

**REWARDS AND JOB COMMITMENT OF PRIMARY SCHOOL TEACHERS  
IN MITYANA DISTRICT**

**BY**

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## DECLARATION

I, Ssali Gerald declare that the dissertation is my original work except where acknowledged and has never been presented to any university or institution for any award.

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## APPROVAL

This dissertation has been submitted for the award of a Master of Arts in Educational Management Degree with our approval as supervisors.

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## **DEDICATION**

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

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## **ABSTRACT**

The purpose of the study was to establish the effect of rewards on job commitment of primary school teachers in primary schools in Mityana District. The study was guided by two objectives: to establish the effect of (a) financial rewards and (b) non-financial rewards respectively on job commitment of the said teachers. The study took quantitative and qualitative approaches using cross-sectional and correlational designs, involving 327 teachers of whom 126 were from government schools and 201 from private primary schools using a questionnaire and interview guide, data were collected and analysed at the descriptive level using summary statistics such as means and standard deviations, and at the inferential level using t-tests for independent groups and Pearson's correlation co-efficient using Statistical Package for Social Sciences (SPSS).

Findings were that (a) there was an insignificant correlation between financial rewards and job commitment, (b) there was positive significant correlation between non-financial rewards and job commitment of the said teachers. It was therefore concluded that, (a) financial rewards do not significantly affect commitment of the said teachers (b) that non-monetary rewards significantly positively affect the commitment of the said teachers. The study finally recommended that; (a) managers of various schools, policymakers and other stakeholders should know that financial rewards are not the sole factors that enhance the commitment of teachers. They should instead look for other ways of raising commitment of teachers, (b) Policymakers, administrators, managers of various schools should ensure that teachers are rewarded through non- monetary rewards by praising, promoting, giving teachers responsibilities, among others to realize their commitment.



## **CHAPTER ONE**

### **INTRODUCTION**

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

#### **1.1 Background**

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

##### **1.1.1 Historical Perspective**

Several researchers have attempted to study the problem of teachers' job commitment leaving behind gaps that need to be filled. These include Namutebi (2006) who researched on the effect of reward management practices and teachers' job commitment in Wakiso District. Ejju (2005) was interested in the relationship between self-esteem and commitments of teachers in secondary schools. None of those studies attempted to relate rewards directly on teachers' job commitment and

none of the two studies still was on the context of primary teachers in Mityana District which gaps the proposed study wishes to fill. Luthan, Suzana and Peterson (2006) in their study on the impact of non-monetary rewards on the business unit outcome and commitment of employees amongst support staff of Virginia Polytechnics Institute supported the study finding when they empirically found out that there was a positive relationship between non-monetary incentives and employee organisational commitment. When employees were provided non-monetary rewards like housing, flex time, telecommunicating, vacation, learning and development opportunities, recognition of achievements, tasks for or other assignments and sincere praise their organisational commitment increased and the reverse was true.

Wright (1992) in a study about the relationship among non-monetary incentives and goal level, commitment concurs with the study finding that non-monetary rewards positively relate with goal level commitment of employees. Employees who were praised, recognised, and promoted on the job were committed on the job than their counterparts who were not committed on the job. Other studies like that of Nabatanzi (2006) was interested in relating organisational culture on employee commitment in Mubende District yet Acom (2007) was primarily concerned with relating job factors and teachers' commitment in private secondary schools in Kampala District. The mentioned studies had different independent variables and too were conducted out in different contexts that is Mubende and Kampala Districts which justifies need for the proposed study. In summary with the above theoretical and contextual gaps raised, a study relating rewards on job commitment of teachers in Mityana District was timely.

### **1.1.2 Theoretical Perspective**

The major concern of this study was to find out the effect of rewards on primary teachers' job commitment. The study was guided by Hierarchy of Needs Theory propounded by Maslow (1954) cited in Cole (1997: 76). It suggests that human needs operate at a number of different levels from basic physiological needs such as hunger, to higher level needs such as self development and self fulfilment. Maslow in this way encouraged proper use of rewards by considering all teachers' needs; financial and non-financial if teachers' job commitment was to be realised. By this Theory, rewards were used by considering all these levels. The researcher assumes that when teachers are rewarded as per the theory, their job commitment increases and the reverse is true, hence relevance of the Theory to the study.

### **1.1.3 Conceptual Perspective**

According to Maicibi (2007: 181), rewards are concerned with all the strategies by an organisation in formulation and implementation of policies that aim at rewarding people justly, fairly, equitably but also differently and consistently in accordance with the value of an organisation. In this study rewards were looked at in angles of financial and non-financial rewards. In this study financial rewards will involve salary, wages, bonuses, profit sharing scheme, honorarium, overtime pay, pension, gratuity and allowances. Non-financial rewards in this study will involve praise, recognition, responsibility, promotion, accommodation, medical for self and transport. According to Thompson (1998: 166) "commitment is an engagement or obligation" that is to say, the state of being willing to give a lot of time to do something. In this study teachers' job commitment was looked at basing on sense of belonging at school where teachers feel that they are part of and parcel of the school, sense of

excitement where teachers enjoy their job, confidence in management where teachers have trust in their leaders, teachers' syllabus coverage where teachers cover what they are meant to teach in time, punctuality and regularity at work where teachers come on time and are present on all working days.

#### **1.1.4 Contextual Perspective**

The study was conducted out in Mityana District found in the central part of Uganda. The level of job commitment of primary school teachers in Mityana District was in a sorry state raising the concern of many people such as parents, district education officials and the researcher in particular. According to the report of the District Education Officer Namigadde (2007) in the headteachers meeting on the commitment of teachers on their jobs, it was identified that teachers' job commitment was going down. This was reflected in things like loss of confidence in management, denial of responsibility, failure to cover the syllabi on time, absenteeism, poor sense of belonging at work calling need for the study. Although there could have been other factors contributing to this poor teachers' job commitment, the District Education Officer hinted on poor rewarding systems. This has therefore provoked the researcher to undertake this study to establish the relationship between rewards and teachers job commitment in Mityana District.

#### **1.2 Statement of the Problem**

Teachers' job commitment helps to realise the attainment of educational goals. Teachers if committed would dedicate all their effort on the job. That is to say, they would prepare, teach and assess students' work on time. However, according to the report of the District Education Officer Namigadde (2007) primary teachers' job

commitment in primary school in Mityana District was in a sorry state for a number of years. This was reflected in form of rampant absenteeism, late coming, failure to assess students' work, leaving school before official time, lack of a sense of belonging, and being redundant while at work. This had affected their job commitment. The problem resulted into examination malpractices by pupils and teachers, teachers' loss of sense of belonging, teachers being passive, and failure to cover the syllabus on time affecting negatively teachers' job commitment. Although there are other causes of the above, rewards were taken as an upper hand in reducing teachers' job commitment calling for the need for studies such as this one to establish the effect of rewards on primary teachers' job commitment in Mityana District.

### **1.3 Purpose**

The purpose of the study was to establish the effect of rewards on job commitment of primary school teachers in primary schools in Mityana District.

### **1.4 Specific Objectives**

The objectives of the study were:

- (i) To establish the effect of financial rewards on job commitment of primary school teachers in Mityana District.
- (ii) To examine the effect of non-financial rewards on job commitment of primary school teachers in Mityana District.

## **1.5 Research Questions**

The research questions of the study were

- (i) What is the effect of financial rewards on job commitment of primary school teachers in Mityana District?
- (ii) What is the effect of non-financial rewards on job commitment of primary school teachers in Mityana District?

## **1.6 Hypotheses**

The hypotheses of the study were:

- (i) Financial rewards have positive effect on job commitment of primary school teachers in Mityana District.
- (ii) Non-financial rewards have positive effect on job commitment of primary school teachers in Mityana District.

## **1.7 Scope**

The study was conducted in Mityana District, which is in Central Part of Uganda, 42 miles on Kampala – Fort Portal road, concentrating on rewards and job commitment of primary school teachers. The study target group was primary teachers who were selected from 45 primary schools.

## **1.8 Significance**

The study findings may be beneficial to policymakers like members of parliament and District councillors as they will be made aware of how rewards affect teachers' job commitment, and administrators like District education officers, inspectors of schools and headteachers will ensure effective management of rewards to yield

teachers job commitment. Teachers will get committed to their jobs when rewards are managed well as a result of the study findings. Future researchers may refer to the study to find out researchable areas or use it as a literature source.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

