

BISHOP STUART UNIVERSITY



MOTIVATIONAL PRACTICES AND ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN ISINGIRO DISTRICT

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES,
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Declaration

I, Earnest Ndinawe, do hereby declare that the work contained in this dissertation on “Motivational Practices and Organizational Commitment of Secondary School Teachers in Isingiro District” is my original work and has never been submitted to any other University or institution for any academic award.

Signature.....

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Approval

This dissertation on “Motivational Practices and Organizational Commitment of Secondary School Teachers in Isingiro ” has been done under our supervision and is now ready for submission with our approval.

Signed.....

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Dedication

This dissertation is dedicated to my family members for their moral support towards my studies. May the Almighty God reward you abundantly

Acknowledgement

I am grateful to God for the inspiration, strength, vision, wisdom and understanding that made me carry out this research successfully. I am forever indebted to Him.

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List of Acronyms

A level	Advanced level
BSU	Bishop Stuart University
CVI	Content validity index
MEAP	Master of Education Administration and Planning
MOES	Ministry of Education and Sports
SPSS	Statistical Package for the Social Sciences
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNATU	Uganda National Teachers' Union
UNEB	Uganda National Examination Board
UPSTU	Uganda Professional Science Teachers' Union

Abstract

Different organisations have different ways they attract and motivate their human capital to give all they can for the sake of these organisations. The purpose of this study was therefore to examine the relationship between motivational practices and organisational commitment of secondary school teachers in Isingiro district. It was guided by the following objectives; to assess the motivational practices in secondary schools, to assess indicators of organizational commitment among secondary school teachers, and to examine the relationship between motivational practices and organizational commitment of secondary school teachers. The cross sectional survey design adopted both qualitative and quantitative approaches during data collection and analysis. The study population included district education officers, head teachers and teachers from three selected secondary schools in Isingiro District. Of the target population, 125 respondents participated in the study. The study findings found out that teachers in secondary schools of Isingiro District are given financial motivation with an overall mean score of 3.70. The study findings found out that there is high organizational commitment of secondary school teachers in Isingiro District with an overall mean score of 3.99. The study findings found out that there is a positive correlation between motivational practices and organizational commitment of secondary school teachers in Isingiro District, $r = 0.447$, $n=120$, $p = 0.000$. It was concluded that teachers in secondary schools of Isingiro District are given financial motivation through practices such as salary, pay increments, profits from school projects, payment of extra time worked, and allowances. It was also concluded that there is high organizational commitment of secondary school teachers in Isingiro District, in terms of; cooperation with the head teachers and their fellow teachers, giving reports on time for assignments, accepting duties assigned to them, preparing lesson plans in time, among others. It was further concluded that there is an influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District. Therefore, increase in motivational practices increases organizational commitment and vice versa. It is recommended that the Ministry should develop and implement policies that promote teacher motivation and organizational commitment. Additionally, the Ministry should conduct regular surveys to monitor teacher motivation and organizational commitment, ensuring that teachers' needs are being met and addressed.

Chapter One

Introduction

Introduction

The study was about motivational practices and organizational commitment of secondary school teachers in Isingiro District. Motivational practices were treated as an independent variable while organizational commitment of secondary school teachers was treated as a dependent variable. This Chapter covers the background of the study, the problem statement, purpose of the study, objectives of the study, research questions, research hypotheses, scope of the study, significance of the study and conceptual framework.

Background to the study

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

Historical Perspective

Today's reality in the global world is that people influence important aspects of organizational commitment in a multitude of ways (Guzeller and Celiker, 2020). Competencies are required to execute strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if a school is to treat teachers as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Abdulrahman & Hui, 2018).

The planning process is one of the primary elements of the total motivational practices (Tezel et al., 2018). It is the process that impacts commitment between pay checks and provides

the basis on which individuals' results are measured. The primary focus of motivational practices and recognition programs is how organizations define their motivational schemes and communicate this in a manner that employees clearly understand the link between motivation and commitment (Ali & Anwar, 2021). Motivational practices and recognition programmes create environments especially where jobs provide intrinsic motivation - good feelings that people get from doing the work itself. Effective recognition enhances employee motivation and increases employee commitment and productivity all of which contribute to improved organizational performance.

Demir (2020) argue that there is a close relationship between motivational practices and organizational commitment. He notes that if successful performance does in fact lead to organizational motivational practices, such performance could be a motivational factor for employees. Under such conditions, they can see that their efforts result in motivation. The notion of motivating teachers for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Bartol, 2023). Piece-work systems simply involve plans which directly associate the employee's level of pay to their output levels. From these piece-work systems evolved the traditional merit program. The traditional merit program is based on performance appraisals which employers evaluate to determine whether or not the employee is deserving of an increase in pay (Gabris & Ihrke 2019).

Several researchers have attempted to study the problem of teachers' organizational commitment leaving behind gaps that need to be filled. These include Ali & Anwar (2021) who researched on the effect of motivational practices on teachers' commitment. Chung (2019) were interested in the relationship between self-esteem and commitment of teachers in secondary schools. None of those studies attempted to relate motivational practices and organizational

commitment among secondary school teachers in Isingiro District which gaps this research would fill. When teachers are provided with motivation like housing, flex time, vacation, learning and development opportunities, recognition of achievements and sincere praise, their organizational commitment increases and the reverse is true. Avidov-Ungar & Arviv-Elyashiv (2018) noted that teachers who are praised, recognized, and promoted on the job are more committed on the job than their counterparts who are not treated in a similar manner.

Theoretical Perspective

Several theories have been developed to explain the subject of motivational practices and organizational commitment among teachers. The major concern of this research is to show the effect of motivational practices on Secondary School teachers' commitment in Isingiro District. The study was anchored on the Expectancy Theory by Victor Vroom and modified by Lloyd & Mertens in (2018) which suggests that individuals are more likely to strive for improvement in their work due to anticipation of a motivation that is valued. According to the expectancy theory, motivation and therefore commitment depends on how much an individual desires a particular goal and how attainable the person thinks that goal.

According to the Expectancy Theory, there are three factors each based on the individual's perception of the situation involved in stimulating that individual to put effort into something (Beckmann & Heckhausen, 2018). These factors as identified by Vroom are; Expectancy, Instrumentality and Valence. Expectancy is the individual's perception or belief that a particular act will produce a particular outcome or motivation. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired motivational practices (Quratulain et al., 2021). Valence is the strength of the belief that attractive motivational practices are potentially available. The motivation may be intrinsic or extrinsic. This study therefore

adopted this theory as a guide in the research about the effect of motivational practices on secondary school teachers' commitment in Isingiro District.

Conceptual Perspective

The independent variable in this study is motivational practices. According to Chipato (2018), motivational practices are concerned with all the strategies by an organization in formulation and implementation of policies that aim at motivating people justly, fairly, equitably but also differently and consistently in accordance with the value of an organization. Motivational practices also refer to the benefits which employees receive in return for working on behalf of an employing organization (Pieper et al., 2018). In this dissertation, motivational practices were looked at from the perspective of financial and non-financial motivational practices. In this study, financial motivational practices involved salary, wages, bonuses, profit sharing scheme, overtime pay, pension, gratuity and allowances. Non-financial motivational practices in this study included praise, recognition, responsibility, promotion, accommodation, medical for self and transport.

The dependent variable in this study is organizational commitment. According to Rameshkumar (2020) organizational commitment is an engagement or obligation. That is to say, the state of being willing to give one's all for the organization or institution one works for. In this research, teachers' organizational commitment was looked at basing on the sense of belonging to the school where teachers feel that they are part and parcel of the school, sense of excitement where teachers enjoy their job, confidence in management where teachers have trust in their leaders, teachers' syllabus coverage where teachers' cover what they are meant to teach in time, punctuality and regularity at work where teachers come in time and are present on all working days, active attendance of meetings and all other school functions such as assemblies, sports days, music festivities among others.

Contextual Perspective

The study was conducted in Secondary Schools in Isingiro District found in the western part of Uganda. According to the report of the Isingiro District Education Officer (2018), during the head teachers' meeting, it was identified that teachers' commitment to their institutions was going down. This was reflected in aspects like loss of confidence in management, refusal of responsibility, failure to cover the syllabi on time, absenteeism, high labour turn over, teachers part timing as a means of topping up their basic salaries by teaching in two or more schools which indicates lack of commitment to mother institutions thus calling for a need for the study. Although there could be other factors contributing to this poor teachers' organizational commitment, the District Education Officer hinted on poor motivational systems. This was more evident in UNEB results (2017 and 2018). This therefore motivated the researcher to undertake this study to establish the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Statement of the Problem

It is globally understood that teachers' commitment helps to realize the attainment of educational goals (Donohoo, 2018). Teachers, if committed, will dedicate all their effort on the job and the organisation. In Uganda, enormous efforts such as inspections, salaries, arrival books, class attendance records and deadlines are often put in place to ensure teacher commitment (Bongomin, 2019). However, according to the report of the Isingiro District Education Officer (2018), secondary teachers' commitment in secondary schools in Isingiro District has been poor for a number of years. This is reflected in form of rampant absenteeism, late coming, and failure to assess students' work, leaving school before official time, and being redundant while at work. If the current problem is not addressed, there would be an increased failure to cover the syllabus

in time, examination malpractice by students and teachers, and generally, failure to achieve educational goals. Therefore, the current study established the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Purpose of the Study

The purpose of the study was to establish the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Objectives of the Study

- (i) To assess the motivational practices in secondary schools in Isingiro District.
- (ii) To assess indicators of organizational commitment among secondary school teachers in Isingiro District.
- (iii) To examine the relationship between motivational practices and organizational commitment among secondary school teachers in Isingiro District.

