

Motivational Factors and Teachers Commitment in Public Secondary Schools in Mbale Municipality

Ogunlade Joseph Olurotimi (PhD)^{1*}, Kamonges Wahab Asad², Abdulkadir Abdulrauf³

1. Department of Educational Psychology, Faculty of Education, Islamic University In Uganda, Uganda
2. Department of Educational Psychology, Faculty of Education, Islamic University In Uganda, Uganda.
3. Department of Social Sciences, FOMWAN Schools, Sokoto, Nigeria.

*obote2011@yahoo.com

Abstract

The study investigated the influence of motivational factors on teachers' commitment in public Secondary School in Mbale Municipality. The study employed Cross-sectional survey design. The sampling technique used to select was simple random sampling technique. The instrument used to collect data was a self designed questionnaire. The data collected was analyzed using frequency and percentages, Pearson correlation coefficient (bivariate statistics) and regression analysis. The study found a positive and significant influence of promotion on teacher's commitment with a (Sig=0.000), findings showed reward system and teachers commitment were statistically significant at (Sig=0.000) and that there was a low significant relationship between training and development and teachers commitment with a (sig=0.002). Recommendations of the study were; Regarding the influence of promotion, the study recommends that schools and stakeholder should ensure fairness in promotion procedure process, create a constant promotion activities and should increase salary if teacher is been promoted. This can be achieved by ensuring that promotion should be done on merit, experience and skills. Teachers should be remunerated well to motivate them to enhance commitment. This can be achieved through offering incentives to teachers and rewarding teacher's whose students perform better in a subject. Not only that, non-monetary incentive should also be considered like recognition, offering gift to teachers and appreciation from the head teacher. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This will give teachers a sense of security in their old age and as a result they will remain focus and committed to their work

Keywords, Motivational factors, Teachers, Commitment, Public, Schools.

1. Introduction.

The overall success of an educational institution depends on teachers' commitment which is directly related to the level of motivation they have within the institution. Teachers are the main resources for schools' business activities, the issues of teachers' motivation critically decide schools' success. Saraswathi (2011), defines motivation as the willingness to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Motivation is the force that causes people to behave the way they do. It could be further seen on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual.

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, and include commitment to the school or organization, students, career continuance, professional knowledge base, and the teaching profession (Croswell, 2003).

Job dissatisfaction, stress and burnout can negatively influence motivation and job performance. Meanwhile commitment to teaching and the workplace have been observed to improve by psychic rewards (acknowledgement of teaching competence), meaningful and varied work task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay. Therefore learning opportunities provide challenges and accomplishment.

A study done by Majanga, Nasongo and Sylvia (2010) in Kenya on the influence of teachers commitment on classroom interaction in the wake of Free Primary Education (FPE).It was found that FPE created increased in class sizes, shortage of teachers, heavy teaching work load and work for long hours were key factors in teacher de-motivation. They further explained that the above demoralized teacher's performance. Sizeable proportions of secondary school teachers in the area have low level of job satisfaction and are poorly motivated which lead to non committance to their work. This type of situation was also observed in Mbale District due to the introduction of Universal Primary Education that led to upsurge in school enrolment

Considering the huge responsibilities behooves on the secondary schools in nation's quest for socio-economic and technological development, effective classroom is therefore required for the students to study enthusiastically for the attainment of national aspiration. The teachers role is therefore not limited to " talking

and chalking” as is loosely said in typical Mbale Municipality. It was discovered that many of the teachers are part timers, they only teach and go. Meanwhile the teacher on the other hand is not only a planner of classroom activities, but also a role model and a manager of instructional materials. According to Alimi, Alabi and Ehinola (2011), teachers are indispensable change agents who must navigate their school structures, nurture relationships and lead their students to success as role models through collaborative efforts with the students and their significant others.

The researchers are of the opinion that to achieve the above teachers need a lot of on the job training because training encourages spontaneous cooperation in many large institutions. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training which could lessen the need for complicated learning institution policies. This spontaneous cooperation which results from training is due to the training participant’s sense of debt to the institution. These fast paced, ever changing institutions need to retain employees in order to achieve school goals and gain a competitive advantage. Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the institution and desiring to spontaneously cooperate as a means of repaying the reward that they received. If teachers are motivated through training then it would enhanced commitment to their job.

Mutebi (2007) observed that Ugandan secondary schools academic standards can only be promoted by motivation of staff. It believes that the major factors which causes, poor performance in schools include lack of effective motivation and human resources management. For examples, lack of promotion, proper incentives training and development of workers ,indiscipline, teamwork, professionalism and corruption among others. Therefore, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms, policies. Similarly teacher motivation is fundamental to the teaching and learning process, several teachers in Mbale Municipality seem not highly motivated and therefore appear not committed.