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

#### **2.1 Theoretical Review**

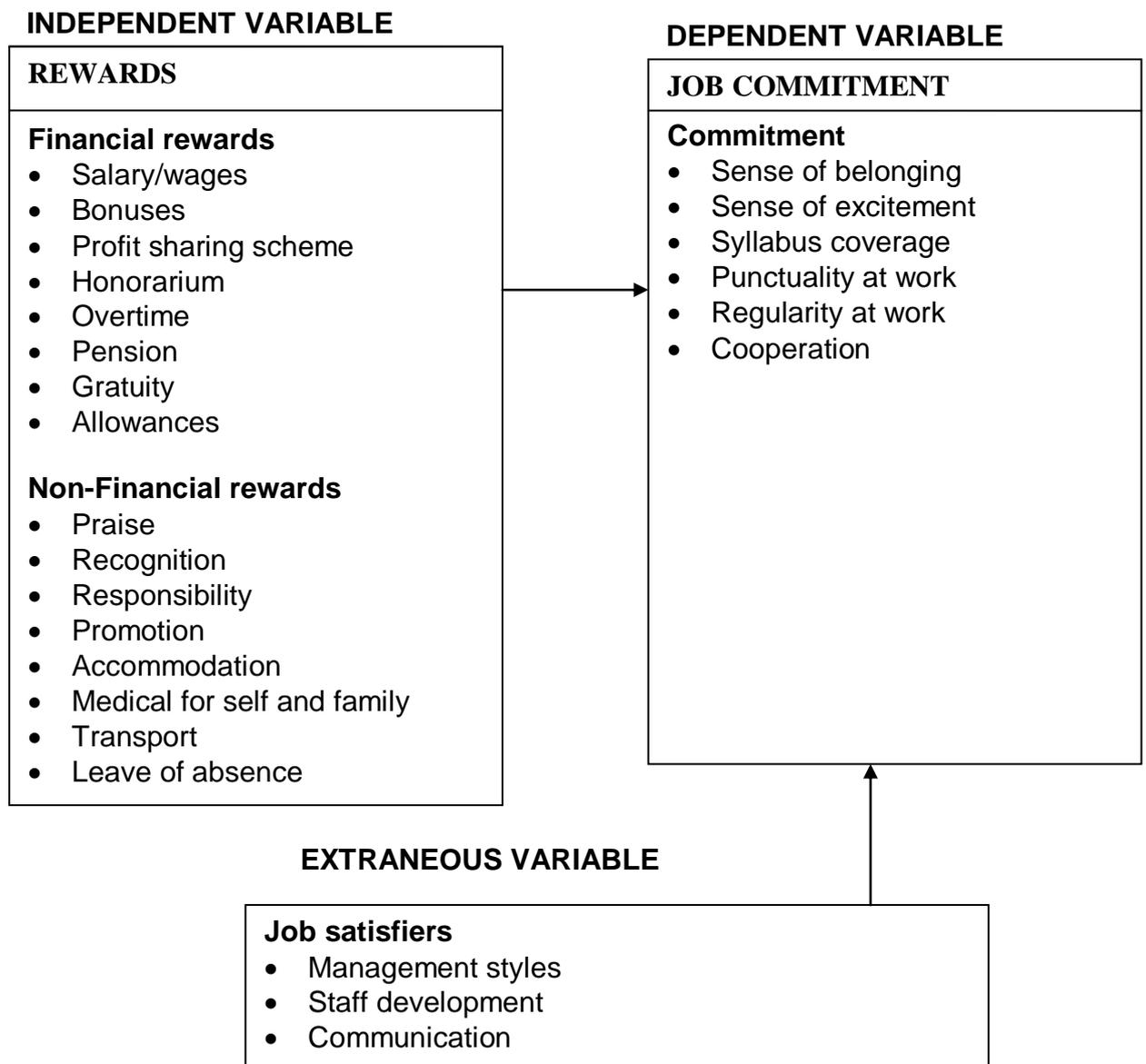
The study was guided by Hierarchy of Needs Theory propounded by Maslow (1954), provides a theoretical frame for relating rewards and teachers' job commitment. According to Maslow, human needs are in form of a hierarchy, ascending from the lowest to the highest, and when one set of needs is satisfied it ceases to be a motivator. At the base of the pyramid are the physiological needs like providing them with shelter, food, and clothes followed by security needs, social needs, self-esteem and self-actualisation at the top. In this study, it is theorised that teachers to be committed to their job, they should be rewarded basing on the five levels given by Maslow. Maicibi (2003) stresses that the motivation theory propounded by Maslow is known as hierarchy of needs or pyramidal theory. Human needs are in form of a hierarchy ascending from lowest to highest and concluded that when one set of needs is satisfied it ceases to be a motivator and the immediate higher set of needs which has never been a motivator then immediately becomes a motivator. Maslow believes that human beings needs start from the physiological needs and end with apex actualisation needs. Physiological needs are needs for sustaining human life itself such as need for food to eat, water to drink, place to sleep and satisfy sexual urge

and need to cover nakedness. Maslow believes that until a person is able to satisfy all these needs, other needs couldn't motivate him.

The next level of needs is security needs such as needs to be free from danger or threat in sense of losing job, life and property. Jjeffrey & Bratton (2003) argue that the third level of needs is the social needs which are also called belongingness or affiliation needs such as need to feel accepted by the group followed by the self esteem needs when people begin to satisfy their needs to feel good about themselves and to be recognised by others for their achievements. It is this level which produces satisfactions as power, prestige, status and self confidence. The last level according to the theory is the self actualisation where personal fulfilment to growth and development are realised. This is the desire for a person to become what is capable of becoming and maximise his potentials. The theory relates the study variables in the way that if the teachers are rewarded they are in position to satisfy their needs from the bottom level to the highest level leading to high job commitment in primary schools in Mityana District.

## 2.2 Conceptual framework

Figure 2.1 provides a framework of how variables will be operationalised and related in the study;



**Figure 2.1: Conceptual framework of how rewards affect teachers' job commitment**

Source: Adopted from Musaazi (1982) and Nakacwa (2005).

According to Figure 2.1, financial and non-financial rewards are expected to have a direct effect on primary teachers' job commitment. The aspects of financial rewards dealt with in this study were; salaries, bonus, profit sharing scheme, honorarium, overtime pay, gratuity, pension and allowances yet non-financial rewards included; praise, recognition, responsibility, promotion, accommodation, transport, medical for self and family and leave of absence. Job satisfiers dealt with in this study were; management styles, staff development and communication. These were correlated with job commitment dealing with sense of belonging, sense of excitement, syllabus coverage, cooperation, punctuality and regularity at work.

### **2.3 Related Literature**

This section gives literature relative to the two objectives; that is to say influence of financial and non financial rewards on teachers commitment.

#### **2.3.1 Financial Rewards and Teachers' Job 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) emphasises that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong 2001 identifies that monetary rewards have a powerful effect on freedom from worry, fear, and contamination by the organisation environment. If fair monetary rewards are adjusted to employees and their basic needs are accessible, their levels of commitment will raise. Financial rewards according to Armstrong (2009:740) 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 and high performance. According to Maslow cited in Griffin (2004) monetary rewards in form of cash payments have got an upper hand in influencing organisational commitment of employees since they can afford catering for their basic needs of life. Mullins (2002) asserts that workers would be committed on their jobs by obtaining highest possible wages and salaries. In addition Robbins (2003) stresses that monetary rewards have the strongest energising force that increases commitment of employees on their jobs. However, Ogomorach (1994) refers to financial rewards as money incentives offered over and above employees’ salaries with the view to motivate them and enhance their job commitment. The financial allowances like housing allowances, transport allowances, medical allowances and welfare allowances according to Ogomorach should be offered if job commitment is to be enhanced.

Cole (1997: 216) 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: 167) 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 shows a close relationship between financial rewards and job 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 minimises 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 primary teachers job commitment creating the need to under take this study. Kasaija (1996: 6) 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 primary teachers job commitment. This has called for the attention of the researcher to under take this study. Kabiito (2003) in a study about monetary rewards and organisational 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 get

committed on their job. However, there is need to establish how they influence primary teachers job commitment in Mityana District.

### **2.3.2 Non-Financial Rewards and Teachers' Job Commitment**

Non-financial rewards are the non-monetary gains that influence people through non-material rewards like; giving more responsibility, promotion, praise and recognition in public (Musaazi, 1982). However, Maicibi (2007: 182) in his definition of the same, includes indirect financial rewards arising from work itself, such as; achievement and autonomy. Such non-monetary rewards are believed in one way or the other to affect job commitment either negatively or positively. Braton and Jeffrey (1988: 263) argue that non-financial rewards tend to attract highly qualified and competent people who are too committed to the achievement of organisational goals. According to Armstrong (2009:744) talking on the role of non-financial rewards in enhancing employees' commitment and performance on the job observed that "essentially the notion of total reward says that there is more to rewarding people than throwing money at them". Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses a broad of issues.

Armstrong (2009) adds that creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation, commitment and performance.

Maicibi (2003) identified three main types of non monetary rewards that is, the need for power, need for affiliation and need for achievement. If an organisation is to make its employees committed on the job the need to give them power in form of promotions and too they should be accepted on the job through recognition, Musaazi (2005) observes that absence of effective reward strategy that considers the needs of employees and their aspirations demoralises them leading to low job commitment. Ahuja (2002) stresses that in organisations 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 organisational commitment. When employees were provided non-monetary rewards like housing, flex time, telecommunicating, vacation, learning and development opportunities, recognition of achievements, tasks for or other assignments and sincere praise their organisational commitment increased and the reverse was true. Wright (1992) 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, recognised, 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 not directly related with commitment of teachers and in the contexts of primary schools in Mityana District.

Empirical studies on the relationship of non-financial rewards and job commitment are many. 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. A large sample of men and women were asked as whether they could continue working if it were not financially necessary. Sixty nine percent of the men and sixty five percent of women revealed that they would carry on working even if it were not financially necessary. While the above study showed a positive correlation between non-financial rewards and commitment, the context in which the study was conducted is greatly different from the one in which the researcher is willing to undertake the study.

In the same way, Namutebi (2006) in a study about reward management practices and job commitment of secondary school teachers in Wakiso District empirically found out that when teachers are rewarded non-financially through things like recognition and assigning them with responsibilities, their job commitment increases more than that of teachers who are only rewarded through monetary incentives. In the same study, Namutebi found out 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. 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 the researcher is targeting.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter includes the design, population, sample and sampling strategies, methods of data collection and instruments, quality of instruments, procedure and data analysis as they were used in the study.

#### **3.1 Design**

The study was both qualitative and quantitative with a bias to quantitative approach (Amin, 2005). The qualitative approach was used to supplement on data collected from quantitative approach while quantitative approach was used to save resources due to wide scope. The quantitative approach made use of numerical expressions and statistical tools to analyse data. It was non-experimental since there was no manipulation of variables (Amin, 2005). The study was correlative that is relating rewards on primary teachers' job commitment (Amin, 2005). The study further was a case study, that is Mityana District was used being one of the districts where the level of primary teachers' job commitment is poor among other Districts. The research survey was cross sectional in so far as vital data was collected from all respondents once and for all to reduce on time costs involved (Creswell, 2003).

#### **3.2 Population**

The study was carried out among primary teachers in primary schools in Mityana District. Teachers in primary schools were chosen for the study being one of the groups of civil servants whose job commitment has been in a sorry state for a long

time. The total number of the target population was two thousand, two hundred seventy seven primary school teachers and these were from both government and private primary schools (District Education Officer Teachers Census Report March, 2007).

