

MOTIVATION AND TEACHERS COMMITMENT IN PUBLIC PRIMARY SCHOOLS IN KAKOOGE SUB-COUNTY, NAKASONGOLA DISTRICT, UGANDA

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ABSTRACT

This paper aimed to assess motivation and teachers' commitment to primary schools in Kakooge Sub-County, Nakasongola District. The article is based on descriptive-correlational research designs, and data was gathered from 112 teachers and 12 headteachers, and two Education Officers using a self-administered questionnaire and interview guide. Motivation influenced teacher commitment, with $r = .910$ and $p = 0.000$. This means that motivation has a significant influence on teacher commitment. It was concluded that motivation (extrinsic and intrinsic) given to the teachers in public primary schools in Kakooge Sub-County influenced teacher commitment. Therefore, there is a need to handle the issue before it deteriorates, and pupils' performance declines since teachers are not committed as they come late to school, dodge classes, and fail to attend to their lessons as scheduled.

Keywords: Motivation, Teacher commitment, extrinsic motivation, and intrinsic motivation).

INTRODUCTION

Commitment is a vital instrument that endorses institution performance. Employee commitment is an artifact of incentive, either financial or non-financial motivation. The used compensation strategies deliver a chance for workforces to be dedicated to their work and perform at their full expectation. Therefore, personnel commitment is critical to the survival of companies or firms (Namuddu, 2010). Low dedication towards work and the association contributes to significant difficulties experienced by organizations, including but not limited to the high cost of production and poor service delivery (Makvana, 2015). For instance, Makvana notes that approximately 56% of American firms face personnel commitment issues that hinder production (Makvana, 2015). In education, it is with an array that such production processes are supported by a well-streamlined and purpose-driven teachers. They are willing and determined to challenge themselves to the maximum to address challenges they face. In the general view, firms should have interests in kindling this fire through different rewarding systems, such as compensation and incentives. In an educational setting, the rewarding strategy is considered essential because the workforce's quality is indispensable to any education system (Kitunga, 2009).

Rahim and Daud's (2012) model for rewarding employment in the United States reveals that inspiring teaching professionals are necessary. The model indicates that low reward affects commitment. For instance, since there is low compensation, America is the most affected, with 38.3% annual teacher attrition due to low dedication. This means that lack of motivation influences one's actions and efforts exerted; individuals' condition and desires towards their commitment to work activities. In Asia, the commitment was average at 48.9% due to low

teachers' motivation in monetary terms and other incentives (Mathis and Jackson, 2016). Therefore, schools cannot successfully realize their task minus motivating their educators in order to be committed fully. The study of Mathis & Jackson (2016) to Malaysia on the influence of work motivation on company commitment, which affirm that the changes in structural commitment are connected with proves in motivational variables ($r = 0.772$, $n = 70$, $p < 0.005$). These results show that rewarding of employees increase workforce commitment.

Teacher commitment is a concern due to factors like employee's belief and acceptance of institutional goals and values, employee's willingness to apply energy on behalf of the institution, and a desire and willingness to be part of the school (Amanuel, 2009). Similarly, Nakera & Wesang'ula (2010) note that an educational institution's efficiency depends on administrators, teachers, and students' interaction in the right manner. The school manager is the director of the school. The teacher is the director of the classroom. In this respect, teachers commit themselves to their schools, students, teaching activities, occupation, and colleagues. In other words, teachers' attitudes, beyond formalism, towards the occupation aspects of these groups and objects positively influence school efficiency.

According to Ofejebe and Chinelo (2010), it was found that motivational factors contribute towards the commitment to diverse events that promote education sector service delivery. The study concluded that cultivating teachers' incentives enhance teachers to be part of the school and participate freely. This is attributed to the fact that motivation plays a decisive role in improving school culture. Ofejebe and Chinelo (2010) argue that in most African countries' push is generally low at 33.5% and 25.56 for non-financial and financial motivation, respectively. Low motivation leads to high teacher attrition for other green pastures. In fact, approximately 40% - 50% of beginning teachers leave the profession by the end of five teaching years. This means that teachers are less devoted to their careers and working conditions of their job.

