whether they expect a promotion any time this year; Majority 68(65.4%) were not sure, 26(25.0%) disagreed and 10(9.6%) agreed. This implies that probably there are no clear guidelines on promotion of staff, thus they have to think of plan B

like transferring to other schools at the end of the year. This was confirmed by transfer request letters by teachers from the Municipality personnel office.

Participating respondents were asked whether extra responsibilities held are appreciated. Many of them 42(40.4%) were not sure, 33(31.8%) disagreed and 29(27.9%) agreed with the statement. This therefore wraps up the view that extra responsibilities held are not significant at all. This was supported by one respondent in one school when she said that *“people are only given titles but not responsibilities to handle.”*

Furthermore, respondents were asked whether the school provides medical treatment to them and family members. Majority 77(74.0%) of the respondents disagreed with the statement, 19(18.3%) agreed and 8(7.7%) were not sure. This signifies that teachers are not given treatment for self and family members. This was supported by one respondent who said that *“you can only get treatment for yourself in the first-two weeks of the term”*.

Additionally the study went ahead to find out whether schools provide their teachers with accommodation. Majority 79(75.9%) of the respondents disagreed with the statement, 23(22.1%) agreed while 2(1.9%) were not sure. This implies that only a small proportion of teachers are housed by the schools, leaving many to cater for themselves. This confirms what one interviewee who stated that school *“our can only house four (4) staff members and moreover the head teacher inclusive, the rest by themselves.”*

More so, respondents were asked whether they get leave whenever they have serious problems. Majority of them 62(59.6%) agreed with the statement, 38(36.6%) disagreed and only 4(3.8%) were not sure. This implies that most of them get leave when they get serious problems. The

findings are in agreement with interview data in that all responding head teachers in USE schools seemed to agree that *“leave is given to teachers especially on grounds of sickness with evidence of medical letters and to ladies for maternity leave that is in the standing orders,2010”*. From the finding above, it is very clear that non-financial rewards are selective since some get them while others do not.

### Verification of the Hypothesis

Hypothesis two stated that there is a significant relationship between Non-financial rewards and teacher commitment, a correlation analysis was computed, examined and interpreted using Pearson Product Moment Correlation Coefficient method. The results are elaborated in table 4.9 as shown below.

**Table 4.10 Showing Correlations between Non-Financial Rewards and Teacher Commitment.**

		NON-FINANCIAL RELATED FACTORS	TEACHER COMMITMENT RELATED FACTORS
NON-FINANCIAL RELATED FACTORS	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	104	104
TEACHER COMMITMENT RELATED FACTORS	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	104	104

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

The table 4.10 above shows correlations between non-financial rewards and teacher commitment. The findings indicate Pearson correlation ( $r=.582$ ), the significance value  $p (.000)$ , N represents the number of respondents (104). Non-Financial Rewards indicate a high strength of

association ( $r=.582$ ) and the correlation is statistically significant (very high) because  $p=.000 < 0.01$ . This implies that non-financial rewards are positively related to teacher commitment. Accordingly, the hypothesis is upheld since there is a positive significant and high relationship between non-financial rewards and teacher commitment.

On the basis of results obtained indicating a significantly positive relationship between non-financial rewards and teacher commitment, a regression analysis was done to ascertain the extent to which non-financial rewards explains teacher commitment. Table 4.10 shows the summary of the results.

**Table 4.11 Summary of the Regression Analysis of the Study Variables.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 <sup>a</sup>	.339	.332	.720

a. Predictors: (Constant), NON-FINANCIAL RELATED FACTORS

The model summary Table 4.1 above, revealed that, correlation coefficient<sup>®</sup>, using the predictor non-financial related factors is .582 and the  $R^2$  demonstrates how a set of independent variable explains variation of a dependent variable (Mugenda & Mugenda, 1999). This implies that 33.9% (.339\*100%) of teacher commitment is explained by non-financial rewards while the remaining percentage of variations can be explained by other factors.