### **3.3 Sampling**

Of the target population of 2277 primary teachers cited from District Education Officer (Teachers Census Report March, 2007), Krejcie and Morgan (1970's) table of sample size determination (Amin 2005: 454) suggests sample size of 327. To attain the sample size, the researcher used the cluster sampling strategy (Amin 2005: 248) whereby two sub-counties in the District were regarded as clusters. The first cluster was Mityana Town Council in Mityana County where 38 primary teachers were selected from four government aided primary schools and 140 primary teachers from 20 sampled private schools. The second cluster was Malangala sub-county in Busujju County where 98 teachers were selected from 12 government aided primary schools and 61 from nine sampled private primary schools. This was done because the researcher wanted to avoid biases on one category of schools. A total of 327 teachers were given questionnaires.

### **3.4 Data collection method**

The study involved one data collection method that is primary data collection method. A self-administered questionnaire was used together with the interview guide. A questionnaire was used because it enabled the researcher cover a large population quickly and at a reasonable cost; further self-administered questionnaire was very suitable for the target respondents since they comprehended English

proficiently. An interview guide was used to supplement on data from the questionnaire.

### **3.5 Data collection instruments**

Questionnaires were used as data collection instruments for getting information from teachers. Each questionnaire consisted of a main title: followed by introductory letter and section A for background variable questions and these were; school, designation, sex, age of respondents, marital status, professional grade, and experience. Section B for questions on the independent variable (rewards that is, financial and non-financial) and section C for questions on the dependent variable (job commitment). The questionnaire consisted of closed ended questions, which provided options hence they elicited precise and specific responses which were easy to analyse. An interview guide consisted of two questions on each of the variables to get a deeper view of respondents on the variables of the study

### **3.6 Data quality control**

This Section dealt with validity and reliability of the instrument. Validity was established using the content validity, this was done by the researcher visiting his supervisors to assess each item set in the questionnaire to verify those that relate rewards and primary teachers' job commitment. Reliability of the instrument was tested using the Cronbach's Alpha method of internal consistency provided by SPSS (Foster, 1998). Table 3.1 shows pertinent results of reliability indices as per respective sections of the questionnaire.

**Table 3.1: Reliability indices for respective sections of the questionnaire**

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

According to Cronbach's Alpha co-efficient, the instrument was reliable since all the subsections of the instrument had Alpha values above 0.5.

### **3.7 Data collection procedure**

The researcher sought for permission from Dean School of Education, Makerere University. This introduced the researcher to the District Education Officer, Inspector of Schools, headteachers and teachers in the selected primary schools. In circumstances where the researcher failed to meet the respondents, headteachers were used as his agents to serve questionnaires to teachers after which the researcher would pick them ready for analysis.

### **3.8 Data Analysis**

Data collected was processed for analysis and later analysed. Data processing was done using a computer package known as Statistical Package for Social Sciences (SPSS) Amin (2005: 309). Processing involved data editing to remove impurity, data

was categorised by assigning codes to each item and data entry using the SPSS. Processing further involved the use of frequency tables. Actual data analysis was done basing on relative frequencies generated from frequency tables and descriptive statistics that included: central tendency, dispersion and skew. At bivariate level, rewards were correlated with teachers' job commitment using students' sample two t-test, variance of ANOVA and Pearson's Correlation Co-efficient Amin (2004: 117, 221).

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter gives the description of the back ground, description of the dependent variable and ends with the achievement of the respective objectives and testing of pertinent hypotheses.

#### 4.1 Description of respondents' background

This section gives a description of the background of respondents in the following arrangement; school ownership, designation, sex, age, marital status, professional grade and length of service as a teacher.

**Table 4.1: Respondents according to school ownership**

<b>Ownership</b>	<b>Frequency</b>	<b>Percent</b>
Government	97	62.6
Private	58	37.4
<b>Total</b>	<b>155</b>	<b>100.0</b>

From Table 4.1 most of the respondents were from Government schools with almost 63% of the total number of respondents may be this is due to Universal Primary Education where government schools are more staffed than private schools

**Table 4.2: Distribution of respondents according to their designation**

	<b>Frequency</b>	<b>Parent</b>
Headteacher	2	1.3
Deputy headteacher	17	11.0
Assistant Deputy headteacher	6	3.9
Director of studies	5	3.2
Senior woman teacher	13	8.4
Senior man teacher	11	7.1
Class teacher	78	50.3
Head of department	23	14.8
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.2 shows that majority of respondents 78 (almost 50%) were class teachers and the least were Headteachers with 2 (almost 1%). The implication of this is that, teachers were more willing to give information than other categories of respondents who are pre- occupied with too much work.

**Table 4.3: Respondents by sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	71	45.8
Female	86	54.2
<b>Total</b>	<b>155</b>	

According to Table 4.3 most of the respondents were female with 54%. In the discussion with some teachers it was noted that female teachers are more willing to work in primary schools despite the low salaries than the male teachers.

**Table 4.4: Respondents by age**

<b>Age in years</b>	<b>Frequency</b>	<b>Percent</b>
19 – 28	23	14.9
29 – 38	81	52.5
39 – 48	47	30.5
49 – 59	3	1.9
<b>Total</b>	<b>154</b>	<b>99.8</b>

From the Table 4.4 it is indicated that majority of the respondents 81 (52.5%) were of age 29–38 implying that most teachers in primary schools in Mityana District are fresh and committed on their jobs. Few of the respondents were in the age group 49-59. This implies that there are few old teachers in Mityana District primary schools as their job commitment goes down suggesting that managers of primary schools should enhance teachers' job commitment to retain them in their schools.

**Table 4.5: Respondents by Marital status**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Single	38	24.5
Married	110	71.0
Divorced	4	2.6
Widowed	3	1.9
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.5 shows that majority of the respondents 110 (71%) were married followed by singles (almost 25%). Since most teachers are above 18 years there more chances for them to get married hence accounting for the difference.

**Table 4.6: Respondents by Professional Grade**

<b>Professional grade</b>	<b>Frequency</b>	<b>Percent</b>
Grade III teacher	109	70.3
Grade V teacher	44	28.4
First degree holder	2	1.3
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.5 shows that majority of the respondents were Grade 111 teachers (over 70%) followed by Grade V over (28%) this implies that most of the teachers are qualified in most primary schools in Mityana District. Cumulatively the higher the grade of teachers the lower number of respondents, in the discussion with some of the respondents it was revealed that more qualified teachers were not committed enough on their jobs.

**Table 4.7: Respondents by experience**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percent</b>
0 – 5	49	31.6
5 – 10	47	30.3
10 – 20	29	18.7
25+	30	19.4
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.7 indicates that respondents of teaching experience 0-5 years were the highest, followed by respondents in that age group 5-10 years implying that less experienced teachers are committed on their jobs as compared to those of teaching experience of ten and above years. Cumulatively Table 4.7 shows that there is a tendency of teachers with teaching experience of ten and above years to leave the teaching profession, as they stay longer they stand higher chances of getting better jobs.

#### **4.2 Description of the dependent variable: Commitment**

This section gives a description of the dependent variable as per section C of the instrument (Appendix: A) commitment was conceptualised using seventeen questions that required each respondent to do self-rating on commitment. Responses were based on Likert scale ranging from 1 to represent strongly disagree, two disagree, three agree, and four strongly agree. The resulting summary statistics are in Table 4.8:

**Table 4.8: Summary statistics on respondents self rating on commitment**

<b>Questions on commitment</b>	<b>Category</b>	<b>Number (Percent)</b>	<b>Mean</b>	<b>Mean standard deviation</b>
I am part and parcel of this school.	Strongly disagree	59 (38.1)	1.70	.636
	Disagree	85 (54.8)		
	Agree	9 (5.8)		
	Strongly agree	02 (1.3)		
I do everything at school whole heartedly.	Strongly disagree	13 (8.4)	1.99	.419
	Disagree	131 (84.5)		
	Agree	10 (6.5)		
	Strongly agree	1 (.6)		
I am always at school.	Strongly disagree	17 (11.0)	2.97	.433
	Disagree	126 (81.3)		
	Agree	0 (0)		
	Strongly agree	12 (7.6)		
I seek permission before absence from work.	Strongly disagree	1 (.6)	2.95	.520
	Disagree	12 (7.7)		
	Agree	130 (83.9)		
	Strongly agree	12 (7.7)		
I co-operate with other members of staff.	Strongly disagree	2 (1.3)	2.04	.358
	Disagree	132 (85.2)		
	Agree	20 (12.9)		
	Strongly agree	1 (.6)		

I do work excitedly irrespective of payment given.	Strongly disagree	21 (13.5)	1.91	0.417
	Disagree	127 (81.9)		
	Agree	7 (4.5)		
	Strongly agree	0 (0)		
I accept duties assigned to me.	Strongly disagree	1 (.6)	2.82	.552
	Disagree	37 (23.9)		
	Agree	106 (68.9)		
	Strongly agree	11 (7.1)		
I prepare my schemes of work on time.	Strongly disagree	12 (7.7)	2.32	.456
	Disagree	127 (81.9)		
	Agree	16 (10.3)		
	Strongly agree	0 (0)		
I always attend to pupils when they need help.	Strongly disagree	4 (2.6)	2.81	4
	Disagree	26 (16.8)		
	Agree	120 (77.4)		
	Strongly agree	5 (3.2)		
I prepare lesson plans on time	Strongly disagree	11 (7.1)	1.99	.369
	Disagree	134 (86.5)		
	Agree	10 (6.4)		
	Strongly agree	0 (0)		
I cover the syllabus on time.	Strongly disagree	23 (14.8)	2.02	.619
	Disagree	111 (71.6)		
	Agree	16 (10.3)		
	Strongly agree	5 (3.2)		