Rewarding employees is an important factor in employee motivation. Reward can be categorized into financial and non-financial, whereby financial reward include things like salaries, job bonuses and fringe benefits, whereas Non-financial rewards are the non-monetary gains that influence people like; giving more responsibility, promotion, praise and recognition in public. Cole (1997) emphasizes that provision of stable monetary rewards contribute to employee commitment, high job performance and stability on the job. Meanwhile according to the researchers observation in Mbale District motivation and job commitment among teachers in public secondary schools, appear to be at a low level among teachers in Mbale District, It is even on record that when teachers are promoted it is not backed up with financial increment. It was also observed that there is no clear policy on teachers promotion. He further attributed such failures to non-consideration of needs, feelings, reward and interest, overwork and disrespect, of teachers by government. In the direct contrast teachers have to be valued and respected in order to be commitment to their work accordingly. Motivation is therefore necessary and fundamental to achieve teaching and learning process in every school. However, if teachers are not properly motivated, they may not be able to be committed to their work and they may not be able to achieve the goal. Therefore their needs and feelings must be considered, to avoid poor performance. It is upon this background that this study was conducted in order to determine the motivational factors which influence teachers’ commitment in public secondary schools in Mbale Municipality, Uganda.

2. Problem Statement

In every institution of learning in any country, motivation is extremely important in order to make teachers satisfied and be committed to their work for better performance. Teachers’ commitment to work helps to realize the attainment of educational goals through proper motivation. A good motivated and committed teacher dedicates all his effort on his job. That is to say, he would prepare, teach and assess students’ work on time and take his responsibility as his top most priority (Vroom 1964).

According to the report of the District Education Officer Namigadde (2011) the teachers’ commitment in public secondary school in Mbale district is grossly inadequate. This is reflected in form of rampant absenteeism, late coming, failure to assess students’ work in time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, others even teach on Saturdays and Sundays while some at night which result into examination malpractice by students and low performances among others, have always raised a public concern. Similarly, it also influences negative perception of all stakeholders towards the schools as a whole. Consequently, the desire and the ultimate goal of education in Secondary Schools seem to be in jeopardy.

To avoid or overcome this, steps must be taken to ensure that the teachers are committed and satisfied with their job although there are other causes for the above, motivation will be taken as an upper hand in increasing teachers’ commitment to work, the motivational factors should be adequately attended to. In view of the above, this study seek to investigate the motivational factors and teachers commitment to work in public secondary schools in Mbale municipality, Uganda.

3. Research Questions

The study serves to answer the following research questions:

- What is the influence of promotion on teacher's commitment in public secondary schools in Mbale municipality?
- What is the influence of reward system on teachers' commitment in public secondary schools in Mbale municipality?
- What is the influence of training and development on teachers' commitment in public secondary schools in Mbale municipality?

4. Methodology

This study was basically a cross-sectional survey research design because sample was selected from different schools. The target population for this study comprised of all the public secondary schools in Mbale municipality. The study employed stratified sampling strategy to select the samples. The respondents were randomly selected since all the teachers were involved in the teaching-learning process. The essence was to ensure that all groups from each school were equally represented in the sample.

A self-designed questionnaire titled Motivational Factors and Teachers Commitment to Work Questionnaire (MFTCWQ) was used. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The format of (MFTCWQ) consisted of close ended questions with predefined answers on likert-scale (Agree, Disagree and Undecided), which enabled the researcher to collect the quantitative data from the selected respondents. The questionnaire had five sections, A, B, C, D and E. A dealt with the subjects' such as qualification and background characteristics such as information on category of the school and teaching profession. Section B comprised of the statement on the influence of promotion, C included the statement on the influence of reward system, and section D comprised the statement on the influence of training and development, while section E comprised of statement on teacher's commitment. All the items were positive statements in which the picking of any option indicated clearly the behavior of each respondent either positively or negatively. The face and content validity of the instrument were ensured. The reliability coefficient of 0.7 was obtained which was adjudged to be high enough for the study. The researcher employed inferential statistic such as correlation matrix to analyze the data.

5. Result and Discussion

Research question 1 What is the influence of promotion on teacher's commitment in public secondary schools in Mbale municipality?

To test if there was relationship between teachers promotion and their commitment. A correlation analysis was conducted using Pearson's correlation coefficient and significance statistics at the two tailed levels and the findings are shown in the correlation matrix below.

Table 1: correlation Matrix between Promotion and teachers commitment

	Promotion	Teachers commitment
Promotion	Pearson Correlation	1
	Sig. (2-tailed)	.526**
	N	157
Teacher commitment	Pearson Correlation	.526**
	Sig. (2-tailed)	1
	N	155

** . Correlation is significant at the 0.05 level (2-tailed).

According to Table 1, the Pearson product moment correlation index obtained on promotion and teachers commitment is $r = 0.526^{**}$. It is positively moderate significance or $p\text{-value} = 0.000$ which is less than $\alpha = 0.05$ implying that promotion and teachers commitment to work were statistically and significantly related

Research question 2. What is the influence of reward system on teachers' commitment in public secondary schools in Mbale municipality?

To test if there was relationship between reward system and their commitment a correlation analysis was conducted using Pearson's correlation coefficient and significance statistics at the two tailed levels and the findings are shown in the correlation matrix below.