Research Questions

- (i) What are the motivational practices in secondary schools in Isingiro District?
- (ii) What are the indicators of organizational commitment among secondary school teachers in Isingiro District?

Hypothesis of the Study

There is no statistical significant relationship between motivational practices and organizational commitment of secondary school teachers in Isingiro District.

Scope of the Study

Content Scope

The study assessed the relationship between motivational practices and organizational commitment of secondary school teachers. Therefore the content scope covered objectives of the study; the various motivational practices in secondary schools, indicators of organizational commitment among secondary school teachers and the relationship between motivational practices and organizational commitment of secondary school teachers.

Geographical Scope

The study was carried out in secondary schools in Isingiro District. Isingiro District is a district in the Western Region of Uganda. The town of Isingiro is the district's main municipal, administrative, and commercial center. Isingiro District is bordered by Kiruhura District to the north, Rakai District to the east, Tanzania to the south, Ntungamo District to the west, and Mbarara District to the north-west. The town of Isingiro is approximately 35 kilometres, by road, south-

Time Scope

The study covered the period 2018 to 2024 since this was when commitment of teachers continued to deteriorate and information can be recalled by the respondents.

Significance of the Study

The study findings would be beneficial to policymakers as they are made aware of how motivational practices affect organizational commitment among secondary school teachers.

Directorate of education standards, District education officers, inspectors of schools and head teachers would ensure effective management of motivational practices to yield teachers' commitment.

For policymakers, this study's results will also contribute to the development of policies and programs that promote teacher motivation and commitment, leading to improved educational outcomes.

Teachers will also benefit from this study as it provides a platform for their voices to be heard, highlighting their motivational needs and concerns. The findings will empower teachers to advocate for supportive work environments and policies that promote their well-being and commitment, leading to improved job satisfaction and retention.

Researchers will benefit from this study as it contributes to the existing body of knowledge on teacher motivation and commitment, providing new insights and perspectives on effective motivational practices. The findings will inform future research on teacher development, school leadership, and educational policy, ultimately advancing the field of education.

Conceptual Frame Work

Independent Variable

Motivational Practices

Financial:

- Salary/wages
- Profit sharing schemes / projects
- Pension and gratuity
- Allowances

Non-financial:

- Praise
- Recognition
- Promotion
- Accommodation

Dependent Variable

Organizational Commitment of secondary school Teachers

- Syllabus coverage
- Active attendance of meetings
- Punctuality at work
- Regularity at work
- Timeliness in assessment of students' work

Extraneous Variables

- Teachers' experience
- Head teachers' leadership styles

Adopted from Armstrong (2001) and modified by researcher

The conceptual frame work demonstrates how the variables are conceptualized in this study. The independent variable which is the motivational practices is broken down into two namely; financial motivational practices and non- financial motivational practices. Financial motivational practices are broken down into salaries/wages, profit sharing schemes, allowances and pension and gratuity. While non-financial motivational practices are conceptualized as praise, recognition, responsibility, promotion, accommodation, transport. It is conceived that the increase

in either financial or non- financial motivational practices leads to increased teacher commitment. The figure indicates organizational Commitment as entailing; syllabus coverage, active attendance of meetings, punctuality at work, regularity at work and timeliness in assessment of students' work. The figure further illustrates other factors that can influence teachers' commitment. These include; teachers' experience and Head teachers' leadership styles.

Chapter Two

Literature Review

Introduction

This chapter gives the theoretical review, literature related to the respective objectives and summary of literature review. The study concentrates on literature related to motivational practices and teachers' organizational commitment.

Theoretical Review

A number of theories have been advanced to explain the relationship between motivational practices and teachers' commitment such as Hierarchy of Needs by Maslow, the Equity theory of motivation by Adam Stacy, the two factor theory by Hasberger. However, the study was be guided by the Expectancy theory by Victor Vroom and modified by Lloyd & Mertens in (2018) The major concern of this study is to find out the effect of motivational practices on Secondary school teachers' commitment in Isingiro District. The study was guided by the Expectancy Theory by Vroom which suggests that individuals are more likely to strive for improvement in their work due to anticipation of a motivational that is valued. According to the expectancy theory, motivation and therefore commitment depends on how much an individual desires a particular goal and how attainable the person thinks that goal is (Beckmann & Heckhausen, 2018). According to the expectancy theory there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something.

These factors as identified by Vroom are; Expectancy, Instrumentality and Valence Cole, (1996). Expectancy is the individuals' perception or belief that a particular act will produce a particular outcome or motivational (Lloyd & Mertens, 2018). Instrumentality is the extent to which the individual perceives that effective performance will lead to desired motivation. Valence is the

strength of the belief that attractive motivational practices are potentially available. According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance and obtain motivationally at the end.

The motivational practices may be intrinsic or extrinsic. Intrinsic motivational practices are those that are primarily internal and intangible, for example, pride in one's work, feelings of accomplishment gained by fulfilling higher level personal needs such as self-esteem and personal growth, and the individual exercising a degree of personal control over these (Munyambu, 2021). According to Ahmad (2021) extrinsic motivational practices, by comparison, are primarily external and material such as promotions, salary and working conditions. These are provided by the organization and are thus outside the control of the individual.

Esteve & Schuster (2019) agrees with the fact that employees expect motivational practices or outcomes to be broadly proportional to their efforts. This satisfaction will also influence the effort (commitment) put into further task accomplishments. Managers therefore need to attempt to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued motivational practices. In a nutshell, the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes (motivational practices) valued, the greater is the motivation and hence commitment to perform the activity. The theory is helpful in suggesting ways head teachers can enhance employee motivation and commitment through appropriate human resource activities. This study therefore adopts this theory as a guide in the study about motivational practices and organizational commitment of secondary school teachers in Isingiro District.

Related Literature

Motivational practices in secondary schools.

A study by Movsessian (2018) found that teacher recognition is a crucial factor in motivating teachers. The study revealed that teachers who receive regular recognition and praise are more likely to be motivated and committed to their work. This can be achieved through simple gestures such as thank-you notes, public acknowledgement, or awards. When teachers feel appreciated, they are more likely to be engaged and dedicated to their work, leading to improved student outcomes. Research by Fradkin-Hayslip (2021) showed that giving teachers autonomy and empowering them to make decisions can enhance their intrinsic motivation. When teachers are given the freedom to design their own curriculum, teaching methods, and assessments, they are more likely to be motivated and committed to their work. Autonomy allows teachers to take ownership of their work, leading to increased job satisfaction and engagement.

A study by Reaves & Cozzens (2018) found that a collaborative work environment can foster teacher motivation and commitment. When teachers work together towards a common goal, they are more likely to feel motivated and supported. Collaborative environments encourage sharing of ideas, resources, and expertise, leading to improved teaching practices and student outcomes. Research by Appova & Arbaugh (2018) showed that ongoing professional development opportunities can increase teacher motivation and job satisfaction. When teachers are provided with opportunities to learn new skills and knowledge, they are more likely to feel motivated and engaged. Professional development helps teachers stay updated on best practices, leading to improved teaching quality and student achievement.

Sieverding et al., (2019) opined that very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously demotivates employees and hence compromising their commitment. Salary administration is also poor in most countries. In particular, late payment of salaries is very common. However the findings of this study examined the level of agreement with above statements.

For instance, Bryson (2018) cited motivational practices as a way of looking at strategic planning and realizing what we know all along. To him, motivational management provides a methodology for solving organizational problems at all levels from strategic to mundane. In the words of Saeed (2019), motivational management is an aspect of human resource management which deals with the establishment, maintenance and development of a system that is aimed at motivating the work done by employees within an organization. Motivating is aimed at being fair, equitable and consistent on the account of the particular employee's value to the organization. Whereas the above studies showed the roles of motivational practices, this study examined the different forms of motivational practices in secondary school teachers in Isingiro District.

Some of the motivational management strategies as propounded by Nwaozor & Thompson, (2020) are basic pay motivational practices: this comprises of short-term and long term incentive, basic salary/wage, premium Pay, cash recognition, annual bonuses, shares and profit sharing. Benefit motivational practices: this strategy includes health care, retirement (pensions) and work like benefits. These account for an increasing portion of the motivational package for employees. Career motivational practices: these include training and development, lateral movement/advancement, stretch assignments, personal growth via career incentives and employment security. Whereas the above study conceptualized motivational practices as training

and development, lateral movement/advancement, stretch assignments, personal growth via career incentives and employment security, the current study conceptualizes motivational practices as financial and non-financial motivational practices among Secondary School Teachers in Isingiro District.

The indicators of organizational commitment among secondary school teachers

Organizational commitment means the identification of a person with the job. Organizational commitment implies a more active commitment of the staff to the organization. Organizational Commitment of teachers can be summarized in three indicators, that is, having faith in school values and sharing its aims, making efforts beyond expectation in the name of the organization, and willingness to maintain membership of the school” (Pietsch et al., 2019). Organizational commitment is an attitude or an orientation towards the organization which links or attaches the identity of the persons to the organization. At methodology level, the above study examined organizational commitment in general organizations. However, this study was specifically carried out in secondary schools.

Organizational commitment is one’s attitude towards continued participation in the organization. According to Mousa & Puhakka (2019) organizational commitment is a state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his involvement. Commitment includes something of the notion of membership; it reflects the current position of the individual; it has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution and other related outcomes (Ahmad, 2018).). At methodology level, the above study targeted all employees in organization whereas in the current study the main target population are teachers in secondary Schools in Isingiro District.