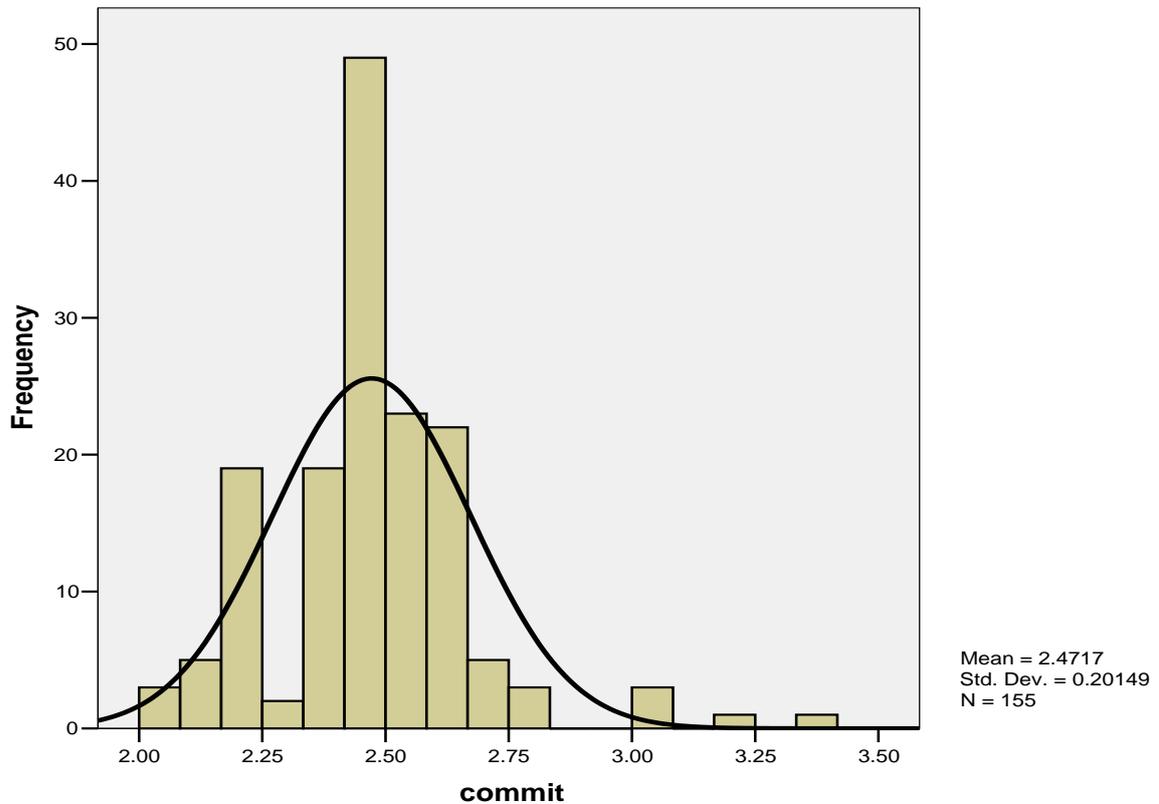
I am serious with responsibilities assigned to me.	Strongly disagree	8 (5.2)	2.60	.641
	Disagree	51 (32.9)		
	Agree	91 (58.7)		
	Strongly agree	5 (3.2)		
I work with minimal supervision of the headteacher.	Strongly disagree	5 (3.2)	2.12	0.539
	Disagree	141 (91.0)		
	Agree	7 (4.5)		
	Strongly agree	2 (1.3)		
I am concerned with pupils' performance.	Strongly disagree	2 (1.3)	2.85	0.583
	Disagree	34 (21.9)		
	Agree	105 (67.7)		
	Strongly agree	14 (9.0)		
I always attend staff meetings.	Strongly disagree	10 (6.5)	1.99	.391
	Disagree	120 (77.4)		
	Agree	121 (13.5)		
	Strongly agree	4 (2.6)		

From table 4.8, respondents disagreed with item one that they are part and parcel of the school 144 (92.9%) compared to 11 (7.1%) who agreed, this suggests that they are there physically but not concentrated to work. On item two respondents disagreed that they do everything whole heartedly 144 (92.9%) compared to 11 (7.1%) who agreed. This suggests that they are not committed to their job. Teachers disagreed that they are always at school 143 (92.3%) compared to 12 (7.6%) who agreed suggesting teachers do not teach regularly. Teachers on item four agreed that they seek permission before absence from job 142 (91.6%) compared to 13

(8.3%) suggesting that teachers respect authority. On item five respondents disagreed that they co-operate with other members of staff 134 (86.5%) compared to 21 (31.5%) who agreed suggesting that teacher relations are still poor. Teachers on item six disagreed that they work excitedly irrespective of the payment given 148 (95.4%) compared to 7 (4.5%) who agreed. In addition, teachers agreed that they accept duties assigned to them 117 (76%) compared to 38 (24.0%) indicating that they respect authority. Teachers disagreed that they prepare schemes of work on time 139 (89.6%) compared to 16 (10.3%) who agreed. However they agreed that they attend to pupils when they need help 125 (80.6%) compared to 30 (19.4%) who disagreed.

Teachers further disagreed that they prepare lesson plans on time 135 (93.6%) compared to 10 (6.4%) who agreed suggesting that teachers just teach without preparations. Teachers disagreed that they cover the syllabus on time 124 (86.4%) compared to 21 (13.5%) who agreed. Teachers agreed that they are serious with responsibilities assigned 96 (61.9%) compared to 59 (38.1%) who disagreed. This suggests that teachers assume assigned responsibilities and do them dedicatively. Teachers disagreed that they work with minimal supervision of the headteacher 146 (94.2%) compared to (5.8) who agreed. Teachers showed that they are concerned with pupils' performance 119 (76.7%) compared to 36 (23.2%) who disagreed. Teachers finally disagreed that they attend staff meetings 130 (83.9%) compared to 25 (16.1%) who agreed. The cumulative percentages therefore suggest that teachers are not committed on their job.

From means in Table 4.8 respondents rated low on commitment indicating that they disagreed on items of commitment. They however performed highest on item 15 (I always attend staff meetings) with mean =3.10 corresponding to agree and rated lowest on item one (I am part and parcel of my school) with mean = 1.70 corresponding to disagree. The standard deviations were all low suggesting that respondents' opinions did not differ so much from one respondent to another. They almost had similar views about their job commitment. The following are some of their opinions; "I am not committed to my job and I am contemplating to join any other profession," "I can leave my job and join any other profession" "I do not do all responsibilities attached to the job like teaching, marking, supervising preps, and involve myself in co-curricular activities unwillingly. "I do not cooperate with fellow teachers and respond to responsibilities given dedicatively." "I am excited with my job and I enjoy being a teacher in this school." To find out whether there was normal distribution of respondents on commitment a histogram and curve were generated and appeared as in Figure 4.1:



**Figure 4.1: Histogram and curve showing distribution of respondents on commitment**

According to the figure 4.1 respondents were slightly concentrated on the left side of the curve showing that respondents were not highly committed on their jobs. For the purposes of testing whether rewards affected commitment of primary school teachers in Mityana District. All items of Section C of the instrument dependent variable were averaged into one index commit an acronym for teachers' commitment). Now attention is focussed on how the dependent variable (commit) varied with back ground variables.

#### 4.2.1 Variation in commitment with school ownership

The study sought to find out whether commitment varied with school ownership.

Table 4.9 shows pertinent T-test results:

**Table 4.9: T-test results on how teachers' commitment varied with school ownership**

<b>Ownership</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>T</b>	<b>Sig. (2 tailed)</b>
Government	97	2.468	.13	-.236	.814
Private	58	2.47	.27		
<b>Total</b>	<b>155</b>				

The means from table 4.9 suggest that teachers' commitment did not differ with school ownership. A t. value of -.236 was got whose significance (P value) of .814 is greater than  $\alpha = 0.05$ , thereby confirming that the difference in means is not significant. Hence there is no significant difference in teachers' commitment with regard to ownership of the school at the five percent level of significance.

#### 4.2.2 Variation of commitment with designation

The study sought to find out whether commitment varied with designation of respondents. Table 4.10 shows pertinent ANOVA results:

**Table 4.10: ANOVA on how commitment varied with designation**

Designation	Number	Mean	Standard deviation	F	Sig. 2-tailed
Headteacher	2	2.3	.20	1.138	.342
Deputy headteacher	17	2.5	.23		
Assistant Deputy headteacher	6	2.4	.06		
Director of studies	5	2.5	.06		
Woman teacher	13	2.4	.19		
Senior man teacher	11	2.3	.18		
Class teacher	78	2.4	.20		
Head of department	23	2.5	.22		
<b>Total</b>	<b>155</b>	<b>2.4</b>	<b>.20</b>		

Means from Table 4.10 suggest that respondents commitment did not differ much by designation, although deputy headteachers, directors of studies and heads of department rated highest (mean = 2.5). The F. value is 1.13 whose significance (P) value is .342, which is greater than  $\alpha = 0.05$  confirming respondents' commitment did not vary with designation at the five percent level of significance.

#### **4.2.3 Variation of commitment with sex**

The study was also meant to find out whether commitment varied with sex. Table 4.11 shows pertinent T-test results:

**Table 4.11: T-test results on how teachers' commitments varied with sex**

<b>Sex</b>	<b>Frequency</b>	<b>Mean</b>	<b>Std deviation</b>	<b>T</b>	<b>Sig. (2 tailed)</b>
Male	71	2.48	.21	.461	.646
Female	83	2.46	.18		
<b>Total</b>	<b>154</b>	<b>2.47</b>			

Means from Table 4.11 suggest that respondents rated almost the same on commitment by sex, with means = 2.48 and 2.46 respectively. A t-value .461 whose significance (p) value of .646 is greater than  $\alpha = 0.05$ , confirmed that the difference in means was not significant. Hence there was no significant difference in commitment with regard to sex of respondents at the five percent level.

#### **4.2.4 Variation of Commitment with age**

The study further sought to find out whether commitment varied with age of respondents. Table 4.12 shows pertinent ANOVA results:

**Table 4.12: ANOVA results on how commitment varied with respondents' age**

<b>Age in years</b>	<b>Number</b>	<b>Mean</b>	<b>Std deviation</b>	<b>F</b>	<b>Sig</b>
19 – 28	23	2.3	.17	2.535	0.43
29 – 38	81	2.5	.20		
39 – 48	47	2.4	.19		
49 – 59	3	2.4	.00		
<b>Total</b>	<b>154</b>	<b>2.4</b>	<b>.20</b>		

The means in Table 4.12 suggest that commitment of respondents did not differ by age, though respondents in the age group 29 – 38 rated the highest (mean = 2.5) and lowest were those in the age group (19 – 28) with mean = 2.3. The F value 2.535 was got whose significance (P value) is 0.43 was less than  $\alpha = 0.05$  confirming that commitment of primary school teachers did not vary with age at five percent level of significance.