**Table: 4.12 Summary of the Regression Analysis of all the Study Variables.**

Model	R	R square	Adjusted R square
Background information	.020 <sup>a</sup>	.000	-.009
Financial rewards	.300 <sup>a</sup>	.090	.081
Non-Financial Rewards	.582 <sup>a</sup>	.339	.332

**Source:** Primary data

From the table 4.12, r (.020,.300,.582) shows correlation of study variables, r square (.000,.090,.339) indicate how independent variables explain the dependent variable on a sample population, adjusted r square (-.009,.081,.332) explain the percentage of variance of the independent variable on a target population. This is explained as follows; background information alone influences teacher commitment by 0.2% on a sample population; -0.9% on the target population with no significance. Financial rewards influences teacher commitment by 0.9% of a sample population; 0.81% on the target population with moderate significance of 95% level of confidence. Non-Financial Rewards influence teacher commitment by 33.9% of the sample population; 33.2% on the target population and the level of confidence is 100%.

All the variables explain teacher commitment by 40.5% on a sample population and 38.8% on the target population with moderate significance. This implies that the independent variables worked together to predict teacher commitment. However, when taken singly non-financial rewards are the highest predictor of variance in teacher commitment in the study settings. I now turn to the summary, discussion, conclusions and recommendations of the study.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary and discussion of the study findings on the relationship between reward practices and teacher commitment in Mbarara municipality. The chapter presents; summary of the findings from the entire responses as obtained from the respondents; discussion of study findings that are presented according to research questions and hypotheses in line with the study objectives. On the basis of summary and discussion on study findings, conclusions were made. Basing on study conclusions, a number of recommendations were made.

#### **5.1 Summary of the Findings**

The study sought to establish the relationship between reward practices and teacher commitment. Reward practices were analyzed under two dimensions of financial rewards and non-financial rewards that also guided formulation of study objectives that include; to find out the relationship between financial rewards and teacher commitment in Mbarara municipality; to establish the relationship between non-financial rewards and teacher commitment in Mbarara municipality. Below is the summary of findings as per the study objectives;

##### **5.1. 1 Financial Rewards and Teacher Commitment.**

Under financial rewards, assessment of; basic salary, bonus and allowance were done. The findings showed that government delays teachers' salaries; teachers are paid salaries that do not



tally with their qualifications; private secondary schools pay much higher salaries than government aided schools and salary paid to teachers is not adequate to cater for their needs.

Furthermore, the findings showed that; no bonus payment is given to teachers for the extra work done and moreover, the criteria used for payment of some financial rewards are not transparent to all the teachers.

In addition, the findings also indicate that; allowances offered to teachers are negligible, transport allowance is not enough to be realized, they are not given medical allowance or even treatment for self and family members and hopes of receiving gratuity are partial.

The study findings therefore showed that there is a positive, significant and moderate relationship between financial rewards and Teacher commitment in Mbarara municipality. As explained by the statistics that 9% of teachers' commitment as perceived by teachers is explained by financial rewards while the rest of the percentage as per category is explained by other factors. Accordingly, it is concluded that, not only financial rewards can make teachers get committed on work however, they motivate teachers to work, raise teachers social status making them committed.

### **5.1.2 Non-Financial Rewards and Teacher Commitment**

Under financial rewards, assessment of; recognition, accommodation and leave were done. The following came out; teachers are always praised for the good work done at school but only a small percentage is recognized, schools have no culture of giving gifts to teachers; no clear guidelines on promotion of staff and extra responsibilities done by the teachers are not held significant at all by the administration. The findings also indicate that a small proportion of

teachers are housed by the schools and most of them get leave only when they get serious problems.

Basing on the above findings therefore, the study found out that there is a positive, significant and high relationship between non-financial rewards and teacher commitment. The findings imply that improvement in non-financial rewards might improve teacher commitment. Statistical results showed that non-financial rewards explain 33.9% of teacher commitment as perceived by teachers while the rest of the percentage is explained by other factors. Therefore, it is concluded that, once teachers are non-financially rewarded, they can perform much better, feel more comfortable making them have a sense of belonging in the school thus more commitment.

