

**TEACHER MOTIVATION AND TEACHER COMMITMENT TO WORK: A CASE STUDY OF GOVERNMENT AIDED SECONDARY SCHOOLS IN MASAKA MUNICIPALITY, UGANDA**

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**ABSTRACT**

Motivation breeds commitment to work in any institution of learning. Consequently, this study investigated the role of motivation on teacher commitment to work in government Aided Secondary Schools in Masaka Municipality, Uganda. Specifically, the study sought to investigate how monetary allowances enhance teacher commitment to work, the influence of provision of staff accommodation on teacher commitment, and the influence of providing meals to teachers on teacher commitment to work. A case study research design with qualitative and quantitative approaches of research was adopted where a total of 144 respondents which included teachers, Directors of studies, Deputy Head teachers and Head Teachers. Data was collected using questionnaires and interviews and analysis was done using Chi-square- bi-variate analysis. The study found out that monetary allowance, provision of meals and accommodation to teachers improves teacher commitment to work. The study recommended that to maintain a committed staff, school administrators should ensure that teachers are promptly paid and in cases where teachers offer extra services that had been planned to attract an allowance, such compensation should be paid on time. Timely recognize exemplary performance by members of staff, provide secure accommodation near schools and empower staff welfare department to deal with teacher's extrinsic needs that arise from time to time, and this can lead to high levels of teacher commitment to their work.

**KEY WORDS: Teacher Motivation, Commitment, Work, Secondary Schools, and Masaka.**

**Introduction**

Teacher commitment to work in Government Aided secondary schools in Masaka Municipality continued to decline. A study in the staff meeting minutes, annual reports from Directors of Studies to Head teachers and minutes of staff meetings in the case study schools, indicated that for the last three years, majority of teachers have not been able to give timely feedback to learners, failed to prepare schemes of work, lesson plans, irregularly attend to lessons and found it hard to meet deadlines in giving feedback to learners. This state of affairs was challenging to school management, students and parents. Perhaps the situation would change if teachers in Masaka Municipality were appropriately motivated. As Armstrong (2011) notes, people are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward-one that satisfies their needs and wants. This study intended to assess the role of motivation on

teacher commitment to work in Government Aided secondary schools in Masaka Municipality and come up with recommendations that will enhance teacher commitment to work.

### **1.1 Background**

Uganda is in the Easterly region of the African continent. It neighbors the Republic of Kenya in the East, Tanzania to the south, Rwanda to the South West, Democratic Republic of Congo to the West and Republic of South Sudan to the North. Masaka Municipality is located in central Uganda, 120 kilometers South West of Kampala (the Capital city of Uganda).

Since the introduction of formal education in Uganda first by Arab Muslim traders in 1844 who taught Islam and Arabic language, and later by the Church Missionary Society from 1877 and Roman Catholic White fathers from 1879, motivation to enhance teacher commitment to work has been an important ingredient in the formal education system. This education first took an informal shape, but in 1898, it became formal with establishment of churches for worship where at such places, a school and dispensary were established. While missionaries managed schools at missions (parishes) and at sub parishes, Ugandan missionary trained teachers were sent for instructions to Christians converts in skills of reading and writing from 1898 and the years after. These teachers were motivated by missionary handouts such as medical care, Christian medals and association with a white man. In addition, money paid as school fees was used to maintain teachers at work as a form of motivation. In 1913, the Church Missionary Society Board of Education which was established in 1904 had stressed the self-reliance policy that schools had to be built with money from school fees, or from gifts from chiefs and that church funds should not be drawn upon for the purpose of building schools and running them, (Ssekamwa, 1997).

The Catholic Church, the Uganda Muslim Education Association and the government, each had its own teachers and it treated them under its own values, terms and conditions of service. Many times, these terms and conditions of service varied between the above employing authorities and many times teachers did not know their exact salaries. Deductions were being made from their salaries without satisfactory explanation being given and suspension from teaching for a period of six months or one year without pay was common. Similarly, teachers were being treated differently from other civil servants with the same number of years of training and comparable qualifications. Usually the teachers were being paid lower salaries than their counterpart workers in the civil service, (Ssekamwa 1997).

After 1962, the government of Uganda in partnership with missionaries continued to strengthen education through training of many indigenous teachers. After 1963, with the help of a USA grant, the government of Uganda built many teachers' houses in government schools. This provided comfort to staff and enhanced their commitment. However, teachers' salaries deteriorated in the 1970's with a reduction in foreign grants for education as Britain and USA did not agree with the policies which President Idi Amin Dada's government was following. Constant shortages of funds coming from the government demoralized teachers as their salaries were not forthcoming in time. This gave rise to Parents Teachers' Associations to assist schools financially through parent contributions.