According to Prasad (2009), performance and commitment are hindered by factors such as health, attitude, working conditions, employees' relationships with supervisors, and motivation in South Africa. Employees with bosses who disseminate, give and blame others for their mistakes fail to keep their promises, give credit when its due, discrimination, negative comments, or accuse others are less productive and less committed to their organizations. This has remained a significant challenge in many African countries, Uganda inclusive.

Since education is a life-long-time process, it is not possible to observe the students' attitudinal outcome momentarily. The results of the student's negative attitudes may be recognized after so many years. According to Alarm and Farid (2011), teachers' motivation is a fundamental issue as it influences the students in one way or another.

Teacher commitment is vital in furthering education goals through timely preparation, teaching, and assessment of students. In public primary schools in Uganda, the schools have the role of motivating teachers to promote their commitment and performance. This motivation may be financial or non-financial, with allowances, accommodation, praises, and other forms. How schools motivate teachers in schools is not fully known in Nakasongola. Teachers' working conditions in many primary schools are low due to lack of transport, accommodation, and meals. The level of teacher commitment in Nakasongola primary schools was being questioned. It was estimated at 32.3%, calculated based on a high rate of late coming, non-attendance, and laxity among teachers in Nakasongola District, Kakooge Sub County inclusive (New Vision Editor's Comment, 2017). This state is further intensified by the mediocre performance of schools in national examinations. For instance, in 2015, UPE overall performance was 48.6%, whereby only 5% of the pupils in Nakasongola District scored first

grade. In 2016, the general performance was 45.9%, with 7% of pupils who sat for UPE scoring first grade. In 2017 the percentage pass was 48.4%, with 6% who had first grade (Nakasongola District Education Statistics, 2018). Teacher commitment plays a vital role in promoting pupil's performance. The commitment level was estimated at 32.3%, and there was a possibility that pupils' corresponding poor performance in national examinations. This calls for ways of handling commitment before it deteriorates since teachers are not committed. Therefore, this article explores the influence between motivation and teacher's commitment to public primary schools in Kakooge Sub-County, Nakasongola District, Uganda.

LITERATURE REVIEW

A Chinese study by Lam, Cheng, & Choy (2010) discovered the extent to which motivating teachers promote teaching in school. Motivation had a positive effect on teachers' interest and worked as compared to lack of motivation. Pelletier, Legault and Seguin-Levesque (2002) investigated the influence of working environment on teachers' professional motivation. The study found out that the working environment affects autonomy and compels teachers to comply with something they dislike affected their morale. The freedom of insight into independence is essential for teachers (Roth et al., 2007).

On the other hand, the study found out that there would be a negative correlation between autonomous professional motivation and moods of tiredness in teaching. Teacher motivation is indispensable for the accomplishment of school inventions. What constitutes teacher motivation and teacher commitment? This article sought to investigate teacher motivation and teacher commitment in public primary schools in Kakooge Sub-County.

A study by Lumley et al. (2011) on the relationship between job satisfaction and company commitment of workers in the info technology setting reveal that rewards in terms of salary, elevation, management, fringe benefits, subject rewards, co-workers, nature of work, and communication, positively predict institution commitment. However, it is unclear whether the findings were applicable in education sectors between motivation and teacher commitment in Kakooge Sub-County.

The workforce plays a meaningful role in the results of firm processes. The workforce, which has advanced company commitment levels, is less likely to engage in job search behaviors, as they would wish to associate with the firm where they are committed due to inspiration and appreciation (Welty et al., 2014). A study on company commitment and incentive in the form of rewards by Ali & Ikhlas (2014) found a substantial influence of reward managing practices on worker's commitment. Therefore, incentives embrace a protruding place among the administrator's gears for attaining institution objectives. This view is further echoed by Cherotich (2012); Ngugi, Mukulu, and Gachoka (2014); Maritim (2014) and Wangari (2014), who assumed studies which were concerned with work satisfaction, inspiration, workforce commitment, and turnover or retention.