#### 4.2.5 Variation of Commitment with marital status

The study sought to find out whether commitment varied with respondents' marital status. Table 4.13 shows pertinent T-test results:

**Table 4.13: T-test results on how commitment varied with respondents' marital status**

<b>Marital status</b>	<b>Number</b>	<b>Mean</b>	<b>Std Deviation</b>	<b>F</b>	<b>Sig (2-tailed)</b>
Single	38	2.4	.24	1.406	.374
Married	110	2.4	.18		
Divorced	4	2.3	.19		
Widowed	3	2.4	.20		
<b>Total</b>	148	2.3			

The means from Table 4.13 suggest that commitment did not differ with marital status, with all the means above 2.3. With an F value of 1.046 whose significance (P value) was .374 greater than  $\alpha = 0.05$  confirmed that respondents' commitment did not vary with respondents marital status at five percent level of significance.

#### 4.2.6 Verification of Commitment with Professional Grade

The study was aimed at finding out whether commitment varied with teachers' professional grade. Table 4.14 shows pertinent ANOVA results:

**Table 4.14: ANOVA on how Commitment varied with Professional Grade**

<b>Professional Grade</b>	<b>Number</b>	<b>Mean</b>	<b>Std deviation</b>	<b>F</b>	<b>Sig.</b>
Grade III teacher	109	2.4	.17	5.560	0.05
Grade V teacher	44	2.5	.23		
First degree holder	2	2.4	.00		
<b>Total</b>	<b>155</b>	<b>2.4</b>	<b>.20</b>		

Means from Table 4.14 suggest that respondents rated almost the same on commitment and professional grade. The F: value 5.560 whose significance (p value) value was 0.05 is equal to  $\alpha = 0.05$  hence the null hypothesis is accepted that professional grade had no positive significant effect on commitment or null hypothesis is accepted that professional grade has no significant effect on commitment at the five percent level of significance.

#### 4.2.7 Verification of Commitment with experience

The study was also further meant to find out whether commitment varied with experience of teachers. Table 4.15 shows pertinent ANOVA results:

**Table 4.15: ANOVA results on how commitment varied with experience of respondents**

<b>Experience in years</b>	<b>Number</b>	<b>Mean</b>	<b>Std deviation</b>	<b>F</b>	<b>Sig.</b>
0 – 5	49	2.4	.22	6.628	.000
5 – 10	47	2.5	.15		
10 – 20	29	2.4	.13		
25 +	30	2.6	.23		
<b>Total</b>	<b>155</b>	<b>2.4</b>	<b>.20</b>		

Means from table 4.15 suggest that respondents rated almost the same on commitment and experience. With an F. value of 6.6228 whose significance (P) value is 0.000 less than  $\alpha = 0.05$ , one can conclude that commitment varied with teachers experience at the one percent level of significance.

### **4.3 Verification of Hypotheses**

This section tests the study hypotheses, namely whether financial and non-financial rewards respectively, positively affect commitment of teachers.

#### **4.3.1 Hypothesis One**

Hypothesis one stated that, financial rewards have positive relationship on job commitment of primary school teachers in Mityana District. Thus, the researcher asked respondents to do their self-rating on twelve items on financial rewards basing on Likert scale ranging from one representing Strongly Disagree, two for Disagree,

three for Agree and four for Strongly Agree. Descriptive statistics there from are shown in table 4.16:

**Table 4.16: Descriptive statistics in respondents self rating on financial rewards**

Items/Questions	Category	Number (Percent)	Mean	Mean standard deviation
I get my salary on time.	Strongly disagree	24 (15.5)	2.26	.737
	Disagree	70 (45.2)		
	Agree	58 (37.4)		
	Strongly agree	3 (1.9)		
I receive a good salary	Strongly disagree	39 (25.2)	1.76	.457
	Disagree	114 (73.5)		
	Agree	2 (1.3)		
	Strongly agree	0 (0)		
The salary I receive tallies with my qualification.	Strongly disagree	73 (47.1)	1.70	.768
	Disagree	59 (38.1)		
	Agree	20 (12.9)		
	Strongly agree	3 (1.9)		
I am unhappy with the salary structure.	Strongly disagree	69 (44.5)	1.63	.613
	Disagree	75 (48.1)		
	Agree	11 (7.1)		
	Strongly agree	0 (0)		
I get a pay increment every year.	Strongly disagree	66 (42.6)	1.761	.739
	Disagree	66 (42.6)		

	Agree	21 (13.5)		
	Strongly agree	2 (2.3)		
I always receive bonuses from the headteacher.	Strongly disagree	46 (29.7)	1.76	.548
	Disagree	100 (64.5)		
	Agree	9 (5.8)		
	Strongly agree	0 (0)		
Projects held at my school are useful towards uplifting my welfare.	Strongly disagree	36 (23.2)	2.10	.774
	Disagree	70 (45.2)		
	Agree	46 (29.7)		
	Strongly agree	3 (1.9)		
I am paid for extra time worked for.	Strongly disagree	54 (34.8)	1.84	.734
	Disagree	74 (47.7)		
	Agree	25 (16.1)		
	Strongly agree	2 (1.3)		
I get medical allowances from school whenever I am sick.	Strongly disagree	80 (51.6)	1.54	.616
	Disagree	67 (43.2)		
	Agree	7 (4.5)		
	Strongly agree	1 (.6)		
I receive transport allowances every month.	Strongly disagree	102 (65.5)	1.39	.586
	Disagree	47 (30.3)		
	Agree	5 (3.2)		
	Strongly agree	1 (.6)		
I am paid accommodation allowances.	Strongly disagree	87 (56.1)	1.60	.778
	Disagree	46 (29.7)		
	Agree	19 (12.3)		
	Strongly agree	03 (1.9)		

From Table 4.16 respondents disagreed that they get their salaries on time 94 (60.7%) compared to 61 (39.3%) who disagreed. In addition they indicated that they do not receive a good salary 153 (98.7%) compared to 2 (1.3%) who agreed. Respondents disagreed with item three that the salary they receive tallies with their qualification 132 (85.2%) compared to 23 (14.8%). This suggests that salaries are unfair. On item four teachers showed that they are unhappy with their salary structure 144 (92.6%) compared to 11 (7.1%) who agreed suggesting that teachers' salary structure should be revised and increased. In addition teachers disagreed that they get a pay increment every year 132 (85.2%) compared to 23 (15.8%) who agreed suggesting that the chances for increasing teachers' salaries are small. Teachers disagreed that they always receive bonuses from the headteacher 146 (94.2%) compared to 9 (5.8%) who agreed. Respondents disagreed that projects held at their school are useful towards uplifting their welfare 106 (68.4%) compared to 49 (31.6%) who agreed suggesting that projects are meaningless to teachers. Respondents disagreed that they are paid for extra responsibilities worked for 128 (82.5) suggesting that they are demoralised to do such responsibilities. Teachers disagreed that they get allowances from school whenever they are sick 147 (94.8%) compared to 8 (5.1%) who agreed suggesting that teachers' lives are not respected. Teachers further disagreed that they receive transport allowances every month 149 (95.8%) compared to 06 (3.8%) who agreed, suggesting that this might be one of the reasons why teachers miss some days. Teachers finally showed that they are not paid accommodation allowances 133 (85.8%) compared to 22 (14.3%) who agreed. The cumulative percentages on all questions on monetary rewards suggest that teachers were not satisfactorily rewarded through financial rewards. From Table 4.16, respondents showed that financial rewards were not fairly administered (most

means nearing two which corresponds to disagree) suggesting that financial rewards were not fairly given. Respondents rated highest on the item (I get my salary on time) Mean = 2.26 corresponding to strongly disagree. Respondents rated least on their transport allowances every (mean = 1.39). Respondents on the qualitative items on financial rewards showed that they are not adequately rewarded with financial rewards. They opined that financial rewards administered to them are inadequate and not prompt which lowered their job commitment more. Table 4.17 shows how they opined with financial rewards.

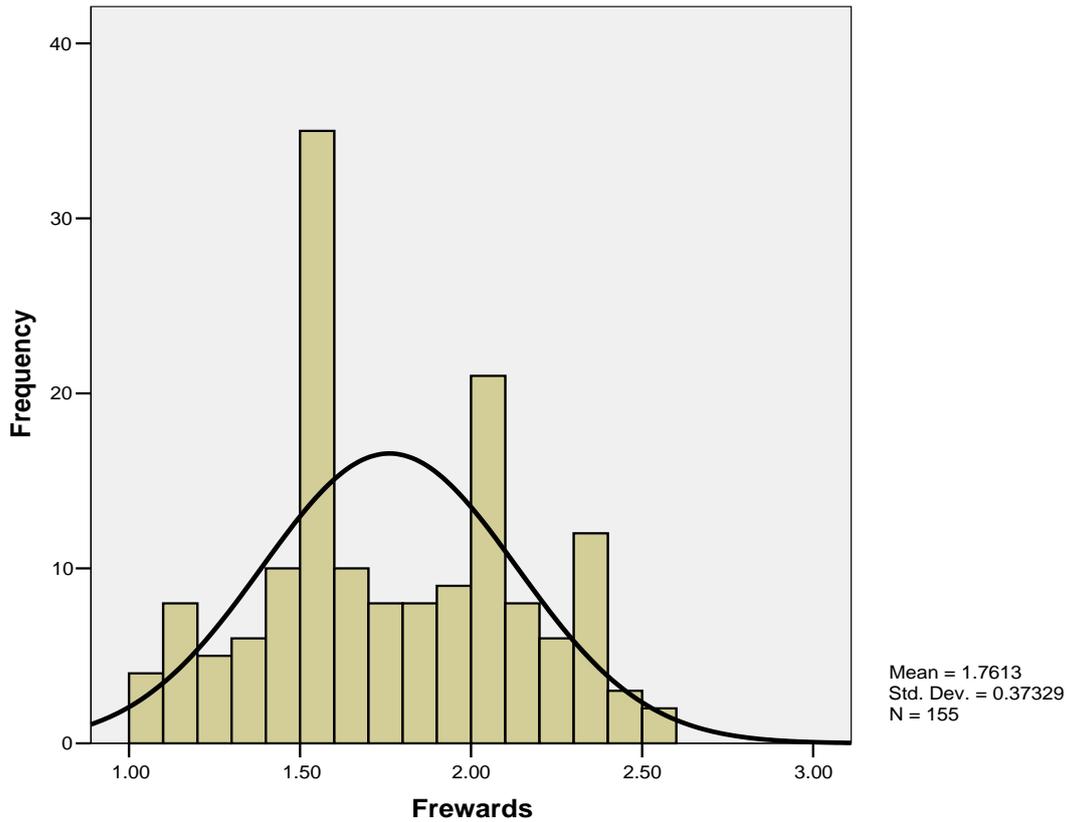
**Table 4.17: Distribution of respondents on financial rewards**