Between 1963 and late 1970's, Uganda depended on expatriate teaching staff. As Ssekamwa (1997) observes, expatriate teaching staff was offered special privileges compared to their Ugandan counterparts. Expatriate workers were entitled to those privileges while the Ugandan workers were not. This expression meant that those expatriate workers had to be given treatment comparable to

what they had left back in their countries. Some of the old teachers still remember that, the best houses in a school had to be given to expatriate teachers and the African graduate teachers were being given the rather dilapidated old small huts in schools. This kind of retort frustrated the African employees and worked against their confidence in Ugandan education, (Ssekamwa, 1997). Since 2010, the government of Uganda has been in running battles over salary enhancement for the teachers. The teacher's union movement (Uganda National Teachers Union) has been threatening industrial action over inadequate pay. In return the government was forced to advance concessions in this area to motivate teachers, (New vision 5<sup>th</sup> September, 2011). As of present, the government takes it important to enhance teachers' salaries as a motivating factor. In the financial year 2018/2019, science and arts secondary school teachers were expected to receive 868,603 and 721,609 per month respectively. The government has equally pledged to continue enhancing teachers pay (Ministry of Education and Sports, 2008, & Chrisantus, 2018). In the same line, the government of Uganda has continued to pledge improvement in teacher's houses and released 2.3 billion part of 25 billion for teachers micro finance association, Teachers' SACCO, (Ezaruku, 2015). This is aimed at advancing loans to teachers at low interest rates. All these endeavors are meant to boost teachers' incomes and enhance their commitment to work. It's from this background that this study was intended to assess the role of motivation on teacher commitment to work in Government Aided secondary schools in Masaka Municipality.

The study utilized McGregor (1960) theory X and Y of motivation. McGregor argues that, theory explains well the intrinsic and extrinsic motivational factors which influence commitment of teachers at work. The study largely hinged on McGregor theory Y for it enhances trust in employees and emphasizes participative management style of motivation.

McGregor theory Y emphasizes optimism, positive opinion, decentralized and participative management that enhances intrinsic motivation. Theory Y is in contrast with the understanding of Armstrong (2011) of intrinsic motivation, where he views it as motivation driven by autonomy, opportunity to achieve and advance. A situation where people will exercise self-direction in service of objectives to which they are committed and that commitment to objectives is a function of the reward associated with their achievement. Trust in staff members motivates them to develop responsible skills and leads to institutional improvement. The theory emphasizes positive assumptions such as; employees work on their own initiative, they are self-motivated, enjoy owning their work, seek and take responsibility and need little direction, view work as fulfilling and challenging and are creative and imaginative.

The study did not take it for granted that some employees dislike work, avoid responsibility and so, need constant direction, have to be controlled, forced and threatened to deliver, need to be supervised at every step, have no incentive to work and therefore need to be enticed by rewards which can be positive and negative extrinsic motivation. These aforementioned assumptions in Uganda's education system underscore McGregor X theory of motivation. According to Armstrong (2011), extrinsic motivation occurs when things are done for people such as pay rise, praise, promotion and punishment. As Clole, (2002) puts it, intrinsic rewards are those that derive from individual's own experience while extrinsic rewards are those that are conferred on a person from outside. Such an understanding was clearly brought out by McGregor X and Y theories.

Conceptually, Richardson (2014), refers teacher motivation as the urge that drives teachers to set their goals, plan their actions, select engagement approaches and strategies, monitor their behaviour and progress towards their goals, and control and regulate their cognition in order to achieve their goals. Motivation is a force within an individual that influences or directs behaviour. It is the willingness to put effort into achieving a goal or a reward (Marquis, 2009). It is the strength and direction of behaviour and the factors that influence people to behave in certain ways. Such factors

include monetary and non monetary rewards, accommodation and meals, (Armstrong, 2011: Situma & Iravo, 2015).

Motivation can refer to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Cole (2002), looks at motivation as a process in which people chose between alternative forms of behaviour. It is a stimulation that causes the creation of aroused, sustained and directed behaviour, (Bennel, P. & Mukyanuzi, F., 2005). Motivation is a tendency to behave in an appropriate manner to attain certain needs, (Lumu, D., 2017). Management's task therefore remains to motivate employees to complete their work correctly and on time, change an employee's perception to rhyme with organizational behaviour by working correctly, constructively and on time, (Maicibi, N.A, 2003: Oonyu, J.C., 2012).

Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies, (Pearson 2011). Mpho. N.I., (2003), & Mutebi, D. (2007), contend that, intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. Extrinsic motivation is enhanced by work environment and is associated with rewards. Wallance, (2012) puts it that, motivation is a drive that makes an individual cut through an obstacle. It is a force that gets individuals cognitively, physically, effectively and personally engaged in their work in the pursuit of a goal, (Maddock & Fulton, 1998). Motivation within individuals tends to vary across subject areas (Pearson 2011).