Baroudi et al., (2022) asserted that most of the teachers in the teaching profession are not interested in continuing with their teaching profession due to the influence of both internal and external factors in the teachers' job satisfaction. Teachers' have no equipment and necessary materials to use their skill and knowledge in practice in the school. According to Mérida-López et al., (2020), teachers who are emotionally connected to their organization are expected to remain with organization past the age that would benefit them the most by retiring. This shows that some teachers value a sense of belonging to the organization. Whereas the above study showed that teachers' profession is influenced by both internal and external factors, the current study suggested that organizational commitment of secondary school teachers was influenced by motivational practices in secondary Schools in Isingiro District.

Manla (2021) found that the teacher who has committed themselves to the school exerts great efforts for their school, were proud of their school and willing to have responsibilities for the achievement of the school. Employees having greater organizational commitment perform well and employees having a good attitude towards work are highly satisfied as compared to employees who are less inclined towards their work (Abdirahman et al., 2018). Whereas the above study examined the influence of organizational commitment on attitude towards work, the current study examined the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Organizational commitment is determined by a number of factors, including personal and organizational factors. All these things affect subsequent commitment (Ramalho Luz et al., 2018). They also added that Organizational commitment in turn predicts other variables such as turnover, and job performance. Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense

of organizational commitment. This reveals that teachers' commitment is a very crucial issue in the implementation of vision, goals, and mission of the education sector. Whereas the above study showed that teachers' commitment is a very crucial issue in the implementation of vision, goals, and mission of the education sector. The current study suggested that motivational practices is crucial for organizational commitment of secondary school teachers in Isingiro District.

The study of behaviors within an organizational setting has highlighted critical variables that are supportive or detrimental to the performance of the workforce (Rasool et al., 2021). This notion holds true while focusing on the quality of human resources that is a major factor which contributes significantly to organizational success. Whitley (2019) concluded that to achieve the goal of an organization the degree to which a task is effectively carried out depends on the characteristics of the work environment. The concept of a work environment is related with the environment, organizational effectiveness, climate, ecological field, organizational ideology or organizational information. Whereas the above study studied behaviors within an organizational setting, the current study conceptualized organizational commitment as; syllabus coverage, active attendance of meetings, punctuality at work, regularity at work and timeliness in assessment of students' work.

The relationship between motivational practices and organizational commitment among secondary school teachers

Motivational practices according to Gbenga and Yakub (2018) are economic gains one secures from a job, and include things like salaries, job bonuses and fringe benefits. Chandra et al., (2021) emphasize that provision of stable monetary motivation contributes to employee commitment, high job performance and stability on the job. Elshaer et al., (2022) identifies that monetary motivational practices have a powerful effect on freedom from worry, fear, and

contamination by the organization's environment. If fair monetary motivational practices are adjusted to employees and their basic needs are accessible, their levels of commitment will rise. Financial motivational practices according to Werner & Balkin (2021) 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”. Whereas the above study was limited to financial motivational practices, the current study stretched to both financial and non-financial motivational practices.

According to Matloob et al., (2021), monetary motivational practices 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. In addition Dobre (2013) stresses that monetary motivational practices have the strongest energizing force that increases commitment of employees on their jobs. Manjenje & Muhanga (2021) looks at financial motivational practices 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 Matloob et al., should be offered if job commitment is to be enhanced. At methodology level the current study examined the statistical influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Arlinghaus et al., (2019) encourage 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. 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. Blackman (2018) concluded that teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation and marking. This is not low quality teaching- this is not teaching at all. Whereas the above study concluded teacher absenteeism as unacceptably high and rising, the current study was about the overall of organizational commitment of secondary school teachers in Isingiro District.

Non-financial motivational practices are the non-monetary gains that influence people through non-material motivational practices like; giving more responsibility, promotion, praise and recognition in public (Wachira et al., 2020). Such non-monetary motivational practices are believed in one way or the other to affect job commitment either negatively or positively. Altassan (2024) argue that non-financial motivational practices tend to attract highly qualified and competent people who are committed to the achievement of motivational practices goals. Aranki et al., (2019) define commitment as the degree of identification and involvement which individuals have with their organisation's mission, values and goals. This translates into their desire to stay with the organization, belief in its objectives and values, the strength of employee effort in the pursuit of business objectives. Whereas the above study focused on non-monetary motivational practices, the current study focused on both non-monetary motivational practices and monetary motivational practices among Secondary School Teachers in Isingiro District.

Yogalakshmi & Suganthi (2020) observed that a committed workforce consists of self-motivated staff that can function without the need for order or managerial control. Kitsios & Kamariotou (2021) stated that, employees in organisations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more

effectively. According to research by Mohammed & Sebyala (2020), non-financial factors; advancement, autonomy, employer commitment, praise, and trust remain the most important motivators of employees' performance. The above studies indicated non-financial factors as; advancement, autonomy, employer commitment, praise, and trust as the most important motivators of employees' performance, whereas in the current study, non-monetary factors were conceptualized as; praise, recognition, promotion, accommodation and transport.

Chapter Three

Methodology

Introduction

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

Research Design

The study used a cross sectional survey research design. The cross sectional research design was used because it enabled the researcher to cover many respondents at one point in time. This study employed two approaches namely, qualitative and quantitative approaches during data collection and analysis. Quantitative approach used numerical expressions and statistical tools to analyze data while qualitative approach supplemented data from quantitative data. This was presented by quoting verbatim. The study employed two approaches because they increased the validity and reliability of results.

Target Population

The study population included head teachers (03) and teachers (177) from three selected secondary schools in Isingiro District.

Sample size

The sample size was determined using Krejcie and Morgan's (1970) table of sample size determination. Accordingly, for a target population of 180 the sample size was 123 as indicated in the table 3.1 below.

Table 3. 1: Sample size

Category	Target population	Sample size	Technique
Head teachers	03	03	Purposive
Teachers	177	120	Simple random sampling
Total	180	123	

Source: Schools' records 2018

Sampling Techniques

Sampling techniques used were both probability sampling and non-probability sampling. Probability sampling refers to the selection of a sample from a population, when this selection is based on the principle of randomization, that is, random selection or selection by chance (Adeoye, 2023). Non-probability sampling is a method of selecting units from a population using a subjective method.

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

Purposive sampling was used to select Head teachers. This technique was used because these categories are selected for a purpose. They had vital information for the study and were the only ones in their respective categories. At the same time these were the people who could best report about teacher motivational practices and teacher commitment.

Data collection methods

The study involved collection of primary data. Questionnaire survey and interview were used because they enabled the researcher to cover a large population quickly and at a reasonable cost. Furthermore, questionnaires were very suitable for the target respondents since they comprehended the English language. An interview was used to supplement on data from the questionnaire. Questionnaires were directly administered to the respondents who filled them and were thereafter collected for further processing. For interviews, the respondents were met physically and information was recorded as it was given to the researcher.

Data Collection Instruments

Self-Administered Questionnaires

Self-administered questionnaires were used for primary data collection on motivational practices and teachers' organizational commitment from the respondents who were teachers on the account of English literacy and being in position to have information related to teacher commitment and motivational practices. The technique was also appropriate because a large number of teachers were used in the study making it cost effective and less time consuming. The questionnaires were developed using a five-Likert scale to ease filling of the questionnaire ranging from; strongly agree, agree, undecided, disagree and strongly disagree. The questionnaire consisted of closed ended questions with pre-determined answer options aiming at addressing each objective. The questionnaire consisted of forty (40) questions in total where; twelve questions were set on financial motivational practices, eleven questions on non-financial motivational practices and seventeen questions on organizational commitment. 120 questionnaires were given out to respondents and they were all returned for data analysis.

Interview Guide

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

Quality control (Validity and Reliability)

Validity

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

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

$$\text{CVI} = \frac{\text{Items declared Relevant}}{\text{Total number of items being judged}} * 100$$

According to Mohamad et al., (2015) an instrument is valid if cvi is 0.7 and above.

Table 3.2: CVI for Questionnaire for the Teachers

Raters	Items relevant (n)	Items not relevant	Total items (N)
Rater 1	36	4	40
Rater 2	38	2	40
Total	74	6	80

The CVI for the questionnaire:

$$= \frac{n}{N} = 74/80 = 0.93$$

N

A Content Validity Index of 0.7 and above qualifies the instrument to be used. Therefore, basing on the results above, the CVI being 0.93 is above the minimum standard qualifying the instrument to be valid.

Reliability

In order to ensure reliability, the internal consistency method was used. The researcher pre-tested the instruments on a selected sample of respondents who were later not part of the study. The samples were correlated using Cronbach's alpha analysis (Mohamad et al., 2015). An alpha coefficient of above 0.7 is considered relevant for the study. The Cronbach's alpha result was 0.87 which was above 0.7, therefore the instruments used were reliable.

Procedure for data collection

Upon successful defending of the proposal, the researcher obtained permission from the directorate of graduate studies, research and innovations of Bishop Stuart University to commence field work. The researcher obtained a letter that introduced him to schools and other respondents such as District Education Officers, head teachers, teachers among others. Thereafter data was collected by administering questionnaires and conducting interviews.

Data Analysis

Objective One: Quantitative data for the motivational practices in secondary schools in Isingiro District was analysed using descriptive data such as frequencies, percentages, and mean scores. While qualitative data was analyzed by presenting subthemes.

Objective Two: Quantitative data for the indicators of organizational commitment among secondary school teachers in Isingiro District was analysed using descriptive data such as frequencies, percentages, and mean scores. While qualitative data was analyzed by presenting subthemes.

Objective Three: Quantitative data for the relationship between motivational practices and organizational commitment among secondary school teachers in Isingiro District was analyzed by correlating scores of the independent variable with scores of the dependent variable. To test the hypotheses, the researcher used the significance level of 0.05 that was generated by the SPSS computer programme. For values of less than 0.05 (Significant), the hypothesis was rejected.

Ethical Considerations

An introductory letter was obtained from the Directorate of Graduate Studies, Research Grants, and Publication, which was presented to BSU-REC for approval to collect data. The researcher received an approval letter with reference number from BSU-REC-2023-204.