<b>Financial rewards</b>	<b>Number of respondents</b>	<b>Percentage</b>
Salary	16	15
Wages	18	17
Transport allowances	30	28
Pay for benefits	41	38.1
Housing allowances	01	1.9
<b>Total</b>	<b>106</b>	<b>100.0</b>

Table 4.17 shows that out of the 106 respondents who answered the qualitative questions on financial rewards 41 (38.1) showed that they get pay benefits for extra work done and achievement of tasks assigned, followed by 30 (28) who indicated that they get transport allowances to and from school, followed by those who indicated that they get wages 18 (17). Those who indicated that they get enough salary promptly were 16 (15). Few of the respondents showed that they get housing allowances 01 (1.9). The interpretation here is that financial rewards are not fairly

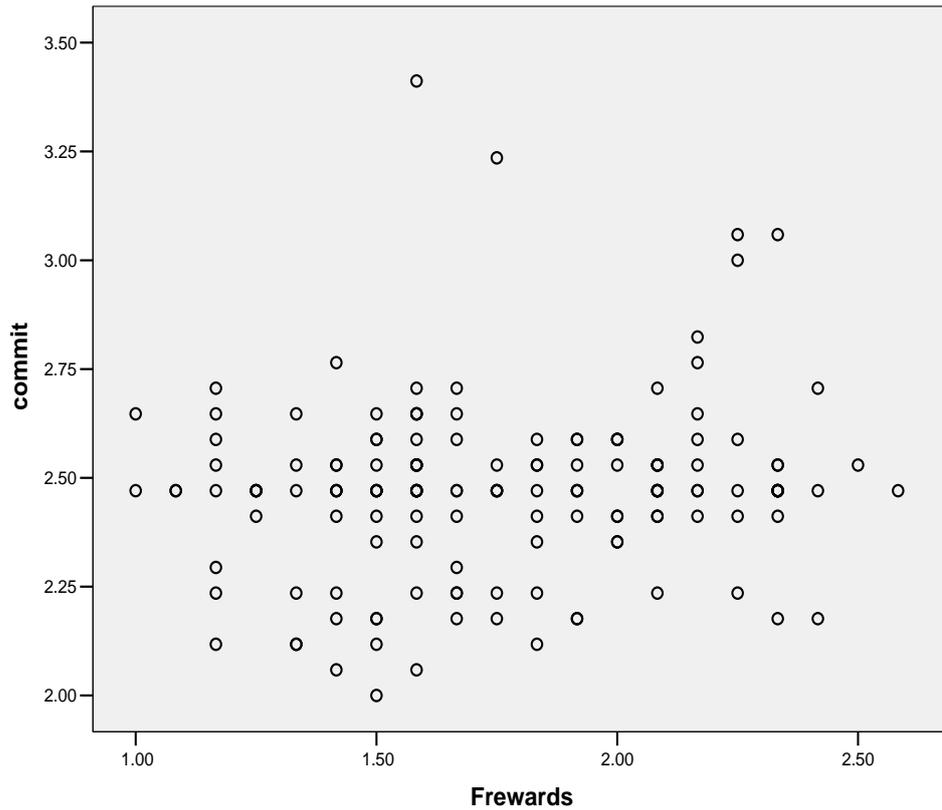
given to teachers in most primary schools in Mityana District as salary which is a major component of financial rewards is not fair and promptly given to teachers.

To get a general view of how they opined on financial rewards, the following are some of their views “the salary I get is not enough yet I have to pay for rent and cater for my home needs.” The salary I get is not promptly given.” “I have arrears of about six months but the headteacher has failed to recommend me to get my money.” “I am demanding this school a lot of money but I fear to complain because the headteacher might replace me with someone.” “I wonder why this school cannot realise that the cost of living is so high to increase our salaries.” “I would leave this school and enter business world where I will be my employer rather than working for this little money.” All these comments given by teachers in Mityana District suggest that financial rewards are not administered fully to reward teachers, which lowered the commitment of teachers on their jobs. This accounts to why most of them suggested that they can find ways of surviving rather than relying on the little money they are given which at times comes late. To find out whether there was normal distribution of respondents on financial rewards, a histogram and curve were generated and appeared as in Figure 4.2:



**Figure 4.2: Histogram and curve showing distribution of respondents on financial rewards**

The figure suggests that respondents were concentrated on the left side of the curve suggesting that respondents are not rewarded satisfactorily as per financial rewards. To test whether financial rewards affected teachers' job commitment a scatter dot graph was generated and appeared as in Figure 4.3:



**Figure 4.3: Scatter dot graph showing correlation between financial rewards and teachers' commitment**

The scatter dot graph in Figure 4.3 suggests that there was no positive relationship between financial rewards and teachers' job commitment. For the purposes of testing hypothesis one that is whether financial rewards had positive effect on job commitment of primary teachers' in Mityana District, all items in Table 4.16 were aggregated into one index Frewards, an acronym for financial rewards. To correlate the two indices (Commit and Frewards) Pearson's correlation coefficient was used as in Table 4.17:

**Table 4.18: Pearson’s Correlation coefficient between Teachers’ commitment and financial rewards (Frewards)**

		<b>Commit</b>	<b>F rewards</b>
Commit	Pearson’s correlation.	1	.139
	Sig. (2-tailed)		.083
	n	155	155
F-rewards	Person’s correlation	.139	1
	Sig (2-tailed)	.083	
	n	155	155

Correlation insignificant at five percent.

Table 4.18 shows that Pearson’s correlation co-efficient for commitment (commit) of primary school teachers and rewards (Frewards) was  $r = .139$  with significance P value  $P = 0.083$  greater than  $\alpha = 0.01$  thus suggests an insignificant correlation, implying that financial rewards was significantly negative when correlated with primary teachers’ commitment in Mityana District at the one percent level of significance.

### **4.3.2 Hypothesis Two**

Hypothesis two stated that non-financial rewards have positive effect on job commitment of primary school teachers in Mityana District. Thus, the researcher requested respondents to do their self-rating on twelve items of non-financial rewards basing on Likert scale ranging from one to represent Strongly Disagree, two for Disagree, three for Agree and four to represent Strongly Agree. Descriptive statistics there from are in Table 4.19:

**Table 4.19: Descriptive statistics on respondents self rating on non- financial rewards**

<b>Items/Questions</b>	<b>Category</b>	<b>Number (Percent)</b>	<b>Mean</b>	<b>Mean standard deviation</b>
I am always praised for good work.	Strongly disagree	2 (1.3)	2.90	.745
	Disagree	45 (29.0)		
	Agree	74 (47.7)		
	Strongly agree	34 (21.9)		
I work in good physical conditions at school.	Strongly disagree	20 (12.9)	2.43	.821
	Disagree	62 (40.0)		
	Agree	60 (38.7)		
	Strongly agree	13 (8.4)		
My school administration recognises the good work I do.	Strongly disagree	6 (3.9)	2.79	.747
	Disagree	45 (29.0)		
	Agree	80 (51.6)		
	Strongly agree	24 (15.5)		
My headteacher, recognises, appreciates gifts for good work I do.	Strongly disagree	22 (14.2)	2.08	.630
	Disagree	102 (65.8)		
	Agree	28 (18.1)		
	Strongly agree	3 (1.9)		
My presence is recognised by the headteacher.	Strongly disagree	6 (3.9)	2.98	.768
	Disagree	28 (18.1)		
	Agree	85 (54.8)		
	Strongly agree	35 (22.6)		
I expect promotion anytime this year.	Strongly disagree	43 (27.7)	2.26	1.013
	Disagree	49 (31.6)		
	Agree	42 (27.1)		
	Strongly agree	21 (13.5)		

Extra responsibilities I hold at school are appreciated.	Strongly disagree	9 (5.8)	2.78	.808
	Disagree	44 (28.4)		
	Agree	74 (47.7)		
	Strongly agree	28 (18.1)		
My headteacher attends to my social and professional problems.	Strongly disagree	13 (8.4)	2.63	.831
	Disagree	54 (34.8)		
	Agree	66 (42.6)		
	Strongly agree	22 (14.2)		
The school provides me with transport to and from school.	Strongly disagree	40 (25.8)	1.32	.409
	Disagree	54 (34.8)		
	Agree	40 (25.8)		
	Strongly agree	21 (13.5)		
The school provides me with medical treatment.	Strongly disagree	82 (52.9)	1.55	.647
	Disagree	62 (40.0)		
	Agree	10 (6.5)		
	Strongly agree	1 (.6)		
I get leave whenever I have a serious problem.	Strongly disagree	40 (25.8)	2.85	.745
	Disagree	54 (34.8)		
	Agree	40 (25.8)		
	Strongly agree	21 (13.5)		

Item one from Table 4.19 shows that respondents agreed that they are always praised for good work they do at school 100 (69.6%) compared to 47 (30.3%) who disagreed suggesting that teachers efforts are not acknowledged. Teachers on item two disagreed that they work in good working conditions 82 (52.9%) compared to 73 (47.1) who agreed. They however agreed that their school administration recognises the good work they do 104 (67.1%) compared to 51 (32.9%) who disagreed. This suggests that teachers' work is recognised. Teachers disagreed that headteachers appreciate good work they do with gifts 124 (80%) compared to 31 (20.0%) who

agreed. Teachers agreed that their presence is recognised by the headteacher 120 (77.4%) compared to 34 (22%) who disagreed. Respondents disagreed that they expected promotion anytime this year 92 (59.3%) compared to 63 940.6%) who agreed. This suggests that teachers do not have any hope of being promoted. They however showed that extra responsibilities they hold at school are appreciated 102 (65.8%) compared to 53 (34.2%) who disagreed.