In this study therefore, motivation referred to any drives both intrinsic and extrinsic that propels teachers to do their work efficiently and in a committed way. The researcher investigated how monetary and non-monetary allowances, accommodation of staff, and provision of meals propelled teachers to be committed to their work.

As Tuğrul, (2013) puts it, committed teachers are those that perform the roles effectively that their job requires and establish a good teacher-student relationship in accordance with the professional values. In this approach they facilitate students' learning and development of terminal behaviours. Commitment to teaching may also refer to the "teacher's psychological attachment to the teaching profession" (Coladarci 1992). In similar perspective, Nias (1989) contends that, teacher commitment distinguishes those teachers who are caring, dedicated, and who take the job seriously from those who put their own interests first.

Croswell and Eliot, (2001) argue that teacher commitment is multidimensional and some external factors such as the school or organization, students, career continuance, professional knowledge base and the teaching profession may influence commitment degree. Likewise, teacher commitment is an investment of personal resources and is closely connected to teachers' work performance. Individual teacher commitment can be analyzed to identify centers of commitment in their professional practice. These centers of commitment are currently considered to be external to the teacher, (Croswell, 2003).

In this study therefore, teacher commitment referred to that maximum attention teachers render to their professional requirements as regards to regular lesson attendance, drawing schemes of work and following them up, regularly drawing teaching plans, teaching remedial lessons, following up learners assignments, meeting deadlines, and volunteering in school activities.

Teaching is the most important thing one can do to shape young people's lives (Sherman, 2013). Improvement in teaching and learning ultimately depends on the action taken by teachers, (Frost, 2013). Committed teachers seek resources and education opportunities that can improve their knowledge about students. Commitment to teaching is as well commitment to service, (Brownell, 2012 & Hooks 2003). Committed teachers prepare relevant schemes of work, lesson plan, teaching or learning aids as well as other instructional materials. They teach, promptly mark the exercises

and provide adequate and appropriate feed back to the learners. They devote adequate time to their duties, (Education pre-primary, primary and post primary ACT, 2008).

Surprisingly, despite the efforts by Government of Uganda to periodically increase teacher salaries, award special allowance to science teachers, parent contributions to teacher's welfare in terms of meals and accommodation among others, teachers' commitment has remained low in government Aided secondary schools in Masaka municipality. Some teachers still fail to report for duty at all, engage in part time work, with some teaching in four different schools. They are suffocating workload, are unable to maintain a balance between contact hours, assessment of students and preparation of lessons. For the last three years under study, delays in submission of students' marks after a test period, writing schemes of work and making lesson plans, timely and regular attendance to lessons have continued to feature in staff meetings of these schools as professional requirements unattended to. Instead of attending to learners throughout all official working hours, about 80% of teachers are only available for three working days in a week. However, no empirical study has been conducted to ascertain the contribution of motivation to teacher commitment to work in government aided secondary schools in Masaka municipality to address such a situation, hence an impetus for this study. This study therefore investigated the possible causes and effects to this situation to ensure that the future generation gets committed teachers that will meet professional demands.

### Methodology

The study adopted a case study research design with mixed methods. The target population was 232 comprising of Head teachers, Deputy Head teachers and Teachers, with the accessible population of 144 respondents selected using simple random and purposive sampling techniques. Data was collected through questionnaires and the interview guides, and analysed using Chi-square tests, and descriptive analysis as recommended by Amin, (2005).

### Findings

#### How does monetary allowance enhance teacher commitment to work in Government Aided Secondary Schools in Masaka Municipality?

Basing on this research question, eight items were used the responses were classified as Strongly agree, Agree, Disagree and Strongly disagree. The results are presented in the Table 1 below;

**Table 1: Participants' responses to monetary allowance enhance teacher commitment to work.**

Responses on teachers' monetary allowances	Number of respondents	Percentage (%)
<b>I am paid my salary promptly in my school</b>		
Strongly disagree	6	4.2
Disagree	9	6.2
Agree	34	23.6
Strongly agree	95	66.0
<b>My salary is sufficient</b>		
Strongly disagree	47	33.1
Disagree	62	43.7
Agree	25	17.6

Strongly agree	8	5.6
<b>I am paid for extra duty allowances in my school</b>		
Strongly disagree	12	8.4
Disagree	5	3.5
Agree	85	59.4
Strongly agree	41	28.7
<b>My pay corresponds with my workload at school</b>		
Strongly disagree	32	22.7
Disagree	56	39.7
Agree	35	24.8
Strongly agree	18	12.8
<b>I am paid performance allowance regularly</b>		
Strongly disagree	32	23.4
Disagree	47	34.3
Agree	47	34.3
Strongly agree	11	8.0
<b>I am recognized for my outstanding performance</b>		
Strongly disagree	17	12.7
Disagree	38	28.4
Agree	66	49.3
Strongly agree	13	9.7
<b>I am more interested in monetary rewards than recognition</b>		
Strongly disagree	42	29.4
Disagree	53	37.1
Agree	21	14.7
Strongly agree	27	18.9
<b>Total</b>	<b>144</b>	<b>100.0</b>

The findings in Table 1 indicate different responses to various items used. In the first item when the respondents were asked whether it was true they are paid their salaries promptly, 89.6 percent agreed. Only 10.4 percent disagreed with the statement. This means that schools and the government have found it vital to pay teachers their salaries in time because prompt payment of salaries is a motivating factor. It enables teachers to meet their day-to-day needs; a reason they are employed. When they timely meet their needs because of timely pay, they are likely made to love their work through efficient and effective performance and also get more committed.