Clearance was also obtained from the District Education Officer of Isingiro District in order to conduct the study in Secondary Schools. Selected schools were visited, and the purpose of the study was explained to the headteachers of those secondary schools.

The responses from the respondents were treated with utmost confidentiality. This was made clear to the respondents before the commencement of each interview or distribution of

questionnaires. The research committee of Bishop Stuart University approved the study and recommended it for publication.

The respondents were not compelled to respond to questions if they were unwilling to provide precise answers.

The respondents were provided with full information regarding the objectives of the study, and their consent was obtained prior to interviewing or engagement. They all had the option to stop the interview if necessary.

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

Dissemination of Results

The study findings were shared through academic conferences, research symposiums, and workshops attended by educators, policymakers, and relevant stakeholders. Additionally, a comprehensive research report was published, accessible through academic journals and the university's website.

Community engagement plan

The community engagement plan included workshops, awareness sessions, and focus group discussions that raised awareness, gathered insights, and shared findings, fostering ownership and participation. Ethical considerations, confidentiality, and feedback mechanisms were prioritized to ensure respectful and meaningful involvement, contributing to a comprehensive understanding of the study's implications and fostering long-term collaboration for educational enhancement.

Covid-19 and Ebola risk mitigation plan

This plan involved strict adherence to anticipated public health guidelines, encompassing regular sanitization of research materials and equipment, mandatory utilization of masks, and maintaining physical distancing during data collection activities. Hand hygiene facilities were readily available, and the research team stayed informed about local health advisories, ready to adapt protocols as necessary.

Chapter Four

Presentation of the Findings

Introduction

This chapter covered the presentation, analysis and interpretation of the findings of this study on motivational practices and organizational commitment of secondary school teachers in Isingiro district. Analysis of the study was based on the objectives of the study; assessing motivational practices in secondary schools, assessing the indicators of organizational commitment among secondary school teachers, and examining the relationship between motivational practices and organizational commitment of secondary school teachers. This chapter presents the background characteristics of respondents, descriptive and inferential results.

Social demographic characteristics of respondents

This section presents social demographic characteristics of respondents such as sex, marital status and level of education. The findings are presented in table 4.1 below;

Table 4.1: Background characteristics of respondents

Background characteristic	No	Percentage
Sex		
Male	81	64.8
Female	44	35.2
Marital status		
Married	112	89.6

Single	13	10.4
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Highest level of education

Diploma	2	1.6
Bachelors	98	78.4
Postgraduate diploma	20	16.0
Masters	5	4.0

Concerning the sex of respondents, majority of the respondents 81 (64.8%) were males, while 44 (35.2%) were females. With respect to marital status majority of the respondents 112 (89.6%) were married, and 13 (10.4%) were single. Concerning the highest level of education, most of the respondents 98 (78.4%) had attained bachelors level of education 20 (16.0%) had postgraduate diploma, 5 (4.0%) masters, and 2 (1.6%) diplomas.

Description of the Independent Variable: Motivational Practices

This section presents findings in relation to objective one about the motivational practices in secondary schools in Isingiro District. Findings are presented in Tables 4.2 and 4.3, where 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Table 4.2 showing motivational practices in secondary schools in Isingiro District

Statements on financial motivational practices	1	2	3	4	5	Mean	Variance	SD
	f (%)	f (%)	f (%)	f (%)	f (%)			
I receive my salary on time	6 (5.0%)	10 (8.3%)	17 (14.2%)	68 (56.7%)	19 (15.8%)	3.70	4.02	388.5
The salary I receive tallies with my qualification	5 (4.2%)	11 (9.2%)	18 (15.0%)	67 (55.8%)	19 (15.8%)	3.70	3.95	373.7
I am happy with the salary structure	2 (1.7%)	12 (10.0%)	24 (20.0%)	58 (48.8%)	24 (20.0%)	3.75	3.41	279.1
I get a pay increment every year	7 (5.8%)	14 (11.7%)	18 (15.0%)	62 (51.7%)	18 (15.0%)	3.56	3.58	307.4
I always receive remedial bonus from Head teacher	6 (5.0%)	12 (10.0%)	18 (15.0%)	65 (54.2%)	19 (15.8%)	3.66	3.80	346.7
I share the profits generated from school projects	5 (4.2%)	10 (8.3%)	14 (11.7%)	73 (60.8%)	18 (15.0%)	3.74	4.38	460.3
Projects held in my school are useful towards uplifting my welfare.	6 (5.0%)	10 (8.3%)	17 (14.2%)	70 (58.3%)	17 (14.2%)	3.68	4.15	413.2
I am paid for extra time worked	6	11	17	66	20	3.69	3.89	363.1

	(5.0%)	(9.2%)	(14.2%)	(55.0%)	(16.7%)			
I get medical allowances every month	5 (4.2%)	12 (10.0%)	17 (14.2%)	68 (56.7%)	18 (15.0%)	3.68	4.01	385.1
I receive transport allowances every month	5 (4.2%)	14 (11.7%)	17 (14.2%)	65 (54.2%)	19 (15.8%)	3.66	3.80	345.8
I am paid accommodation allowances every month	4 (3.3%)	7 (5.8%)	12 (10.0%)	73 (60.8%)	24 (20.0%)	3.88	4.48	481.2
Overall mean score						3.70	3.95	376.7

Table 4.2 above showed respondents' responses regarding financial motivational practices. That is; concerning whether teachers receive their salary on time, most of the respondents 68 (56.7%) agreed, 19 (15.8%) strongly agree, 17 (14.2%) were undecided, 10 (8.3%) disagreed, and 6 (5.0%) strongly disagreed. The mean score of 3.70 meant that teachers receive their salary on time. Respect to whether the salary teachers receive tallies with their qualification, most of the residents 67 (55.8%) mentioned agree, 19 (15.8%) mentioned strongly agree, 18 (15.0%) undecided, 11 (9.2%) disagree, and 5 (4.2%) strongly disagree. The mean score of 3.70 meant that the salary teachers receive tallies with their qualification. Concerning whether teachers are happy with the salary structure, most of respondents 58 (48.8%) mentioned agree, 24 (20.0%) mentioned strongly agree, 24 (20%) indicated undecided 12 (10.0%) disagreed, and 2 (1.7%) showed strongly disagreed. The mean score of 3.75 implied that teachers are happy with the salary structure.

Concerning whether teachers get a pay increment every year, more than half of the respondents 62 (51.7%) mentioned agree, 18 (15.0%) mentioned strongly agree, 18 (15.0%) mentioned undecided, 14 (11.7%) disagreed and 7 (5.8%) strongly disagree. The mean score of 3.56 meant that teachers get a pay increment every year. With respect to whether teachers always receive bonus from Head teacher, most of the respondents, 65 (54.2%) mentioned agree, 19 (15.8%) mentioned strongly agree, 18 (15.0%) undecided, 12 (10.0%) mentioned disagree, and 6 (5.0%) mentioned strongly disagree. The mean score of 3.66 implied that teachers always receive bonus from Head teacher. Concerning whether teachers share the profits generated from school projects, majority of the respondents 73 (60.8%) agreed, 18 (15.0%) strongly agree, 14 (11.7%) undecided, 10 (8.3%) disagreed and 5 (4.2%) mentioned strongly disagreed. The mean score of 3.74 meant that teachers share the profits generated from school projects.

With respect to whether projects held in schools are useful towards uplifting teachers' welfare, most of the respondents 70 (58.3%) indicated agree, 17 (14.2%) indicated strongly agree, 17 (42.2) undecided, 10 (8.3%) indicated disagree, and 6 (5.0%) indicated strongly disagree. The mean score of 3.68 meant that projects held in schools are useful towards uplifting teachers' welfare. Concerning whether teachers are paid for extra time worked, majority of the respondents 66 (55.0%) mentioned agree, 20 (16.7%) mentioned strongly agree, 17 (14.2%) mentioned undecided, 11 (9.2%) mentioned disagree, and 6 (5.0%) mentioned strongly disagree. The mean score of 3.69 meant that teachers are paid for extra time worked.

With respect to whether teachers get medical allowances every month, most of the respondents 68 (56.7%) indicated agree, 18 (15.0%) indicated strongly agree, 17 (14.2%) indicated undecided, 12 (10.0%) disagreed, and 5 (4.2%) strongly disagreed. The mean score of 3.68 meant that teachers get medical allowances every month. With respect to whether teachers receive

transport allowances every month, most of the respondents 65 (54.2%) mentioned agree, 19 (15.8%) mentioned strongly agree, 17 (14.2%) mentioned undecided, 14 (11.7%) mentioned disagree, and 5 (4.2%) mentioned strongly disagree. The mean score of 3.66 implied that teachers receive transport allowances every month. Concerning whether teachers are paid accommodation allowances every month, majority of the respondents 73 (60.8%) mentioned agree, followed by 24 (20.0%) who mentioned strongly agree, 12 (10.0%) undecided, 7 (5.8%) disagreed and 4 (3.3%) strongly disagreed. The mean score of 3.88 meant that teachers are paid accommodation allowances every month. The overall mean score of 3.70 implied that teachers in secondary schools of Isingiro District are given financial motivational practices.

These findings are in line with responses from interviews, that is;

One of the head teachers said:

“The school tries very much to reward and offer our teachers an appropriate salary as the structure demands but sometimes we have challenges with the school needs and repairs. All these curtail our remuneration plans but this is all work in progress.”

Another head teacher mentioned that;

“Accommodation allowance is key and it is provided to permanent teachers in the school not the temporary ones though it is under discussion by the school welfare committee to make a permanent allowance of all teachers whatever the status.”