In a similar study by Muhammad et al. (2014), other factors that affect Pakistan's workforce commitment were; rewards, support, opportunities for the growth, support for the family, and favorable job conditions. These were found to be significant predictors for teacher commitment. Several recent studies (Enache et al., 2013; Ahmad et al., 2012) conducted using a direct effects model to research intrinsic motivation on different categories of the workforce

found out that a company's manager's ability to provide workers with incentives was essential in promoting workers commitment. Matthew et al. reflect similar observations., (2012); Samuel & Twaha, (2014); Mazuki et al., (2011). Some evidence has been there for workers' motivation and commitment as indicated by Enache et al. (2013), and Elizerbeth & Zakkariya (2015). However, no evidence that a study has been carried out among primary schools to find out how motivation affects teachers' commitment and, thus, this is the article's aim to bridge the gap.

METHODOLOGY

The study employed a descriptive-correlational research design, with both qualitative and quantitative approaches. Descriptive design concerns itself with describing situations as they are and aim at providing a description that is as factual and accurate as possible (Osuala, 2000). The descriptive research design was used because it includes information on motivation and teacher's commitment during the study. Creswell (2002) observes that a descriptive survey method is used when data is collected to describe persons, organizations, settings, or phenomena.

The study population is comprised of teachers in public primary schools in Kakooge Sub-County in Nakasongola District, Uganda. The researcher targeted teachers in public primary schools in Kakooge Sub-County because they knew the situation and would describe the school motivation and teacher commitment. The study population was 156 teachers from 13 public primary schools in Kakooge Sub-County, whereby 112 teachers were respondents. Simple random sampling was a means through which the respondents were selected.

The instrument was used included a self-administered questionnaire and formal face to face interview. The self-administered questionnaire was given to the teachers while the interview guides were administered to the headteachers.

Data were analyzed using bivariate to determine the effect of motivation on teachers' commitment and Pearson Correlation Product Moment to test the hypothesis. The hypothesis was tested at α 0.05 significant level.

RESULTS

The relationship between motivation and teacher commitment in public primary schools in Kakooge Sub County was ascertained. It was hypothesized that there is no significant relationship between motivation and teacher's commitment in public primary schools in Kakooge Sub-County, Nakasongola District.

Table 1: Influence of Motivation on Teacher Commitment of Teachers

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	-.202	.074		-2.747	.007
	Intrinsic Motivation	.111	.026	.096	4.302	.000
	Extrinsic Motivation	.987	.024	.930	41.636	.000

Findings show a significant influence between motivation and teacher commitment in public primary schools in Kakooge Sub County.

Intrinsic motivation and Teacher commitment in primary

There was a deficient level in relation to intrinsic motivation influencing teacher commitment (beta 0.096 and p. 0.000). This implies that intrinsic motivation influences or affects teacher commitment. The beta of 0.096 x 100 implies that inherent motivation influences teacher commitment by 6.9%. Many issues may be bringing about such a state. Therefore, intrinsic motivation influences teacher commitment to a low extent as it only accounts for 9.6%. The schools being able to provide recognition, promotion prospects, the delegation of responsibility, and participatory decision making of teachers have a significant influence on teacher commitment (teachers handling their teaching work, school activities, affective and normative as well as willingness to remain in the organization) on a low scale.

The findings of Enache et al., 2013; Elizerberth & Zakkariya, 2015; Ali & William, 2014; Ahmad et al., 2012) support the results from their studies that conducted that motivation on different categories of the workforce found out that the ability of a company’s manager to provide workers with incentives was essential in promoting workers commitment.

Extrinsic Motivation and Teacher Commitment to Primary Schools

Based on extrinsic motivation, findings show a significant influence on teacher commitment. Therefore, extrinsic motivation has beta 0.930 and p. 0.000, which implies a strong significant effect on teacher commitment. In this case, a beta of 0.930 x 100= 93% suggests that extrinsic motivation accounts for teacher commitment over 93%. Therefore, remuneration and work conditions affect teacher's commitment (teachers handling their teaching work, school activities, affective and normative, and willingness to remain in the organization) on a very high scale.