In the second item when the respondents were asked whether they regarded their salaries sufficient, majority of the respondents that is 76.8 percent disagreed, and only 23.6 percent agreed. This justified the reason why Uganda teachers often have engaged in, on and off industrial action organized by their umbrella organization UNATU for salaries enhancement. It also explains the problem of lack of teacher commitment in Government Aided Schools in Masaka Municipality. The

above findings were also in agreement with respondents on interview guide when asked whether salaries paid to teachers could be regarded as sufficient, one senior teacher charged with staff Welfare and had served for over ten years replied;

*“Salaries paid to teachers are insufficient and can’t enable teachers meet provision of basic needs to their families. The government and schools need to understand that teachers no longer look at teaching as a service but a job from which they expect to sufficiently earn and be able to flourish like in other careers”* (Interviewed on August 11, 2019)

Another respondent who works as a Director of studies in one of the schools also responded,

*“Salaries are too small and inadequate. Because of this small nature, teachers no longer regard salary as a pay for a service but an entitlement whether you have worked or not. This is why some teachers abandon government schools for part time in private schools to make ends meet.”* (Interviewed on August 11, 2019)

In item three when the respondents were asked whether they are paid extra duty allowances in their respective work places, 88.1 percent of the respondents agreed and 11.9 percent respondents disagreed. The research findings showed further contradictions that 34.4 percent of the respondents agreed that teachers are paid performance allowances regularly, 55.8 percent of the respondents disagreed. This means that performance allowances are not necessarily uniformly paid to all teachers, but for only those who offer extra work. Paying performance allowances is a motivator and raises the morale of teachers and improves on their commitment. A flat pay for all teachers may be taken for granted like a traditional African meal served at a funeral where even those who do not mourn eat. One head teacher when asked whether teachers are paid extra duty allowances regularly, he responded;

*“Allowances are input based. Teachers who offer special duty for example supervise prep, teach extra and remedial lessons, attend to night duty, administer remedial tests, monitor co-curricular activities are rewarded. This commits such teachers and they work hard to retain such allowances”* (Interviewed on August 13, 2019)

It is observed that performance allowance breeds a competitive approach among staff to produce excellent results thus increasing teacher commitment to work.

In item six and seven, when respondents were asked whether they are recognized for outstanding performance, and whether they are more interested in monetary rewards than recognition, 92.6 percent agreed while 7.4 percent disagreed respectively. This implies that teachers treasure recognition at work for any outstanding contribution they make and it builds their vigor and esteem. The essence of the above argument was supported by respondents on interview guide where one of the Head teachers when asked whether recognition for outstanding performance was a tool of motivation, he replied,

*“Teachers love to be recognized for their outstanding performance. They often come to my office to thank me for making them shine with a pledge to do better. Incidentally and on a positive note such pledges not often come with monetary demands.”* (Interviewed on August 18, 2018)

In item eight, when the respondents were asked whether they were more interested in work than pay, 53.5 Percent disagreed, while 46.5 Percent agreed. This was an indicator that pay, work and work related environment are a drive for teachers to perform their duties.

### Monetary allowances and teacher commitment to work in Government Aided Secondary schools in Masaka Municipality

To examine how monetary allowances influence motivation and teacher commitment to work in Government Aided Secondary schools in Masaka Municipality, the researcher established the relationship between teacher remuneration and teacher commitment to work. The results were summarized in table 2 below:

Statements on teachers' monetary allowances	Chi-square and correlation Coefficients	Statements on teacher commitment to work					
		I prepare schemes of work each term and lesson plans for each lesson in time	I teach remedial lessons	I go to school only when I have a lesson	I give timely feedback to learners after every test or examination	I supervise all school activities voluntarily	I turn up for all school activities and staff meetings
In my school I am paid my salary promptly	P-value	.017	.017	.321	.144	.346	.031
	Correlation	.266**	.299**	-0.163	0.088	0.15	.197*
My salary is sufficient	P-value	.027	.363	.224	.127	.085	.322
	Correlation	.189*	0.046	-.171*	-0.027	0.111	0.077
I am paid for extra duty allowances in my school	P-value	.536	.106	.000	.039	.289	.024
	Correlation	0.052	.195*	-.297**	0.15	0.083	0.122
My pay corresponds with my workload at school	P-value	.476	.325	.021	.542	.418	.704
	Correlation	0.083	0.103	-.231**	0.105	0.137	0.079
I am paid performance allowance regularly	P-value	0.116	0.132	-0.13	0.021	0.093	0.036
	Correlation	0.116	0.132	-0.13	0.021	0.093	0.036
I am recognized for my outstanding performance	P-value	0.007	0.001	0.068	0.786	0.177	0.785
	Correlation	.231**	.280**	-0.159	-0.024	0.118	0.024
I am more interested in monetary rewards than recognition+	P-value	0.049	0.011	0.044	0.105	0.068	0.077
	Correlation	0.062	.168*	-0.03	-0.104	0.123	-0.049
I am more interested in work than pay	P-value	.000	.0197	.112	.144	.517	.199
	Correlation	0.062	.168*	-0.03	-0.104	0.123	-0.049



**Table 2: Examining relationships between teacher monetary allowances and commitment to work**

Study results have showed that statements on teachers' monetary allowances including; In my school I am paid my salary promptly, I am paid for extra duty allowances in my school, My pay corresponds with my workload at school, I am paid performance allowance regularly, I am recognized for my outstanding performance and I am more interested in work than pay, have significant relationships with statements on teacher commitment to work.

An analysis of Pearson correlation coefficients shows that there are generally positive relationships between statements relating to teachers' monetary allowances with statements relating to teacher commitment to work besides a statement saying that; I go to school only when I have a lesson; which has a negative relationship with all statements relating to teachers' monetary allowances. Although there are no strong correlations, it still implies that an increase or improvement in the provision of monetary allowances to teachers, will lead to an improvement in teacher commitment to work, though, it might not be a proportionate increase.

These quantitative findings were further confirmed by qualitative findings, in which one of the respondents a deputy Head teacher in charge of academics asserted that,

*“Teachers are valuable and know that they add evaluable ingredient on the learners. Because of this, their handling in terms of payment must bring out this value. They must be paid in time and sufficiently, because a poor teacher cannot be committed to teaching.”* (Interviewed on August 20, 2019)

This is an indicator that motivated staff is capable of greater commitment to work. Blending consciously the aspect of prompt payment, payment of extra performance allowance and recognition is vital to achieve a committed staff.

From table 2, there are statements that showed no significant relationship between teachers' monetary allowances and teacher commitment to work. These included: my salary is sufficient and am more interested in monetary rewards than recognition. Insufficiency in salary remains a salient factor in influencing teacher commitment to work and teacher's conditions of work cause a great positive influence towards teacher commitment.

**Provision of staff accommodation and teacher commitment to work in Government Aided Secondary schools in Masaka Municipality**

To find whether provision of staff accommodation influence teacher commitment to work, seven items were used in the questionnaire and the responses were classified as strongly agree, agree, disagree and strongly disagree. The results were presented in Table 3

**Table 3: Responses by teachers on provision of staff accommodation**

Responses on provision of staff accommodation	Number of respondents	Percentage (%)
<b>I am provided with a house at school</b>		
Strongly disagree	29	20.1
Disagree	14	9.7
Agree	25	17.4
Strongly agree	76	52.8
<b>I find it difficult to get a house outside school premises</b>		
Strongly disagree	36	26.7
Disagree	46	34.1
Agree	31	23.0
Strongly agree	22	16.3
<b>My house for accommodation is comfortable, spacious and secure</b>		
Strongly disagree	23	16.4
Disagree	43	30.7
Agree	47	33.6
Strongly agree	27	19.3
<b>My fellow teachers who do not stay in school houses are given house allowance</b>		
Strongly disagree	45	32.6
Disagree	21	15.2
Agree	41	29.7
Strongly agree	31	22.5
<b>I report in time on duty because of my stay in staff house</b>		
Strongly disagree	22	15.9
Disagree	20	14.5
Agree	63	45.7
Strongly agree	33	23.9
<b>I am always available for consultation because of staying in a staff house</b>		
Strongly disagree	19	13.8
Disagree	35	25.4
Agree	51	37.0
Strongly agree	33	23.9
<b>Staying outside school premises causes me to miss lessons and other school programmes</b>		
Strongly disagree	49	38.3
Disagree	40	31.2
Agree	24	18.8
Strongly agree	15	11.7
<b>Total</b>	<b>144</b>	<b>100.0</b>

Source: Researcher (2018)

The findings in table 3 illustrate that a big number of respondents on different items were positive about provision of accommodation to teachers near the school. In the first item when respondents were asked whether they were provided with a house at school, 70.2 percent agreed while 29.8 percent disagreed. This means that most of the teachers in government aided schools are provided

with accommodation. This concurred with the findings of respondents on interview guide when asked whether teachers are provided with accommodation, one Deputy Head teacher replied,