The above study findings imply that teachers in secondary schools of Isingiro District are given financial motivational practices, such as salary, pay increments, bonuses, profits from school projects, payment of extra time worked, and allowances.

Table 4.3 showing non-financial motivational practices in secondary schools in Isingiro District

Statements on non-financial motivational practices	1	2	3	4	5	Mean	SD	Variance
	f (%)	f (%)	f (%)	f (%)	f (%)			
I am always praised for any good work I do at school	5 (4.2%)	9 (7.5%)	16 (13.3%)	66 (55.0%)	24 (20.0%)	3.79	3.97	377.9
I work in good physical working conditions at school	4 (3.3%)	9 (7.5%)	17 (14.2%)	65 (54.2%)	25 (20.8%)	3.82	3.92	368.4
My school administration recognizes the good work I do	1 (0.8%)	10 (8.3%)	23 (19.2%)	56 (46.7%)	30 (25.0%)	3.87	3.48	289.8
My head teacher organizes appropriate gifts for good work I do	6 (5.0%)	14 (11.7%)	17 (14.2%)	60 (50.0%)	23 (19.2%)	3.67	3.51	296.1
My presence is recognized by the head teacher	5 (4.2%)	12 (10.0%)	17 (14.2%)	63 (52.5%)	23 (19.2%)	3.73	3.73	333.1
I expect a promotion anytime this year	4 (3.3%)	8 (6.7%)	13 (10.8%)	71 (59.2%)	24 (20.0%)	3.86	4.33	449.8
Extra responsibilities I hold at school are appreciated	5 (4.2%)	8 (6.7%)	16 (13.3%)	68 (56.7%)	23 (19.2%)	3.80	4.09	401.7
My head teacher attends to my social and professional problems	5 (4.2%)	9 (7.5%)	15 (12.5%)	64 (53.3%)	27 (22.5%)	3.83	3.91	366.7

The school provides me with accommodation	4 (3.3%)	10 (8.3%)	16 (13.3%)	66 (55.0%)	24 (20.0%)	3.80	3.96	376.9
The school provides me with means of transport to and from school every day	4 (3.3%)	12 (10.0%)	16 (13.3%)	63 (52.5%)	25 (20.8%)	3.78	3.77	341.5
The school provides me with medical treatment	3 (2.5%)	5 (4.2%)	11 (9.2%)	71 (59.2%)	30 (25.0%)	4.00	4.50	485.6
I get leave whenever I have a serious problem	2 (1.7%)	4 (3.3%)	10 (8.3%)	70 (58.3%)	34 (28.3%)	4.08	4.57	502.1
Overall mean score						3.84	3.98	382.5

Table 4.3 above showed respondents responses concerning Statements on non-financial motivational practices that is; with respect to whether teachers always praised for any good work they do at school, cumulatively majority of the respondents 66 (55.0%) agreed, 24 (20.0%) strongly agreed, 16 (13.3%) disagreed, 9 (7.5%) disagreed, and 5 (4.2%) strongly disagreed. The mean score of 3.79 meant that teachers always praised for any good work they do at school. Regarding whether teachers work in good physical working conditions at school, most of the respondents 65 (54.2%) mentioned agree, 25 (20.8%) mentioned strongly agree, 17 (14.2%) mentioned undecided, 9 (7.5%) mentioned disagreed, and 4 (3.3%) mentioned strongly disagreed. The mean score of 3.82 meant that teachers work in good physical working conditions at school. Regarding whether school administration recognizes the good work done by teachers, most of the respondents 56 (46.7%) mentioned agree, followed by 30 (25.0%) who mentioned strongly agree, 23 (19.2%) mentioned undecided, 10 (8.3%) mentioned disagree, and 1 (0.8%) mentioned strongly disagree. The mean score of 3.87 implied that school administration recognizes the good work

done by teachers. With respect to whether head teachers organize appropriate gifts for good work done by teachers, half of the respondents 60 (50.0%) mentioned agree, followed by 23 (19.2%) who mentioned strongly agree, 17 (14.2%) mentioned undecided, 14 (11.7%) disagreed, and 6 (5.0%) strongly disagreed. The mean score of 3.67 meant that head teachers organize appropriate gifts for good work done by teachers.

Concerning whether teachers' presence is recognized by the head teachers, cumulatively most of the respondents 63 (52.5%) mentioned agree, followed by 23 (19.2%) mentioned strongly agree, 17 (14.2%) undecided, 12 (10.0%) disagreed, and 5 (4.2%) strongly disagreed. The mean score of 3.73 meant that that teachers' presence is recognized by the head teachers. Concerning whether teachers expect a promotion anytime, most of the respondents 71 (59.2%) agreed with the statement 24 (20.0%) strongly agreed, 13 (10.8%) were undecided, 8 (6.7%) disagreed, and 4 (3.3%) strongly disagreed. The mean score of 3.86 implied that teachers expect a promotion anytime. With respect to whether teachers' extra responsibilities hold at school are appreciated, most of the respondents 68 (56.7%) mentioned agree, followed by 23 (19.2%) who mentioned strongly agree, 16 (6.7%) indicated undecided, 8 (6.7%) indicated disagree, and 5 (4.2%) indicated strongly disagree. The mean score of 3.80 implied that teachers' extra responsibilities hold at school are appreciated.

Concerning whether head teachers attend to their social and professional problems, most of the respondents 64 (53.3%) mentioned agree, 27 (22.5%) indicated strongly disagree, 15 (12.5%) showed undecided, 9 (7.5%) disagreed, and 5 (4.2%) strongly disagree. The mean score of 3.83 implied that head teachers attend to their social and professional problems. Concerning whether the schools provide teachers with accommodation, most of the respondents 66 (55.0%) mentioned agree, 24 (20.0%) mentioned agree, 16 (13.3%) mentioned undecided, 10 (8.3%)

mentioned disagree, and 4 (3.3%) mentioned strongly disagree. The mean score of 3.80 implied that the schools provide teachers with accommodation.

With respect to whether the school provide teachers with means of transport to and from school every day, cumulatively most of the respondents 63 (52.5%) mentioned undecided, 25 (20.8%) mentioned strongly agree, 16 (13.3%) undecided, 12 (10.0%) disagreed, and 4 (3.3%) strongly disagreed. The mean score of 4.00 implied that the school provide teachers with means of transport to and from school every day. With respect to whether teachers get leave whenever they have a serious problem, most of the respondents 70 (58.3%) mentioned agree, 34 (28.3%) mentioned strongly agree, 10 (8.3%) mentioned undecided, 4 (3.3%) mentioned disagree, and 2 (1.7%) mentioned strongly disagree. The mean score of 4.08 implied that teachers get leave whenever they have a serious problem. The overall mean score of 3.84 implied that non-financial motivational practices are given to secondary school teachers in Isingiro District.

From the interviews, one of the head teachers said;

“There is a school policy in respect to our work environment; we should all be healthy and sober at all working hours 8am-5pm once we are on the school compound and this is a positive to all the teachers and students at large”

Another Head Teacher said;

“The school management largely recognizes good work for example our teachers in candidate classes once they have passed the student well they are highly recognized with gifts and certificates which I think is a positive for all of us to work hard at our jobs.”

Description of the Dependent Variables: organizational commitment of secondary school teachers (DV)

This section presents findings in relation to objective two about indicators of organizational commitment among secondary school teachers in Isingiro District. Findings are presented in Table 4.4, where 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Table 4.4: showing indicators of organizational commitment of secondary school teachers in Isingiro District

Organizational Commitment of Secondary School Teachers	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	SD	Variance
I am part and parcel of my school	3 (2.5%)	7 (5.8%)	15 (12.5%)	69 (57.5%)	26 (21.7%)	3.90	4.23	429.2
I do everything at school whole-heartedly	2 (1.7%)	7 (5.8%)	16 (13.3%)	68 (56.7%)	27 (22.5%)	3.93	4.18	419.5
I am always at school	0 (0.0%)	8 (6.7%)	22 (18.3%)	60 (50.0%)	30 (25.0%)	3.93	3.73	334.6
I seek permission before absence from work	4 (3.3%)	12 (10.0%)	16 (13.3%)	63 (52.5%)	25 (20.8%)	3.78	3.77	341.5
I cooperate with the head teacher	3 (2.5%)	10 (8.3%)	16 (13.3%)	68 (68.7%)	23 (19.2%)	3.82	4.08	399.7
I cooperate with other members of staff	2 (1.7%)	6 (5.0%)	12 (10.0%)	74 (61.7%)	26 (21.7%)	3.97	4.59	505.4
I give reports on time for assignments given to me at work	2 (1.7%)	6 (5.0%)	15 (12.5%)	72 (60.0%)	25 (20.8%)	3.93	4.42	468.2
I do work excitedly irrespective of payment given	2 (1.7%)	7 (5.8%)	14 (11.7%)	68 (56.7%)	29 (24.2%)	3.96	4.24	432.1

I accept duties assigned to me	2 (1.7%)	8 (6.7%)	15 (12.5%)	69 (57.5%)	26 (21.7%)	3.91	4.22	428.1
I prepare my schemes of work in time	1 (0.8%)	10 (8.3%)	15 (12.5%)	67 (55.8%)	27 (22.5%)	3.91	4.10	404.0
I always attend to my students when they need help	1 (0.8%)	3 (2.5%)	10 (8.3%)	75 (62.5%)	31 (25.8%)	4.10	4.81	554.6
I prepare my lesson plans in time	-	2 (1.7%)	9 (7.5%)	77 (64.2%)	32 (26.7%)	4.16	4.98	595.1
I am serious on responsibilities assigned to me	-	2 (1.7%)	9 (7.5%)	78 (65.0%)	31 (25.8%)	4.15	5.02	604.3
I cover the syllabi in time	1 (0.8%)	5 (4.2%)	9 (7.5%)	71 (59.2%)	34 (28.3%)	4.10	4.64	516.4
I am concerned with students performance	-	3 (2.5%)	11 (9.2%)	73 (60.8%)	33 (27.5%)	4.13	4.73	536.8
I work with minimum supervision from the head teacher	1 (0.8%)	4 (3.3%)	10 (8.3%)	80 (66.7%)	25 (20.8%)	4.03	5.00	601.2
I always attend staff meetings.	-	3 (2.5%)	8 (6.7%)	77 (64.2%)	32 (26.7%)	4.15	4.98	595.6
Overall mean score						3.99	4.45	480.4