Teachers disagreed that the school provides them transport to and from school 94 (60.6%) compared to 61 (39.3%) who disagreed suggesting that when they are broke they don't go to school. They disagreed further that the school provides them with medical treatment 144 (92.9%) compared to 11 (7.1%) who agreed. Finally respondents disagreed that they are given leave when faced with serious problems 94 (60.6%) compared to 61 (39.3%) who agreed. The cumulative percentages from table 4.19 therefore suggest that non-financial rewards are considered and administered to teachers of primary schools in Mityana District. From Table 4.19, respondents rated "my presence is recognised by the headteacher the highest (Mean = 2.98 corresponding to agree) and least was "The school provides me with means of transport to and from school mean = 1.32 corresponding to strongly disagree). Teachers on the qualitative questions about non-financial rewards showed that most headteachers are using things like assigning teachers responsibility, recognising their efforts, delegating them power, involving them in making decision making although some are not put into practice, praising teachers and above all promoting teachers in various ways. Table 4.1 gives how they opined on non-financial rewards:

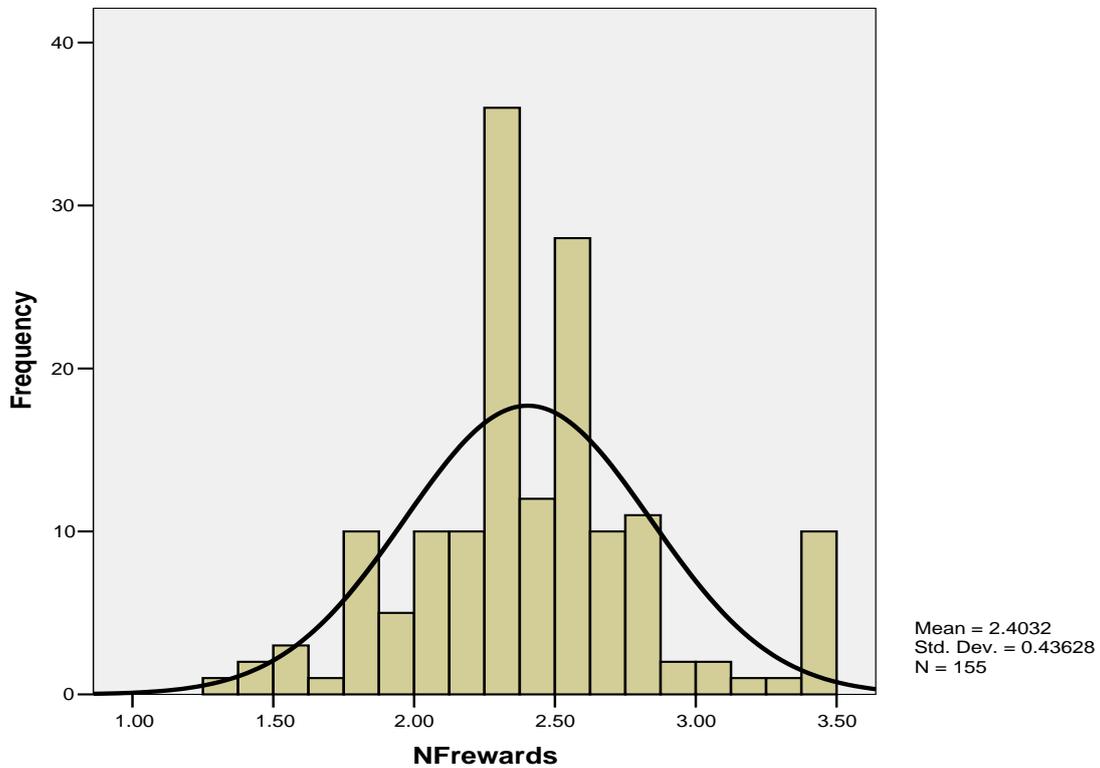
**Table 4.20: Distribution of respondents on non-financial rewards**

<b>Non financial rewards</b>	<b>Number of respondents</b>	<b>Percentage</b>
I am praised for hard work	18	20.4
I am assigned responsibility	24	27.2
I am involved in decision making	16	18.1
I am recognised on the job	30	34.3
<b>Total</b>	<b>88</b>	<b>100.0</b>

Table 4.20 shows respondents opinions on the qualitative item about non-financial rewards. Out of the 88 respondents who answered the qualitative questions on non-financial rewards 30 (34.3) showed that they are recognised on their jobs, followed by 24 (27.2) who are assigned responsibility followed by 18 (20.4) who are praised for hard work while 16 (18.1) indicated that they are involved in decision making. This suggests that non-financial rewards are offered to teachers in most primary schools in Mityana District. To get a general view of how they opined non financial rewards, the following were some of their views. I always chat with my headteacher and have jokes with him which makes me feel at home while doing my job.

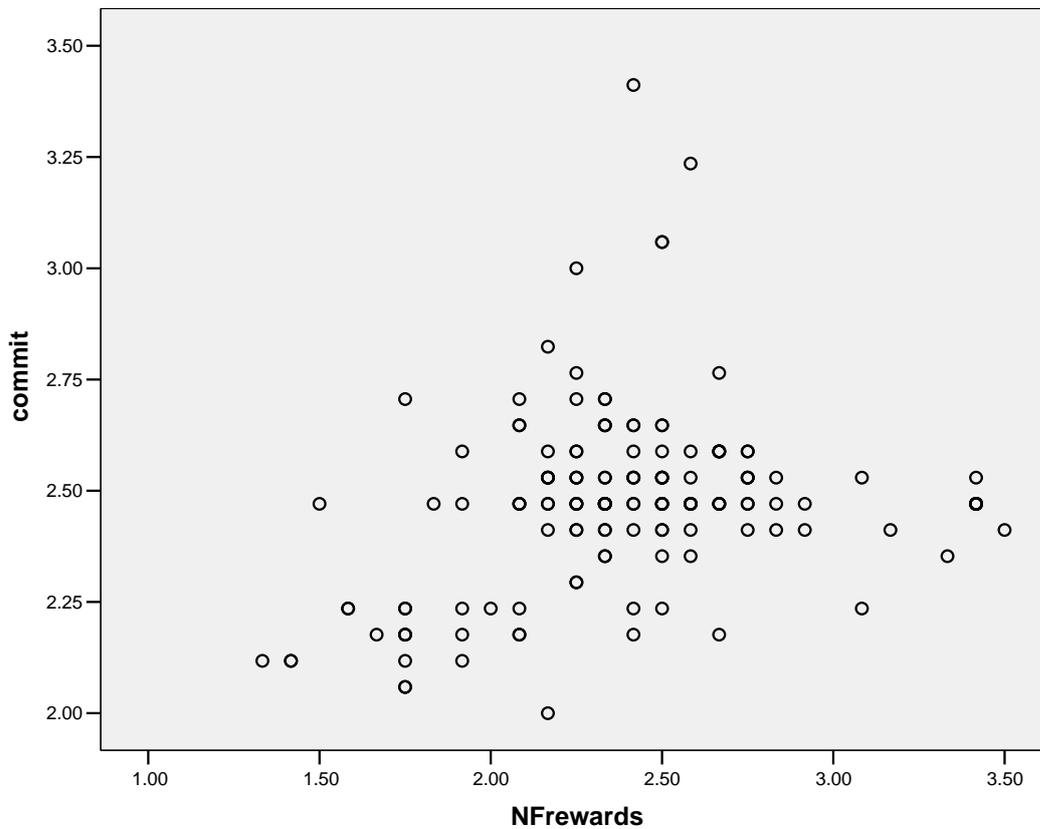
“I am recognised by the headteacher as he gives me respect at school.” “The headteacher requests me to assist him when there is need.” “The headteacher praised me for getting many distinctions in mathematics.” After getting many credits in English I was promoted from class teacher to become the head of English department in my school.” “I was offered the responsibility of being the head of sports department in my school”. All these comments suggest that teachers are non-

financially rewarded on their jobs in most primary schools in Mityana District. To find out whether there was normal distribution of respondents on non-financial rewards a histogram and curve were generated and appeared as in Figure 4.4:



**Figure 4.4: Histogram and curve showing distribution of respondents on non-financial rewards**

The figure shows that respondents were concentrated in the right side of the curve which suggests that teachers were satisfactorily rewarded through non-financial rewards. The two indices NFewards and commit for non-financial rewards and teachers' job commitment were correlated using a scatter dot graph as in Figure 4.5:



**Figure 4.5: Scatter dot graph showing correlation between non-financial rewards and teachers' job commitment**

The Scatter dot graph in Figure 4.5 suggests a positive correlation between non-financial rewards and teachers' job commitment. To correlate the two indices commit (for commitment) and NFRewards for non-financial rewards were correlated using Pearson's correlation co-efficient as in Table 4.19:

**Table 4.21: Pearson’s Correlation co-efficient between teachers’ job commitment and non-financial rewards:**

		<b>Commitment</b>	<b>Non-financial rewards</b>
<b>Commitment</b>	Pearson’s correlation	1	.273
	Sig (2-tailed)		.001
	n	155	155
<b>Non financial rewards</b>	Pearson’s correlation	.273	1
	Sig (2-tailed)	.001	
	n	155	155

Correlation is significant at the 0.01 level

From Table 4.21 Pearson’s correlation co-efficient for job commitment and non-financial rewards was  $r = .273$  which was positive with probability p. value .001 which was less than  $q = 0.05$  suggesting a positive correlation. This implies that non-financial rewards positively affected primary teachers’ job commitment in Mityana District at the one percent level of significance. Teachers who were rewarded through the use of non financial rewards were in position to perform better than their counterparts who did not.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

In this chapter, the researcher presents discussion of the results of the study, the conclusions drawn from the results and recommendations based on the results.

#### 5.1 Discussion

This Sub Section looks at the discussion of results hypothesis by hypothesis.