## **5.2 Discussion**

### **5.2.1 Financial Rewards and Teacher Commitment**

The study findings showed that there is a positive, significant and moderate relationship between financial rewards and Teacher commitment in Mbarara municipality. The findings showed that financial rewards explain up 9% of teachers' commitment. These findings are in agreement with Cole (1997); Armstrong (2001); Armstrong (2009) and Maslow cited in Griffin (2004) who affirm that monetary rewards in form of cash payments have got an upper hand in influencing organizational commitment of employees since they can afford catering for their basic needs of life. The findings further agree with Mullins (2002) who suggests that by paying workers highest possible wages and salaries, they would be committed on their jobs.

Furthermore, study findings showed that there are delays in payment of teachers' salaries which affect their commitment. These findings are in agreement with the research done by Cole (1997)

and Nakacwa (2005) who found out that providing stable and prompt monetary reward contributes to employee commitment.

Besides that, study findings indicate that teachers are paid salaries that do not tally with their qualifications which have affected their commitment. The findings contradict Armstrong (2009) who stressed that monetary rewards must be provided in relation to competence, contribution, skill or service grade. In addition, Holden (2001) asserts that in order to administer financial rewards it needs one to establish a pay structure where qualifications match with pay.

In addition to that, study findings indicate that the salary paid to teachers is not adequate to cater for their needs. This contradicts Armstrong (2001) and Griffin (2004) who affirms that if fair monetary rewards are adjusted to employees' basic needs, their levels of commitment will raise.

Study findings further showed that no bonus payment is given to teachers for the extra work done and even the criteria used for payment of some financial rewards are not transparent to all the teachers and this has affected teachers commitment. The findings are in corroboration with Kamuhanda (1976) who found out that lack of fringe benefits leads to low teachers' social status leading to lack of commitment on their jobs.

Furthermore, study findings indicate that allowances offered to teachers are negligible thus affecting teacher commitment. The findings conquer with Ogomorach (1994) who asserted that

financial allowances like housing allowances, transport allowances, medical allowances and welfare allowances should be offered if job commitment is to be enhanced.

### **5.2. 2 Non- Financial Rewards and Teacher Commitment**

The study findings showed that teachers are always praised for the good work done at school but only a small percentage is recognized. There is evidence to suggest that when employees are provided with non-monetary rewards like recognition of achievements, gifts, tasks for or other assignments and sincere praise their organizational commitment increase and the reverse is true. , (Wright.1992; Maicibi , 2003; Armstrong ,2009; Namutebi ,2006 and Luthan, Suzane and Peterson ,2006 ) . However, the findings are not in total agreement with the authors since only a small percentage of the teachers are recognized thus leaving the majority disgruntled and not committed to their work.

Besides that, study findings indicate that no clear guidelines on promotion of staff in schools visited thus a cause for their low commitment. The study findings contradict Maicibi (2003) who argued that organizations should make their employees committed on the job by giving them power in form of promotions. Further, study findings disagree with Wright (1992) who asserts that employees who get promoted on the job are committed than their counterparts and Ahuja (2002) stresses that in organizations there must be transparent promotional policies to keep employees efforts and minds directed on the job which is not the case with USE schools in Mbarara Municipality.

Study findings further indicate that extra responsibilities done by the teachers are not held significant at all by the administration thus influencing teacher commitment. This contradicts Namutebi (2006) and the Ministry of Education and Sports (1995) report that advised school administrators to always assign special tasks, delegate authority and involving teachers in decision making to raise their sense of belonging and commitment with the school.

In addition, study findings indicate that a small proportion of teachers are housed by the schools thus a cause for low commitment among teachers. The findings concur with Luthan, Suzane and Peterson (2006) who assert that employees that are provided with non-monetary rewards like housing their organizational commitment increase and the reverse was true.

### **5.3 Conclusions**

On the basis of study findings, a number of conclusions were made;

#### **5.3.1 Financial Rewards and Teacher Commitment**

On the basis of study findings, it can be concluded that; financial rewards such as; bonuses and allowances motivate teachers to work; they raise teachers' accessibility to basic needs and they raise teachers social status thus enhance teachers commitment.

#### **5.3.2 Non- Financial Rewards and Teacher Commitment**

The study concludes that Non- financial rewards such as; recognition, accommodation, leave of absence and promotions make workers more comfortable on the job; enhance motivation and performance; give teachers power through promotions and raises teachers sense of belonging.