Table 4.4 above showed respondents' responses regarding organizational commitment of secondary school teachers, that is; concerning whether teachers are part and parcel of their school, most of the respondents 69 (57.5%) mentioned agree, 26 (21.7%) mentioned strongly agree, 15 (12.5%) mentioned undecided, 7 (5.8%) indicated disagree, and 3 (2.5%) indicated strong agree. The mean score of 3.90 meant that teachers are part and parcel of their school. Regarding whether teachers are part and parcel of their school, most of the respondents 68 (56.7%) mentioned agree, 27 (22.5%) mentioned strongly agree, 16 (13.3%) mentioned undecided, 7 (5.8%) mentioned

disagree, 2 (1.7%) mentioned strongly disagree. The mean score of 3.93 meant that teachers do everything at school whole-heartedly. Regarding whether teachers are always at school, most of the respondents 60 (50.0%) mentioned agree, 30 (25.0%) mentioned strongly agree, 22 (18.3%) mentioned undecided, and 8 (6.7%) mentioned disagree. The mean score of 3.93 implied that teachers are always at school. With respect to whether teachers seek permission before absence from work, most of the respondents 63 (52.5%) mentioned agree, 25 (20.8%) mentioned strongly agree, 16 (13.3%) mentioned undecided, 12 (10.0%) mentioned disagree, and 4 (3.3%) indicated strongly disagree. The mean score of 3.78 meant that teachers seek permission before absence from work.

Concerning whether teachers cooperate with their head teachers, cumulatively most of the respondents 68 (68.7%) agreed the statement, 23 (19.2%) strongly agreed, 16 (13.3%) undecided 10 (83%) disagreed, and 3 (2.5%) strongly disagreed. The mean score of 3.82 implied that teachers cooperate with their head teachers. With respect to whether teachers cooperate with other members of staff, most of the respondents 74 (61.7%) mentioned agree, 26 (21.7%) strongly agree, 12 (10.0%) undecided, 6 (5.0%) disagreed, and 2 (1.7%) strongly disagreed. The mean score of 3.97 implied that teachers cooperate with other members of staff. With respect to whether teachers give reports on time for assignments given to me at work, most of the respondents 72 (60.0%) mentioned agree, 25 (20.8%) mentioned strongly agreed, 15 (12.5%) undecided, 6 (5.0%) disagreed, and 2 (1.7%) strongly disagreed. The mean score of 3.93 meant that teachers give reports on time for assignments given to me at work.

Concerning whether teachers do work excitedly irrespective of payment given, most of the respondents 68 (56.7%) mentioned agree, 29 (24.2%) mentioned strongly agree, 14 (11.7%) mentioned undecided, 7 (5.8%) mentioned disagree, and 2 (1.7%) mentioned strongly disagreed.

The mean score of 3.96 implied that teachers do work excitedly irrespective of payment given. With respect to whether teachers accept duties assigned to them, most of the respondents 69 (57.5%) agreed, 26 (21.7%) strongly agreed, 15 (12.5%) undecided, 8 (6.7%) disagreed, and 2 (1.7%) strongly disagreed. The mean score of 3.91 implied that teachers accept duties assigned to them. With respect to whether teachers prepare their schemes of work in time, most of the respondents 67 (55.8%) agreed, 27 (22.5%) strongly agreed, 15 (12.5%) undecided, 10 (8.3%) disagreed, and 1 (0.8%) strongly disagree. The mean score of 3.91 implied that teachers prepare their schemes of work in time. Regarding to whether teachers always attend to their students when they need help, most of the respondents 75 (62.5%) indicated agree, 31 (25.8%) indicated strongly agree, 10 (8.3%) indicated undecided, 3 (2.5%) disagreed, and 1 (0.8%) strongly disagreed.

Concerning whether teachers prepare their lesson plans in time, most of the respondents 77 (64.2%) agreed, 32 (26.7%) strongly agreed, 9 (7.5%) undecided, and 2 (1.7%) strongly agreed. The mean score of 4.16 implied that teachers prepare their lesson plans in time. Concerning whether teachers are serious on responsibilities assigned to them, most of the respondents 78 (65.0%) indicated agree, 31 (25.8%) indicated strongly agree, 9 (7.5%) indicated undecided, and 2 (1.7%) indicated disagree. The mean score of 4.15 implied that teachers are serious on responsibilities assigned to them. With respect to whether teachers cover the syllabi in time, most of the respondents 71 (59.2%) agreed, 34 (28.3%) strongly agreed, 9 (7.5%) undecided, 5 (4.2%) disagreed, and 1 (0.8%) strongly disagreed. The mean score of 4.10 implied that teachers cover the syllabi in time.

With respect to whether teachers are concerned with students performance, most of the respondents 73 (60.8%) agreed, 33 (27.5%) strongly agreed, 11 (9.2%) undecided, and 3 (2.5%) disagreed. The mean score of 4.13 implied that teachers are concerned with students' performance.

Concerning whether teachers work with minimum supervision from the head teacher, most of the respondents 73 (60.8%) mentioned agree, 33 (27.5%) mentioned strongly agree, 11 (9.2%) undecided, and 3 (2.5%) strongly disagreed. The mean score of 4.13 implied that teachers work with minimum supervision from the head teacher. With respect to whether teachers always attend staff meetings, most of the respondents 77 (64.2%) agreed, 32 (26.7%) strongly agreed, 8 (6.7%) undecided, and 3 (2.5%) disagree. The mean score of 4.15 implied that teachers always attend staff meetings. The overall mean score of 3.99 implied that there is high organizational commitment of secondary school teachers in Isingiro District.

These findings are in line with responses from interviews as one of the head teachers said,

"Teachers are part and parcel of my school, they are always at school, they seek permission before absence from work, they cooperate with me, and they accept duties assigned to them."

Another head teacher asserted;

"Teachers prepare the schemes of work in time, they always attend to their students when they need help, they prepare their lesson plans in time, they cover the syllabi in time, and they are concerned with students' performance."

The above study findings imply that there is high organizational commitment of secondary school teachers in Isingiro District, in terms of; cooperation with the head teachers and their fellow teachers, giving reports on time for assignments, accepting duties assigned to them, preparing lessons plans in time, among others.

Inferential Analysis

To establish whether there was a relationship between motivational practices and organizational commitment of secondary school teachers in isingiro district, inferential analysis namely; Pearson correlation was carried out as presented in table 4.5 below.

Table 4.5: Correlation between motivational practices and organizational commitment of secondary school teachers in Isingiro District

Correlations			
		Motivational practices	Organizational commitment
Motivational practices	Pearson Correlation	1	.447**
	Sig. (2-tailed)		.000
	N	120	120
Organizational commitment	Pearson Correlation	.447**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

Findings indicated a moderate positive correlation between motivational practices and organizational commitment of secondary school teachers in Isingiro District, $r = 0.447$, $n=120$, $p = 0.000$. Since $p = 0.000$ was less than 0.01, this indicated that the correlation was statistically significant. The positive nature of the correlation implied that the change in motivational practices and the teachers' organizational commitment was in the same direction. This shows that to some extent high levels of motivational practices are related with high levels of teachers' organizational commitment and vice versa. The null hypothesis that there is no statically significant relationship between motivational practices and organizational commitment of secondary school teachers in Isingiro District was thus rejected.

Chapter Five

Discussion of Findings, Conclusions and Recommendations

Introduction

This chapter gives discussion of findings, conclusions and recommendations of the study. The specific objectives of the study were; to assess the motivational practices in secondary schools in Isingiro District, to assess indicators of organizational commitment among secondary school teachers in Isingiro District, and to examine the relationship between motivational practices and organizational commitment of secondary school teachers in Isingiro District.

Discussion of findings

Motivational practices in secondary schools in Isingiro District.

The study findings revealed that teachers in secondary schools of Isingiro District are given financial motivational practices with an overall mean score of 3.70. Therefore, teachers receive their salary on time with mean score of 3.70; the salary teachers receive tallies with their qualification with mean score of 3.70; teachers are happy with the salary structure with the mean score of 3.75; teachers get a pay increment every year with the mean score of 3.56, teachers always receive remedial bonus from Head teacher, most of the respondents with mean score of 3.66; teachers share the profits generated from school projects with mean score of 3.74; projects held in schools are useful towards uplifting teachers' welfare with mean score of 3.68; teachers are paid for extra time worked with mean score of 3.69; teachers get medical allowances every month with mean score of 3.68; teachers receive transport allowances every month, most of the respondents with mean score of 3.66; teachers are paid accommodation allowances every month with the mean score of 3.88.

The above study findings are in agreement with Sieverding et al., (2019) who decried that very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously demotivates employees and hence compromising their commitment. Additionally, Bryson (2018) cited motivational practices as a way of looking at strategic planning and realizing what we know all along. To him, motivational management provides a methodology for solving organizational problems at all levels from strategic to mundane. The above study findings are also in line with Saeed (2019) that motivational management is an aspect of human resource management which deals with the establishment, maintenance and development of a system that is aimed at motivating the work done by employees within an organization.