##### Hypothesis One

Hypothesis One was that; financial rewards have positive effect on job commitment of primary school teachers in Mityana District. Financial rewards studied in this hypothesis included salary and wages, bonuses profit sharing scheme, honorarium, overtime, pension, gratuity and allowances. Pearson product moment correlation index indicated an insignificant correlation between financial rewards and job commitment of the said teachers. This implies that teachers' commitment was not greatly affected by financial rewards. They could carry on with work with minor financial rewards. The finding was supported by War (1956 cited in Cole 1997) who in a study of a large sample of men and women found that they could continue working even if it were not financially necessary. The finding was also in agreement with Maicibi (2003) that salary was a job satisfier or could wield commitment to junior staff in Universities in Uganda, while not a strong satisfier for senior academic and non-teaching staff. This suggests that commitment of teachers can be enhanced using other factors other than financial rewards as established by the study

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

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

Cole (1997: 216) 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: 167) 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 suggests that future researchers like me should undertake studies to establish the effect of such financial rewards on teachers' commitment.

While the above literature shows a close relationship between financial rewards and job 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, the researcher found out that offering high salaries and fringe benefits minimise discontent among teachers, increase their social status hence commitment at work. However, Kamuhanda did not expound on how financial rewards should effectively be used to yield primary teachers job commitment creating the need to under take this study. Kasaija (1996: 6) empirically found that in 1970s teachers' remunerations remained low in monetary terms. Under these conditions many teachers found it very hard to continue teaching and therefore left the service, while for instance "A" level leavers found it hard to opt for teacher training courses. This caused a very serious shortage of teachers in the country. However, Kasaija did not suggest possible ways of how financial rewards should be used to ensure primary teachers job commitment. This has called for the attention of the researcher to under take this study.

Cole (1997) emphasises that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Armstrong 2001 identifies that monetary rewards have a powerful effect on freedom from worry,

fear, and contamination by the organisation environment. If fair monetary rewards are adjusted to employees and their basic needs are accessible, their levels of commitment will rise. These motivate employees leading to high job commitment and high performance. According to Maslow cited in Griffin (2004) monetary rewards in form of cash payments have got an upper hand influencing organisational commitment of employees since they can afford catering for their basic needs of life. Like wise Mullins (2002) differed with the study finding by asserting that workers would be committed on their jobs by obtaining highest possible wages and salaries. In addition Robbins (2003) stresses that monetary rewards have the strongest energising force that increases commitment of employees on their jobs. Kabiito 2003 in a study about monetary rewards and organisational commitment of civil servants in Masaka District administration differed with the study finding when it was found out that the more monetary rewards are offered to employees, their commitment increases hence the desire to work for the District. In conclusion of the above, the researcher concludes that monetary rewards insignificantly affected teachers' job commitment in Mityana District

## **Hypothesis Two**

The Second hypothesis was that non-financial rewards have positive effect on job commitment of primary school teachers in Mityana District. Non-financial rewards were conceptualised as praise, recognition, responsibility, promotion, accommodation, medical for self and family support. Pearson Product Moment Correlation Index indicated that, there is a positive correlation between non- financial rewards and job commitment of the teachers. The finding was supported by War (1956 cited in Cole 1997) who in a study of a large sample of men and women found

that they could continue working even if it were not financially necessary. The findings are supported by Braton and Jeffrey (1988:263) that non-financial rewards tend to attract highly qualified and competent personnel who are too committed to the achievement of organisational goals. In addition, the findings were also in direct agreement with Namutebi (2006) in the study about reward management practices and job commitment of secondary school teachers in Wakiso District who established that when teachers are rewarded non-financially through things like recognition, assigning them responsibilities their commitment increases.

According to Armstrong (2009:744) talking on the role of non-financial rewards in enhancing employees' commitment and performance on the job observed that "essentially the notion of total reward says that there is more to rewarding people than throwing money at them. Non-financial rewards can make workers more comfortable on the job. It encourages them to contribute extra effort by developing a deal that addresses a broad of issues. Armstrong (2009) adds that creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation commitment and performance.

Maicibi (2003) identified three main types of non monetary rewards that is, the need for power, need for affiliation and need for achievement. If an organisation is to make its employees committed on the job the need to give them power in form of promotions and too they should be accepted on the job through recognition, Musaaazi (2005) supports the study finding that absence of effective reward strategy that considers the needs of employees and their aspirations demoralises them leading to low job commitment. Ahuja (2002) in the same way supports the study finding that in

organisations there must be transparent promotional policies to keep employees efforts and minds directed on the job.

Luthan, Suzana and Peterson (2006) in their study on the impact of non-monetary rewards (incentives on the business unit outcome and commitment of employees amongst support staff of Virginia Polytechnics Institute supported the study finding when they empirically found out that there was a positive relationship between non-monetary incentives and employee organisational commitment. When employees were provided non-monetary rewards like housing, flex time, telecommunicating, vacation, learning and development opportunities, recognition of achievements, tasks for or other assignments and sincere praise their organisational commitment increased and the reverse was true. Wright (1992) in a study about the relationship among non-monetary incentives and goal level, commitment concurs with the study finding that non-monetary rewards positively relate with goal level commitment of employees. Employees who were praised, recognised, and promoted on the job were committed on the job than their counterparts who were not committed on the job.

Armstrong (2001) is in agreement with the study finding in the way that money is not everything for employees for instance they need additional things to make them committed in their jobs. Similarly Ministry of Education and Sports (1995) 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.

The researcher therefore concludes that non financial rewards positively affects with teachers job commitment in primary schools in Mityana District.

## **5.2 Conclusions**

From the discussion, the following conclusions were drawn from the hypotheses.

- 1) Financial rewards do not significantly affect commitment of primary school teachers in Mityana District.
- 2) Non-monetary rewards in form of recognition, praise, responsibility, promotion, accommodation, transport and medical for self has a positive significant effect on the commitment of primary school teachers in Mityana District by motivating them to work harder for better performance.

## **5.3 Recommendations**

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

- i) Managers of various schools, policymakers, and other stakeholders in the education field should know that financial rewards are not the sole factor that enhances commitment of teachers. They should instead look for other ways of raising commitment of teachers.
- ii) Policymakers, administrators and managers of different primary schools should reward teachers through non-monetary rewards by praising, promoting, giving teachers responsibilities, housing, transport and medical allowances to realise teachers' job commitment in schools.

#### **5.4 Areas for further research**

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

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## APPENDICES

### **Appendix A: Self Administered Questionnaire on Rewards and Job Commitment of Primary Teachers in Mityana District**

Dear respondent,

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

Thank you.

Yours faithfully,

.....

**Ssali Gerald**  
**Researcher**

## Section A: BACKGROUND VARIABLES

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

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

A2. Designation

(1) Headteacher  (2) Deputy Headteacher

(3) Assistant Deputy H/teacher  (4) Director of studies

(5) Senior woman teacher  (6) Senior man teacher

(7) Class teacher  (8) Head of department

A3. Sex

(1) Male  (2) Female

A4. Age

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

A5. Marital status

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

A6. Professional Grade

(1) Licensed teacher  (2) Grade III teacher  (3) Grade V teacher

(4) First Degree holder  (5) Masters holder

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

(1) Up to five years  (2) Five years but not more than ten

(3) Ten but not more than twenty years  (4) Twenty years and above

## Section B: INDEPENDENT VARIABLE -REWARDS

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

### B1. FINANCIAL REWARDS

No.		Strongly disagree	Disagree	Agree	Strongly agree
B1.	I get my salary on time.				
B2.	I receive a good salary.				
B3.	The salary I receive tallies with my qualifications.				
B4.	I am happy with the salary structure.				
B5.	I get a pay increment every year.				
B6.	I always receive bonus from the headteacher.				
B7.	I share the profits generated from school projects.				
B8.	Projects held in my school are useful towards uplifting my welfare.				
B9.	I am paid for extra time worked.				
B10.	I get medical allowances from school whenever I am sick.				
B11.	I receive transport allowances every month.				
B12.	I am paid accommodation allowance every month.				

## B2. NON-FINANCIAL REWARDS

In the questions below you are requested to kindly follow the same format as used in A1 and B1 by ticking the option that fits your situation.

No.		Strongly disagree	Disagree	Agree	Strongly agree
B1.	I am always praised for any good work I do at school.				
B2.	I work in good physical working conditions at school.				
B3.	My school's administration recognises the good work I do.				
B4.	My Headteacher organises appropriate gifts for the good work I do.				
B5.	My presence is recognised by the headteacher.				
B6.	I expect a promotion anytime this year.				
B7.	Extra responsibilities I hold at school, are appreciated.				
B8.	My headteacher attends to my social and professional problems.				
B9.	The school provides me with accommodation.				
B.10.	The school provides me with means of transport to and from school everyday.				
B.11.	The school provides me with medical treatment.				
B12.	I get leave whenever I have a serious problem.				

### Section C: DEPENDENT VARIABLE - COMMITMENT

No.		Strongly disagree	Disagree	Agree	Strongly agree
C1.	I am part and partial of my school.				
C2.	I do everything at school whole-heartedly.				
C3.	I am always at school.				
C4.	I seek permission before absence from work.				
C5.	I cooperate with the headteacher.				
C6.	I cooperate with other members of staff.				
C7.	I give reports on time for assignments given to me at school.				
C8.	I do work excitedly irrespective of payment given.				
C9.	I accept duties assigned to me.				
C10.	I prepare my schemes of work in time.				
C11.	I always attend to my pupils when they need help.				
C12.	I prepare my lesson plans in time.				
C13.	I cover the syllabus in time.				
C14.	I am serious on responsibilities assigned to me.				
C15.	I am concerned with pupils' performance.				
C16.	I work with minimal supervision from the Headteacher.				
C17.	I always attend staff meetings.				

**Section D: EXTRANEIOUS VARIABLE – JOB SATISFIERS**

No.		Strongly disagree	Disagree	Agree	Strongly agree
D1.	I am delegated by my headteacher on school activities.				
D2.	I participate in decision making at school.				
D3.	The school provides me with on job training.				
D4.	The school permits me to go for further training.				
D5.	The headteacher communicates to me on school matters that relate to me.				
D6.	I communicate to the school administration easily.				

Thank you very much for your participation in my study.

May the Lord God bless you in all your endeavours.

**Appendix B: Interview Guide for District Education Officer, Inspectors of  
Schools and Headteachers**

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

Thank you for participating positively.

## Appendix C