*“It is a school policy that all teachers are accommodated by the school. Some reside in school, built houses while we rent for others near the school. Those who offer to get own accommodation, we compensate them with a fixed allowance every month.”* (Interviewed on August 22, 2019)

Another respondent who was a Deputy Head Teacher in charge of administration and welfare similarly responded that;

*“Teachers are accommodated in school, and around the school depending on one’s status. The status is looked at in terms of family size, position of responsibility in school and the longevity of service at the station. Many teachers love to be accommodated in school boundaries for personal and property security especially during school and holiday time. Teachers who are accommodated in school boundaries conduct regular supervision on students.”* (Interviewed on August 25, 2018)

In the second item when respondents were asked whether they found it difficult to find a house outside school premises, 60.8 percent disagreed while 39.3 percent agreed. This indicates that majority of the respondents are housed in the school premises and have little encumbrances in looking for housing outside school. However, for the teachers who find accommodation by themselves, during an oral interview, one of the directors of studies explained that;

*“Teachers that have no school provided accommodation are affected financially by paying rent, may be delayed on the way to school, incur transport costs and worse of all may be forced to be absent in case they get the smallest excuse.”* (Interviewed on August 21, 2019)

In the third and fourth items when respondents were asked whether their house for accommodation is comfortable, spacious and secure, and whether their fellow teachers who do not stay at schools are given house allowance, 52.9 percent agreed while 47.1 disagreed respectively. It is therefore important that all staff members be offered decent accommodation to facilitate their work. It also implied that staff members who are not accommodated in school houses are given allowance to secure accommodation outside school premises.

In item five when the respondents were asked whether they report for duty in time because of stay in a staff house, 69.6 percent agreed while 30.4 percent of the respondents disagreed. This indicates that staying in staff houses which in most cases is located in the vicinity of the school allows quick access to the school with limited delays like traffic jams and weather changes. This was in agreement with one of the respondents on interview guides, a head teacher of one of the schools, who, when asked whether staff members who stayed in houses near the school reported in time to school compared to their counterparts who stayed away, replied;

*“Not really; much as majority of teachers who stay in school houses report in time for duty, there are those that may come late for one reason or another. Incidentally, there are some teachers who stay away from school and report on time regularly. I think it depends on an individual character for proper time management and institutional culture on time management.”* (Interviewed on August 25, 2019)

In item six when respondents were asked whether they are always available for students’ consultations because of staying at school, 60.8 percent of the respondents agreed while 39.2

percent of the respondents disagreed. This indicated that staying in a school house gives more security to teachers to remain at school even after official school hours for students to consult. The essence of the above argument was supported by the oral interview guide when respondents were asked whether teachers who stay in staff houses are often available for consultation. One Deputy Head teacher in charge of academics replied,

*“Teachers accommodated near and by the school are more available in school during and after school hours. They may find their way in the school without necessarily being on duty, their presence in school enables them to take on duty any time with full willingness.”* (Interviewed on August 21, 2019)

In item seven when respondents were asked whether staying outside school premises causes them to miss lessons and other school programmes, 69.5 percent of the respondents disagreed and 30.6 percent agreed. This implies that one’s area of accommodation cannot cause missing of planned school activities.

**Relationship between accommodation provision to teachers and teacher commitment to work**  
**Table 4: Correlation between Teacher Accommodation and Teacher commitment to work**

Statements on provision of accommodation to teachers	Chi-square and correlation Coefficients	Statements on teacher commitment to work					
		I prepare schemes of work each term and lesson plans for each lesson in time	I teach remedial lessons	I go to school only when I have a lesson	I give timely feedback to learners after every test or examination	I supervise all school activities voluntarily	I turn up for all school activities and staff meetings
I am provided with a house at school	P-value	.170	.405	.116	.314	.131	.036
	Correlation	0.109	0.109	-0.111	0.108	0.153	0.104
I find it difficult to get a house outside school premises	P-value	.115	.174	.061	.386	.000	.128
	Correlation	0.038	0.118	0	0.064	.282**	0.126
My house for accommodation is comfortable, spacious and secure	P-value	.611	.303	.068	.418	.255	.163
	Correlation	0.164	0.057	-.253**	-0.031	0.084	0.014
My fellow teachers who do not stay in school houses are given house allowance	P-value	.103	.022	.041	.139	.287	.225
	Correlation	0.143	.255**	-.182*	0.066	0.165	0.015
I report in time on duty because of my stay in staff house	P-value	.041	.063	.039	.027	.000	.605
	Correlation	.182*	.177*	-0.141	0.165	.321**	0.122
I am always available for consultation because of staying in a staff house	P-value	.142	.002	.426	.130	.000	.087
	Correlation	0.167	0.163	-0.081	0.066	.340**	.186*
Staying outside school premises causes me to miss lessons and other school programmes	P-value	.840	.629	.171	.150	.362	.094
	Correlation	-0.041	-0.1	0.105	-0.086	-0.027	-0.04

Source: Researcher (2018)

From table 4 above, there are statements relating to the provision of accommodation to teachers that have significant relationships with statements relating to teacher commitment to work. These statements include; I am provided with a house at school, I find it difficult to get a house outside school premises, my fellow teachers who do not stay in school houses are given house allowance, I report in time on duty because of my stay in staff house and I am always available for consultation because of staying in a staff house.