The study findings also found out that non-financial motivational practices are given to secondary school teachers in Isingiro District with a mean score of 3.84. Therefore teachers always praised for any good work they do at school with a mean score of 3.79; teachers work in good physical working conditions at school with a mean score of 3.82; school administration recognizes the good work done by teachers with a mean score of 3.87; head teachers organize appropriate gifts for good work done by teachers with a mean score of 3.67; teachers' presence is recognized by the head teachers with a mean score of 3.73; teachers expect a promotion anytime with a mean score of 3.86; teachers' extra responsibilities held at school are appreciated with a mean score of 3.80; head teachers attend to their social and professional problems with a mean score of 3.83; the schools provide teachers with accommodation with a mean score of 3.80; the school provide teachers with means of transport to and from school every day with a mean score of 4.00; teachers get leave whenever they have a serious problem with a mean score of 4.08.

These findings are in line with Reaves & Cozzens (2018) who found that a collaborative work environment can foster teacher motivation and commitment. When teachers work together towards a common goal, they are more likely to feel motivated and supported. Collaborative environments encourage sharing of ideas, resources, and expertise, leading to improved teaching practices and student outcomes. Additionally a research study by Appova & Arbaugh (2018) showed that ongoing professional development opportunities can increase teacher motivation and job satisfaction. When teachers are provided with opportunities to learn new skills and knowledge, they are more likely to feel motivated and engaged. Professional development helps teachers stay updated on best practices, leading to improved teaching quality and student achievement.

Indicators of organizational commitment among secondary school teachers in Isingiro District

The study findings found out that there is high organizational commitment of secondary school teachers in Isingiro District with an overall mean score of 3.99. Therefore, teachers are part and parcel of their school with a mean score of 3.93; teachers are always at school with a mean score of 3.93; teachers seek permission before absence from work with a mean score of 3.78; teachers cooperate with their head teachers with a mean score of 3.82; teachers cooperate with other members of staff with a mean score of 3.97; teachers give reports on time for assignments given to me at work with a mean score of 3.93; teachers do work excitedly irrespective of payment given with a mean score of 3.96; teachers accept duties assigned to them with a mean score of 3.91; teachers prepare their schemes of work in time with a mean score of 3.91; teachers prepare their lesson plans in time with a mean score of 4.16; teachers are serious on responsibilities assigned to them with a mean score of 4.15; teachers cover the syllabi in time with a mean score of 4.10; teachers are concerned with students performance with a mean score of 4.13; teachers

work with minimum supervision from the head teacher with a mean score of 4.13; teachers always attend staff meetings with a mean score of 4.15 implied that teachers always attend staff meetings.

These study findings are in agreement with Baroudi et al., (2022) asserted that most of the teachers in the teaching profession are not interested in continuing with their teaching profession due to the influence of both internal and external factors in the teachers' job satisfaction. Teachers' have no equipment and necessary materials to use their skill and knowledge in practice in the school. In a similar way Collie et al., (2011) noted that teachers who are emotionally connected to their organization are expected to remain with organization past the age that would benefit them the most by retiring. The above study findings are further in line with Mérida-López et al., (2020) that teachers who are emotionally connected to their organization are expected to remain with organization past the age that would benefit them the most by retiring. This shows that some teachers value a sense of belonging to the organization. Whereas the above study showed that teachers' profession is influenced by both internal and external factors, the current study suggested that organizational commitment of secondary school teachers was influenced by motivational practices in secondary Schools in Isingiro District.

The relationship between motivational practices and organizational commitment of secondary school teachers in Isingiro District

The study findings found out that there is a moderate positive correlation between motivational practices and organizational commitment of secondary school teachers in Isingiro District, $r = 0.447$, $n=120$, $p = 0.000$. Since $p = 0.000$ was less than 0.01, this indicated that the correlation was statistically significant. This is line with Gbenga and Yakub (2018) are economic gains one secures from a job, and include things like salaries, job bonuses and fringe benefits.

Additionally Tam & Chan (2018) identifies that monetary motivational practices have a powerful effect on freedom from worry, fear, and contamination by the organization environment. If fair monetary motivational practices are adjusted to employees and their basic needs are accessible, their levels of commitment will rise.

The above findings also agree with Chandra et al., (2021) emphasize that provision of stable monetary motivation contributes to employee commitment, high job performance and stability on the job. Similarly, Werner & Balkin (2021) 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”..

Conclusions

It was concluded that teachers receive various financial motivational practices. These include regular salary payments, pay increments, overtime pay, and allowances. Additionally, teachers also receive non-financial motivational practices, such as verbal recognition and praise for outstanding performance, well-maintained physical working conditions, acknowledgment of teachers’ achievements, and opportunities for career advancement and promotion.

It was also concluded that teachers in Isingiro District exhibit high levels of organizational commitment. This is demonstrated through their collaborative relationships with headteachers and colleagues, timely submission of reports and assignments, willing acceptance of assigned duties, and prompt preparation of lesson plans. These indicators suggest that teachers are dedicated to their work and are committed to the success of their schools.

It was furthermore concluded that there was a positive correlation between motivational practices and organizational commitment. Specifically, an increase in motivational practices leads to a

corresponding increase in organizational commitment, and vice versa. This suggests that when teachers receive adequate motivation, they are more likely to be committed to their work and the organization, leading to improved job satisfaction, retention, and overall school performance.

Recommendations

The Ministry should develop and implement policies that promote teacher motivation and organizational commitment. Additionally, the Ministry should conduct regular surveys to monitor teacher motivation and organizational commitment, ensuring that teachers' needs are being met and addressed.

School administrators should regularly communicate with teachers to understand their motivational needs and provide opportunities for teacher growth and development. School administrators should also ensure timely payment of salaries and allowances and provide necessary resources and support for teachers to effectively carry out their duties.

Teachers should take advantage of training and development opportunities to enhance their skills and knowledge. Teachers should also set goals and work towards achieving them, seeking recognition and rewards for outstanding performance.

Limitations of the Study

The fact that the study was carried out among secondary school teachers in Isingiro District, the sample of teachers came from the same geographical area of Isingiro District. This limited the generalization of findings in other districts in western Uganda.

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

Areas for Further Research.

The research study assessed the relationship between motivational practices and organizational commitment of secondary school teachers in Isingiro District using a cross sectional research design. 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 motivational practices and employee commitment in Non-Educational organizations in Uganda and beyond. These findings could guide and inform policy makers on employee rewards and motivation in Uganda.

Future studies could be conducted on the effect of promotion on teachers' commitment in secondary schools to establish whether promotion can influence performance of the teachers.

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Appendices

Appendix 1: Informed Consent Form



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

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INFORMED CONSENT FORM

This document outlines the research study and expectations for potential participants. It should be written in lay man terms and typed on BSU-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not BSU- REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – Motivational Practices and Organizational Commitment of Secondary School Teachers in Isingiro District

Principal Investigator(s):

Earnest Ndinawe

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.

4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

Globally, it is understood that teachers' commitment helps to realize the attainment of educational goals (Donohoo, 2018). Teachers if committed will dedicate all their effort on the job and the organisation. In Uganda, enormous efforts such as inspections, salaries, arrival books, class attendance records and deadlines are often put in place to ensure teacher commitment (Olurotimi et al., 2015). However, according to the report of the Isingiro District Education Officer (2018), secondary teachers' commitment in secondary schools in Isingiro District has been poor for a number of years. This is reflected in form of rampant absenteeism, late coming, and failure to assess students' work, leaving school before official time, and being redundant while at work. If the current problem is not addressed, there would be an increased failure to cover the syllabus in time, examination malpractice by students and teachers, and generally failure to achieve educational goals. Therefore, the current study will establish the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Purpose of the research project

The purpose of the study is to establish the influence of motivational practices on organizational commitment of secondary school teachers in Isingiro District.

Why you are being asked to participate?

You are being asked to participate in this study because you are a secondary school stakeholder in Isingiro District. The researcher is interested in understanding the motivational practices and organizational commitment of secondary school teachers in Isingiro District, and your participation will help to make this study possible.

Procedures

Participants will be recruited through a variety of methods, including word-of-mouth, social media, and snowball sampling. Once a potential participant has been identified, the researcher will contact them to explain the study and ask if they would be interested in participating.

Risks or discomforts

The risks or discomforts associated with participating in this study are minimal. The only procedure that participants will be asked to complete is a survey that measures their motivational practices and organizational commitment. The survey is a self-report measure,

which means that participants will be asked to answer questions about their own thoughts and feelings. There is no risk of physical harm associated with completing the survey.

Benefits

Participants will have the opportunity to contribute to important research on the motivational practices and organizational commitment of secondary school teachers in Isingiro District. The results of the study may be used to improve the quality of education in Isingiro District.

Incentives or rewards for participating

Participants in this study will not be required to pay any costs. In addition, they will receive a token of appreciation for their time and participation. The token of appreciation will be a 1000ugx for refreshment (bottle of water)

Protecting data confidentiality

Participants' names and other identifying information will be kept confidential.

Data will be collected anonymously, if possible.

Data will be stored securely.

Data will be destroyed when the study is completed.

Protecting subject privacy during data collection

The privacy of participants will be rigorously upheld throughout the data collection process. During data collection, participants will be assured of a private and confidential environment, conducted in quiet and discreet locations to prevent unauthorized access.

Right to refuse or withdraw

Participation in this study is entirely voluntary. Participants have the right to decline participation without any negative consequences, loss of benefits, or penalties. Your decision to participate or decline will not affect your current or future relationship with the educational institutions, community, or any other entities involved.

What happens if you leave the study?

You have the right to withdraw from the study at any point without facing any adverse consequences. If you decide to withdraw, your decision will be respected, and your data will be discarded. Your choice to discontinue participation will not impact your rights, benefits, or standing within the study or any associated institutions.