## **5.4 Recommendations**

On the basis of conclusions, the following recommendations were made in line with study objectives:

### **5.4.1 Financial Rewards and Teachers Commitment**

- The study recommends that; the Ministry of Education and Sports(MOES) to consider raising salaries for teachers and timely payment of salaries to enable teachers timely and ably access their basic needs.
- School administrators in Mbarara municipality council (MMC) should try to provide adequate bonus and allowances to boost teachers' morale in executing their duties.
- Teachers should strengthen their common voice through UNATU to enhance their bargaining power platform at all levels.

### **5.4.2 Non- financial rewards and teacher commitment**

- The study also recommends that Ministry of Education and Sports(MOES) along with school foundation bodies to; design an elaborated plan for teacher promotions and circulate it to all teachers and construct spacious teacher houses to cater for the accommodation needs of teachers
- School administration to; enhance their motivational strategies that can enhance teachers' commitment such as giving of gifts and accolades for committed teachers.

### **5.5 Limitations of the Study**

The fact that the study was carried out among secondary school teachers in Mbarara municipality, the makeup of the sample of teachers came from the same geographical area of Mbarara municipality.

Secondly, the cross-sectional descriptive design of the study meant that, it was unable to establish conclusively whether reward practices led to higher levels of teacher commitment.

The topic of reward practices and teacher commitment was perceived as a contentious issue among the heads of schools. As a result some respondents had a challenge of giving information related to the topic. It is very difficult to rule out that some respondents were biased though the information was eventually received.

### **5.6. Contributions of the Study**

The study has in process of achieving its primary objectives made a humble contribution towards the existing body of knowledge in the area of the reward practices and teacher commitment in Ugandan USE schools. Basing on the empirical findings presented in chapter four, schools can implement good reward practices that would help them improve teachers' commitment to their jobs.

### **5.7. Areas for Further Research.**

The research study explored the relationship between reward practices and teacher commitment in USE schools of Mbarara Municipality using the descriptive survey and correlation research designs. In terms of further research, it is recommended that; a similar study could be done in

higher Education Institutions in Uganda. Furthermore, future research should focus on rewards and employee commitment in Non-Educational organizations in Uganda and beyond. I believe findings from such studies could guide and inform policy makers on employee rewards and motivation in Uganda.



## REFERENCES

Afe JO (2001). Reflections on Becoming a Teacher and the Challenges of Teacher Education.

*Inaugural Lecture Series 64*. Benin City: University of Benin, Nigeria.

Ahuja, K.K. (2002). Personnel Management. New Delhi, Kalyani Press.

Allen, R. & Helms, M., (Fall 2002). Employee Perceptions of Relationships between Strategy Rewards and Organizational Performance. *Journal of Business Strategies*, 19 (2). 115-139.

Ajao W (2001). Cadbury is Determined to Move Education Forward. *Vanguard*, December 27 2001, P. 16.

Amin, M. E. (2005). Social Science Research: Conception, Methodology and Analysis Makerere University Kampala, Uganda.

Armstrong (1997). People and Organization: Employee Reward, 2<sup>nd</sup> edition, Institute of Personnel & Development.

Armstrong (2001). Human Resource Management Practice (6 ed) London: Kogan Page Ltd.

Armstrong, M. (2001). A Handbook of Human Resource Management Practice, (8<sup>th</sup> edn.) Edition, Kogan Page Limited UK.

Armstrong, M. (2009). Armstrong's Handbook of Human Resource Management Practice. U.S.A Library of Cataloguing in Publication Data.

Ashly, P and Tony, E., (2003). Introduction to Human Resource Management; oxford university press.

Brosz, Allan and David R. Morgan (1977), *Improving Municipal Productivity: A Handbook for Local Officials*. Nonnan: Bureau of Government Research.

Cole, G. A. (1977). *Personnel management theory and practice* (4<sup>th</sup> ed.) London: Ashford Colour Press.

De clereq,D and Ruis.I.B.(2007),Organizational commitment in Mexican small and Medium-sized Firms:The role of work status,organizational climate,and Entrepreneurial Oriantation,*Journal of Small Business Management*.45,4,467-490.