Statements relating to the provision of accommodation to teachers without any significant relationship with statements relating to teacher commitment to work include; my house for accommodation is comfortable, spacious and secure and staying outside school premises causes me to miss lessons and other school programmes.

There are generally positive relationships though not strong between statements relating to the provision of accommodation to teachers with statements relating to teacher commitment to work besides a statement saying that; I go to school only when I have a lesson; this has a negative relationship with all statements relating to provision of accommodation. This implies that an improvement in the provision of accommodation generally leads to an improvement in teacher commitment to work.

### **How does provision of meals to teachers influence their commitment to work in Government Aided Secondary schools in Masaka Municipality?**

In order to find out this objective, six items were used in questionnaire and responses were classified as strongly agree, agree, disagree and strongly disagree. The results were presented in Table 5 below;

**Table 4: Responses by teachers on provision of meals at school**

<b>Responses on provision of meals to teachers at school</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
<b>I am provided with food while at school</b>		
Agree	33	23.1
Strongly agree	110	76.9
<b>The food am provided is enough and of good quality</b>		
Disagree	10	6.9
Agree	72	50.0
Strongly agree	62	43.1
<b>The type of food provided to me for each meal is known in advance</b>		
Strongly disagree	5	3.5
Disagree	13	9.0
Agree	64	44.4
Strongly agree	62	43.1
<b>I sometimes opt for other food other than one provided at school</b>		
Strongly disagree	31	22.1
Disagree	32	22.9
Agree	57	40.7
Strongly agree	20	14.3
<b>Looking for food outside school causes me to miss out on my lessons</b>		
Strongly disagree	71	53.0
Disagree	40	29.9
Agree	12	9.0
Strongly agree	11	8.2

<b>The food served to me at school is a motivation on my work</b>		
Strongly disagree	9	6.2
Disagree	24	16.7
Agree	74	51.4
Strongly agree	37	25.7
<b>Total</b>	<b>144</b>	<b>100.0</b>

The findings in Table 5 illustrate that a big percentage of respondents on different items were positive about the role played by provision of meals to teachers. In the first item when the respondents were asked whether it's true they are provided for with food while at school, 100 percent of the respondents agreed. This means that feeding of employees at schools was vital and fulfilled by Government of Uganda.

In the second item, when respondents were asked whether the food provided is enough and of good quality, 93.1 percent agreed, while 6.9 percent disagreed. This was an indicator that schools value the aspect of feeding teachers for them to be motivated and be committed to their work. The above quantitative findings were also in agreement with the qualitative findings in which through an oral interview they were asked whether teachers are provided this food which is enough and good quality and one teacher in charge of welfare noted,

*“Of course, there is no way a teacher can teach for a full day without a meal and a cup of tea. You see, teachers value their contribution towards learning and educating the nation. Because of this value, they know they are important people in society much as some spheres of our society tend to over reduce them. The way you feed them indicates the way you treasure their work.”* (Interviewed on August 24, 2019)

In the third and fourth items when respondents were asked whether the food provided to them on each meal is known in advance and whether sometimes they opt for other food other than the one served at school, 87.5 percent agreed, while 12.5 percent disagreed respectively. Since the majority of the respondents agreed with the statements, it means that whether food served at school is known and is good, it may not necessarily compel every staff member to be there at every meal. An oral interview with respondents on how teachers respond to different meals served at school, one senior teacher in charge of staff welfare noted,

*“Depending on the menu of the day, one expects a certain number of teachers. Some specific days when a particular meal is served, many teachers turn up unlike on other days. In fact, most of school communications is made on such a day.”* (Interviewed on August 24, 2019)

In the fifth item when respondents were asked whether looking for food outside school causes them to miss out on any lessons, 82.9 percent disagreed while 17.1 percent agreed. This implies that teachers are mindful of time for lessons irrespective of the place and distance where they get their meals.

In the sixth item when respondents were asked whether the food served at school was a motivation to their work, 77.1 percent agreed, while 22.9 percent disagreed. This means that food is a key motivational factor in the teaching learning process to the teachers in Secondary Schools of Masaka.