Who do I ask/call if I have questions or a problem?

Mr. Earnest Ndinawe
 Researcher
 P.O. Box 09
 Mbarara
 Tel: +256 788
 994004

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

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Name of adult participant	Signature of participant or Legally authorized representative	Date

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__ Name of person obtaining consent	Signature	
Date		

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___ Print Name of witness	Signature or thumbprint or mark	Date

Appendix 2: Self-Administered Questionnaire for Teachers

Dear Respondent,

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

Thank you.

Yours faithfully,

.....

Earnest Ndinawe

Researcher

Section A: Background Variables

Please help us classify your responses by supplying the answer that you feel is your option,

- 1). Sex: Male ☐ Female ☐
- 2) Age: 19-28 ☐ 29-38 ☐ 39-48 ☐ 45-59 ☐
- 3) Marital status: Single ☐ Married ☐ Divorced ☐ Widowed ☐
- 4) Professional Grade: Diploma ☐ Bachelors ☐ Postgraduate ☐
 Masters ☐ Others Specify

Section B: Independent Variable: Motivational Practices

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree. Where 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly agree.

NO.	Financial motivational practices	1	2	3	4	5
1	I receive my salary on time					
2	The salary I receive tallies with my qualification					
3	I am happy with the salary structure					
4	I get a pay increment every year					
5	I always receive bonus from Head teacher					
6	I share the profits generated from school projects					
7	Projects held in my school are useful towards uplifting my welfare.					
8	I am paid for extra time worked					
9	I get medical allowances every month					
10	I receive transport allowances every month					
11	I am paid accommodation allowances every month					
	Non-financial motivational practices					
1	I am always praised for any good work I do at school					

2	I work in good physical working conditions at school					
3	My school administration recognizes the good work I do					
4	My head teacher organizes appropriate gifts for good work I do					
5	My presence is recognized by the head teacher					
6	I expect a promotion anytime this year					
7	Extra responsibilities I hold at school are appreciated					
8	My head teacher attends to my social and professional problems					
9	The school provides me with accommodation					
10	The school provides me with means of transport to and from school every day					
11	The school provides me with medical treatment					
12	I get leave whenever I have a serious problem					

Section C: Dependent Variable: Organizational Commitment of Secondary School Teachers

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly disagree to strongly agree. Where 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly agree.

NO.	Organizational Commitment of Secondary School Teachers	1	2	3	4	5
1	I am part and parcel of my school					
2	I do everything at school whole-heartedly					
3	I am always at school					
4	I seek permission before absence from work					
5	I cooperate with the head teacher					
6	I cooperate with other members of staff					
7	I give reports on time for assignments given to me at work					
8	I do work excitedly irrespective of payment given					
9	I accept duties assigned to me					
10	I prepare my schemes of work in time					
11	I always attend to my students when they need help					
12	I prepare my lesson plans in time					
13	I am serious on responsibilities assigned to me					
14	I cover the syllabi in time					
15	I am concerned with students performance					
16	I work with minimum supervision from the head teacher					

17	I always attend staff meetings.					
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Thank you very much for your participation in my study

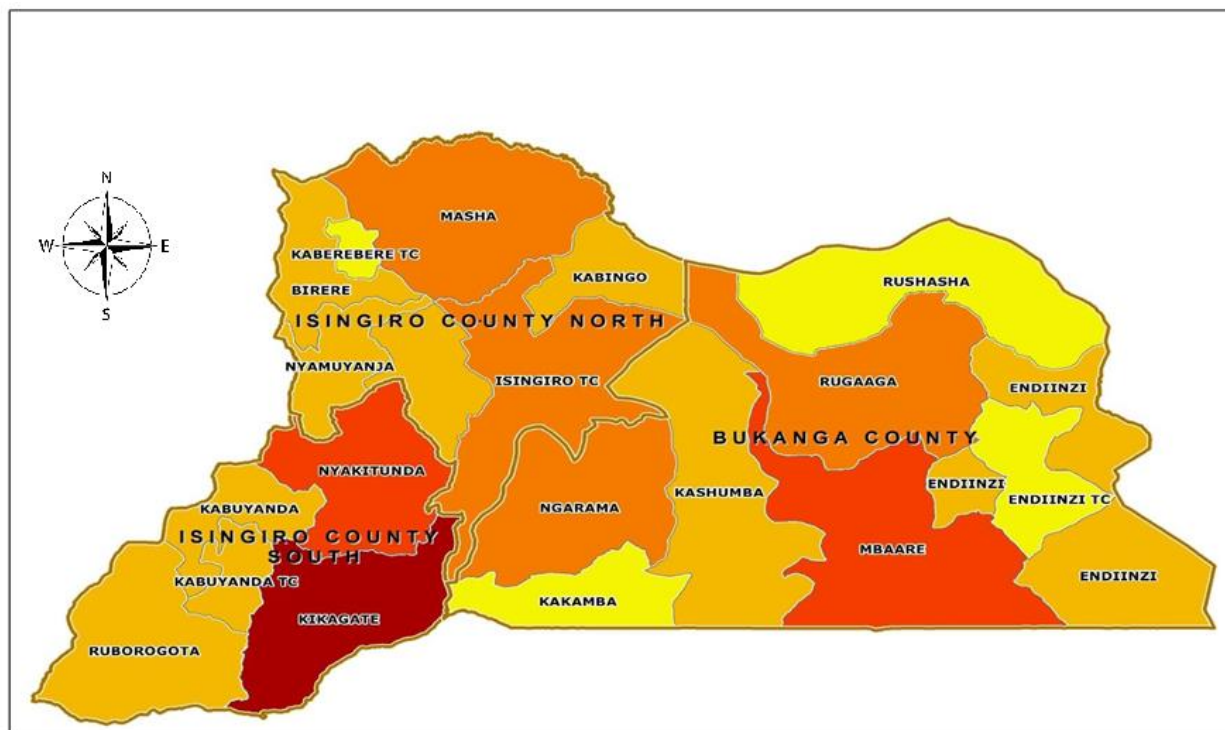
May the lord bless you in all your endeavors

Appendix 3: Interview Guide for District Education Officer, Inspector of Schools and Head Teachers

1. Comment on how financial motivational practices are administered to teachers.
2. When do teachers receive their salaries?
3. How do financial motivational practices influence their job commitment?
4. Are teachers motivated non-financially on their jobs?
5. What forms of non-financial motivational practices are used in this school?
6. How do non-financial motivational practices influence teacher job commitment?

Thank you for participating positively.

Appendix 4: Map of Isingiro District



**Appendix 5: Summary of Raw Data for Motivational Practices (IV) and (DV)
Organizational Commitment**

RESPONDENT CODE	MOTIVATIONAL PRACTICES	ORGANIZATIONAL COMMITMENT
1	3.70	3.90
2	3.70	3.93
3	3.75	3.93
4	3.56	3.78
5	3.66	3.82
6	3.74	3.97
7	3.68	3.93
8	3.69	3.96
9	3.68	3.91
10	3.66	3.91
11	3.88	4.10
12	3.79	4.16
13	3.82	4.15
14	3.87	4.10
15	3.67	4.13
16	3.73	4.03
17	3.86	4.15
18	3.80	3.90
19	3.83	3.93
20	3.80	3.93
21	3.78	3.78
22	4.00	3.82
23	4.08	3.97
24	3.80	3.93
25	3.83	3.96
26	3.80	3.91
27	3.78	3.91
28	4.00	4.10
29	4.08	4.16
30	3.80	4.15
31	3.83	4.10
32	3.80	4.13
33	3.78	4.03
34	4.00	4.15
35	3.70	3.90
36	3.70	3.93
37	3.75	3.93
38	3.56	3.78

39	3.66	3.82
40	3.74	3.97
41	3.68	3.93
42	3.69	3.96
43	3.68	3.91
44	3.66	3.91
45	3.88	4.10
46	3.79	4.16
47	3.82	4.15
48	3.87	4.10
49	3.67	4.13
50	3.73	4.03
51	3.86	4.15
52	3.80	3.90
53	3.83	3.93
54	3.80	3.93
55	3.78	3.78
56	4.00	3.82
57	4.08	3.97
58	3.80	3.93
59	3.83	3.96
60	3.80	3.91
61	3.78	3.91
62	4.00	4.10
63	4.08	4.16
64	3.80	4.15
65	3.83	4.10
66	3.80	4.13
67	3.78	4.03
68	4.00	4.15
69	3.70	3.90
70	3.70	3.93
71	3.75	3.93
72	3.56	3.78
73	3.66	3.82
74	3.74	3.97
75	3.68	3.93
76	3.69	3.96
77	3.68	3.91
78	3.66	3.91
79	3.88	4.10

80	3.79	4.16
81	3.82	4.15
82	3.87	4.10
83	3.67	4.13
84	3.73	4.03
85	3.86	4.15
86	3.80	3.90
87	3.83	3.93
88	3.80	3.93
89	3.78	3.78
90	4.00	3.82
91	4.08	3.97
92	3.80	3.93
93	3.83	3.96
94	3.80	3.91
95	3.78	3.91
96	4.00	4.10
97	4.08	4.16
98	3.80	4.15
99	3.83	4.10
100	3.80	4.13
101	3.78	4.03
102	4.00	4.15
103	3.70	3.90
104	3.70	3.93
105	3.75	3.93
106	3.56	3.78
107	3.66	3.82
108	3.74	3.97
109	3.68	3.93
110	3.69	3.96
111	3.68	3.91
112	3.66	3.91
113	3.88	4.10
114	3.79	4.16
115	3.82	4.15
116	3.87	4.10
117	3.67	4.13
118	3.73	4.03
119	3.86	4.15
120	3.80	3.90

Appendix 6: Introductory Letters