Eisenberger,R..Huntington,R.S..and Sowa,D.(1986),Perceived Organizational Support.*Journal of Applied Psychology*,71,500-507.

Freeman, Lisa M.,(1997) "An Assessment of Employee Attitudes Towards Incentive Programs in Central Texas Municipalities with Populations of 20,000 and Under" (1997). Applied Research Projects, Texas State University-San Marcos

George,J.M and Jones.R.G (2008),*Understanding and Managing Organizational Behavior*,5<sup>th</sup> Edition,Pearson International Edition.

Griffin, R.W (2004). *Management*, New Delhi India: AITBS Publishers and Distributors.

Harvey-Beavis, Owen (2003), *Performance-Based Rewards for Teachers: A Literature Review*, UK

Holden, B. (2001). *Human Resource Management: A contemporary perspective* London: Pitman Publishing Co. Ltd.

Jacob B, Lefgren L 2006. When Principals Rate teachers. *Education Next*. Hoover Institution.

J.Organiz.Behav (2003).Journal of Organizational Behavior, vol.24, 491-509.

Jennifer.M&Gareth.R.J(2008).Understanding and Managing Organisational Behavior;5<sup>th</sup> ed,pearson international edition.

Kabiito, A (2003). Monetary Incentives and Organizational Commitment of Civil Servants of Nakaseke District Administration. Unpublished bachelors of HRM Makerere University.

Kasaija, A. I. (1991). Effects of Monetary and Non-Monetary Rewards on Motivation Among Teachers in Post Secondary Institutions in Hoima and Masindi Districts. Unpublished Masters Dissertation, Makerere University, Kampala, Uganda.

Kothari, (2003). *Research methodology: methods and techniques* (2<sup>nd</sup> ed.) New age international (P) limited. New Delhi

Kayizzi, F. (1990). Predictors of Job Satisfaction Among Graduate Teachers In Selected Kampala Schools. Unpublished Masters Dissertation, Makerere University, Kampala, Uganda.

Lawler, E.E. (2003). Treat People Right. San Francisco: Jossey-Bass Inc.

MacLean, Barry (1990), "Value Added Pay," Personnel Journal 69

Maicibi, N. A. (2007). Human Resource Management Success. Makerere University Printery, Kampala.

Mullins, L.J. (2002). Management and Organizational Behaviour. London: Pitman.

Musaazi, J. C. (1982). Theory and Practice of Educational Administration, London, Macmillan.

Musaazi, J.C.S (2005). Introduction to Reward Management. In Maicibi, N.A and Nkata, J.L (Eds). Introduction to human resource Management (97-104). Kampala: Masali Publishers Ltd.

Mugenda, O. M. & Mugenda, A. G. (1999). Research methods. ACTS press Nairobi

Nakacwa, J. (2005). Rewards and Job Performance of Secondary School Teachers in Kawempe Division. Unpublished Masters Proposal, Makerere University, Kampala Uganda.

Namutebi, E. (2006). Effect of Reward Management Practices on Commitment of Teachers In Secondary Schools in Wakiso District. Unpublished Masters Dissertation, Makerere University, Kampala, Uganda

Newman. A& Sheikh.A.Z. Organizational Commitment in Chinese small- and medium-sized enterprises:The role of extrinsic,intrinsic and social rewards. The international Journal of Human Resource Management, vol.23.No.2, January 2012,349-367.

Robbins, S. P. (2003). Organizational, Behaviour, Concepts, Controversies, and application (7<sup>th</sup> ed.). London: Kogan Page Ltd.

Ssali Gerald(2006).Rewards and Job Commitment of Primary School Teachers in Mityana District.Unpublished Masters Dissertation,Makerere University,Kampala,Uganda.

Schiller, Zachary, (1996), "A Model Incentive," Business Week: 89-90

Toulitos, J. S. and Compton, N. H. (1988). *Research methods in human ecology / home economics*. Iowa State University Press /AMES.

Wright, P. M. (1992). An Examination of Relationship among Non-Monetary Incentives and Goal Commitment in The Business Service Industry in South Florida. *International Journal of Operations and Productions Management*, South Florida U.S.A.