The findings are in line with Welty et al. (2014) that the workforce's work commitment plays an influential role in the results of firm processes. Human resources with advanced company commitment levels are less likely to engage in job search behaviors, as they wish to associate with the firm where they are committed due to inspiration and appreciation.

Ali & Ikhlas (2014) found a substantial influence of reward managing practices on worker's commitment. Therefore, incentives embrace a protruding place among the administrator’s gears for attaining institution objectives. This view is further echoed by Cherotich (2012); Ngugi, Mukulu, and Gachoka (2014); Maritim (2014) and Wangari (2014),

who assumed studies which were concerned with work satisfaction, inspiration, workforce commitment.

Table 2: Testing hypothesis Correlations

		Teacher Commitment
Motivation	Pearson Correlation	.910**
	Sig. (2-tailed)	.000
	N	109

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

The findings above reveal that motivation influences teacher commitment, whereby calculating the scores using Pearson Correlation Coefficient with a statistical package SPSS indicates $r = .910$ and $p = 0.000$. This means that motivation has a significant relationship with teacher commitment. Therefore, motivations, in terms of intrinsic and extrinsic motivation, influence teacher motivation in terms of affective and normative commitment. The implication is that there is a high relationship between motivation and teacher commitment. Furthermore, to determine the coefficient of determination $.910 \times .910 = 82.81$, which implies that motivation accounts for 82.8% of teacher's commitment. Therefore, the remaining percentage can be accounted for by other factors that were not part of this study, which need to be established. Based on the study's findings, the hypothesis of the study stated that there is no significant relationship between motivation and teacher's commitment in public primary schools in Kakooge Sub-County, Nakasongola District is therefore rejected since there is a significant relationship at 0.01 significant level. The study accepts the alternative hypothesis that there is a significant influence between motivation and teacher's commitment to public primary schools in Kakooge Sub-County, Nakasongola District.

Therefore, the findings show that extrinsic and intrinsic motivation given to the teachers in public primary schools' influence teachers handling their teaching work, school activities, affective and normative, and willingness to remain in the organization.

In summary, schools, therefore, should motivate teachers to make them commitment since teachers are always willing to work. Teachers who are highly committed try their best to carry out their work in time, cater to pupils' needs, and develop a feeling of staying in the school for a long time than those who are not motivated. This translates into good pupils' performance contrary to low commitment due to lack of motivation. Although teachers can be passionate and ready to be identified with the school, lack of motivation limits their yearning and their desire to be in a given school for a long time.

The findings concur with Bannell and Akyeamong (2007) that the situation is developed by such factors as workload, classroom conditions, management support and distance at work, housing, and travel affect teachers' morale and motivation. Transport from home to workplace and back also play a role in teacher absence and delay in schools while big class size undermine teachers efficiency in countries such as India and Pakistan.

Lam, Cheng, & Choy (2010) discovered the extent to which motivating teachers promote teaching in school. Motivation had a positive effect on teachers' interest and worked as compared to a lack of motivation. Pelletier, Legault, and Séguin-Levesque (2002) investigated the influence of working environment on teachers' professional motivation. The study found out that the working environment affects autonomy and compels teachers to comply with something they dislike, affecting their morale.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the article concludes that motivation extrinsic (remuneration and work conditions), motivation was low. Likewise, teachers handling their teaching work, school activities, affective and normative, and willingness to remain in the school were low in public schools in Kakooge Sub-County, Nakasongola District. Therefore, motivation had a significant relationship with teacher commitment.

The school administrators need to work out modalities of improving extrinsic motivation by working hand in hand with the Ministry of Education and Sports should enhance remuneration and working conditions. This can be done in schools by providing break tea and lunch to teachers and other allowances.

Since the study found that motivation has a significant influence on teacher commitment, the government should endeavor to fulfill her pledge to teachers in salary increment through.

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