The above rhymed with oral responses when they were asked whether food was regarded as a motivating factor to enhance commitment. One Deputy Head teacher replied,

*“A meal assures a teacher of energy to continue working, keeps teachers at school and facilitates teachers to keep time for their lessons. In fact, when popular foodstuffs among teachers are prepared (Matooke, Rice and meat), many teachers appear in school on such a day. That’s why such days are used to pass on important communications.”* (Interviewed on August 20, 2019)

From the above observation, provision of meals remains substantially important at work place to motivate teachers and enhance their commitment and productivity.

**Table 5: Relationship between provision of meals to teachers and teacher commitment to work**

Statements on provision of meals to teachers	Chi-square and correlation Coefficients	Statements on teacher commitment to work					
		I prepare schemes of work each term and lesson plans for each lesson in time	I teach remedial lessons	I go to school only when I have a lesson	I give timely feedback to learners after every test or examination	I supervise all school activities voluntarily	I turn up for all school activities and staff meetings
I am provided with food while at school	P-value	.017	.047	.021	.009	.045	.004
	Correlation	0.078	0.108	-0.079	.223**	0.028	0.146
The food am provided is enough and of good quality	P-value	.012	.040	.018	.030	.056	.001
	Correlation	0.153	.194*	-.168*	.188*	0.139	0.152
The type of food provided to me for each meal is known in advance	P-value	.000	.158	.029	.189	.039	.005
	Correlation	.240**	-0.022	-.182*	0.026	0.103	0.134
I sometimes opt for other food other than one given at school	P-value	.224	.013	.006	.028	.032	.059
	Correlation	-0.004	-0.085	.211*	-0.041	0.049	-0.141
Looking for food outside school causes me to miss out on my lesson	P-value	.379	.118	.000	.543	.169	.039
	Correlation	0.055	0.085	.264**	-0.02	0.075	0.059
The food served to me at school is a motivation on my work	P-value	.006	.002	.019	.065	.000	.062
	Correlation	.173*	0.139	-0.151	0.069	.179*	.176*

Source: Researcher (2018)

The study results showed highly significant relationship between variables of provision of meals to teachers and the variables of teacher commitment to work. The significant variables/statements on provision of meals include; I am provided with food while at school, the food am provided is enough and good, the type of food provided to me for each meal is known, I sometimes opt for other food other than the one given at school, Looking for food outside school causes me to miss my lesson and the statement saying that; the food given to me at school is a motivation on my work.

An analysis of Pearson correlation coefficients shows that there are generally positive relationships between statements relating to the provision of meals to teachers with statements relating to teacher



commitment to work. However, the statement saying that; I go to school only when I have a lesson has a negative relationship with all statements relating to provision of meals to teachers. This implies that much as there are no strong correlations, an improvement in the provision of meals to teachers generally leads to an improvement in teacher commitment to work in an interview, a Deputy Head teacher when asked on the influence of food on motivation of teachers noted that,

*“Food is actually a pool factor to staff members. The staffroom is always packed when a special meal is provided. You may think there is a staff briefing. Even teachers without lessons on the timetable appear. This to us means that meals cause teacher availability and once a teacher is in school, you can never under estimate their direct and indirect impact.”* ((Interviewed on 24 /08 2019)

### **Conclusion**

The study made the following conclusion;

On investigation of how monetary allowances enhance teacher commitment to work in Government Aided secondary schools in Masaka Municipality, it was concluded that timely payment of salaries, periodic salary enhancement to catch up with economic demands, payment of extra duty monetary allowances and recognition for exemplary performance thus, leading to teacher commitment to work in Masaka Municipality.

In addition, the study also concluded that, for effective teaching learning process, teachers require decent and accessible accommodation near schools. A teacher’s house is as important as a teacher, and housing teachers near schools increase their availability to learners even after classes. Teachers’ accommodation which provides safe environment enhances teacher commitment to work.

The study also concluded that, provision of a decent meal at breakfast, lunch and supper to teachers in schools of Masaka Municipality greatly enhances their commitment to work. A decent meal is a sign of respect for ones service, it creates more time for the teacher to the learners and the meal itself is some sort of salary enhancement as it covers a cost that would have rather been incurred.

### **Recommendations**

The study made the following recommendations;

To maintain a committed staff, school administrators and government should ensure that teachers are promptly paid and their salaries adjusted to catch-up with the costs of living. In cases where teachers offer extra services that had been planned to attract an allowance, such compensation should be paid in time. School head teachers should ensure that exemplary performance by members of staff is timely recognized before the school community.

To enhances motivation and commitment to work. School administrators should ensure that, teachers are provided with secure accommodation near school. This increases their availability to learners, access to school most of the time for planning school and pedagogical activities, reduces their cost of living, enhances their personal security and motivates them to work.

Head teachers should ensure empowerment of staff welfare department/committee through encouraging periodic meetings and integrating their resolutions in school activities and budgets. Welfare committees should be financed to provide adequate and descent meals to teachers among other motivators. This motivates teachers at work and enhances their commitment.

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