Table 2: Correlation Matrix between Reward System and Teachers Commitment

		Reward system	Teachers commitment
Reward system	Pearson Correlation	1	.573 ^{**}
	Sig. (2-tailed)		.000
	N	157	155
Teacher commitment	Pearson Correlation	.573 ^{**}	1
	Sig. (2-tailed)	.000	
	N	155	155

^{**}. Correlation is significant at the 0.05 level (2-tailed).

According to Table 2, the Pearson product moment correlation index obtained on reward system and teachers commitment is $r = 0.573^{**}$. It is positively moderate significance or $p\text{-value} = 0.000$ which is less than $\alpha = 0.05$ implying that reward system and teachers commitment were statistically and significantly related.

Research question 3. What is the influence of training and development on teachers' commitment in public secondary schools in Mbale municipality?

To test if there was relationship between training and development and their commitment. A correlation analysis was conducted using Pearson's correlation coefficient and significance statistics at the two tailed levels and the findings are shown in the correlation matrix below.

Table 3: Correlation Matrix Training and Development and Teachers Commitment

		Training and development	Teachers commitment
Training and development	Pearson Correlation	1	.249 ^{**}
	Sig. (2-tailed)		.002
	N	157	155
Teacher commitment	Pearson Correlation	.249 ^{**}	1
	Sig. (2-tailed)	.002	
	N	155	155

^{**}. Correlation is significant at the 0.05 level (2-tailed).

Table 3, illustrates that the Pearson's Correlation $r = 0.249^{**}$ computed for training and development and teachers commitment was positively low with significance or $p\text{-value} = 0.002$ which is less than $\alpha = 0.05$. This result indicates that there is low significant relationship between training and development and teachers commitment.

6. Discussion of findings

The findings revealed that there was a moderate positive relationship between promotion and teacher's commitment, this perhaps is attributed to the fact that when there is constant and fairness in promotion activities, if teachers are promoted on merit and there is increment in salary if promoted it brings positive improvement in teacher's behavior and it tends to boost their morale to put them at a higher level of commitment. This is in agreement with previous empirical studies which have confirmed that high levels of teacher's promotion tended to have high social and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer in public secondary school in Busia District,

Kenya (Sirima and Poipoi 2010). This is also in agreement with Cole (1997) when he measured promotion and job satisfaction, correlated the scores with performance, and found that there was low performance, even though some dissatisfied teachers may be compelled to remain in their job, others may leave for either to search of greener pastures. A better basis for predicting an individual's decision whether to be committed or not to his or her job seems to be a simultaneous measurement of his job satisfaction or dissatisfaction and of his perceived availability of other job alternatives

Responses from the correlation analysis also revealed that there was a moderate positive relationship between reward system and teacher's commitment. The finding continues to imply that the high reward system resulted into teacher's commitment in public secondary schools in Mbale Municipality as it positively improves teacher's behavior. The finding is consisted with the existing literature that commitment of employees is based on rewards and recognition (Andrew 2004). Ubom, (2001) Opines that efficient reward system can be a good motivator but an inefficient reward system can lead to de-motivation of the employees. Equally Kabiito (2003) in his study about monetary rewards and organizational commitment of civil servants in Masaka District administration found out that the more monetary rewards are offered to employees, their commitment increases hence the desire to work for the District.

From the findings the study reveal that when offered various training programmed, attend conferences, seminar and refresher courses. It tends to increase their growth and boost their morale to work at higher level of commitment. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. According to study by Gamoran (2003), in United Kingdom on School Effectiveness and school improvement, found that development opportunities are more likely to increase teacher's sense of professional commitment. One effect of development at the school level may be the creation or enhancement of professional community, Professional commitment may strengthen teacher social ties, contributing to the schools social resource. The studies also reveal that there exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. The study of Nyakundi (2012), in thika west district Kenya Opines that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems.

7. Conclusions

Consequent upon the findings, it can be concluded that there was a moderate significant relationship between the motivational factors (promotion, reward system and training and development) and teacher's commitment to work in public secondary school in Mbale Municipality, there was a statistical significant relationship between promotion and teachers commitment. This finding implied that the aspects discussed in promotion improve teacher's commitment to a moderate extent. There was also a low significant relationship on training and development on teacher's commitment in public secondary schools in Mbale Municipality, therefore teachers that participated in a number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the school more favorably, and had less of intent to quit and that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In essence, the employee will need to remain committed to the organization until the benefit is paid off.

Lastly, basing on the findings, it is worth to conclude that motivational factors was a significant predictor of teacher's commitment to work in public secondary schools in Mbale Municipality.

8. Recommendations

Based on the findings, the study recommends that schools and stakeholder should ensure fairness in promotion procedure process, create constant promotion activities and should increase salary if a teacher is being promoted. This can be achieved by ensuring that promotion should be done on merit, team work, experience and skills. It was also recommended that teachers should be remunerated well to motivate them in their commitment. This can be achieved through offering incentives to teachers and rewarding teacher's whose students perform better in a subject. Not only that, non-monetary incentive should also be considered like recognition, offering gift to teachers and appreciation from the head teacher. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This will give teachers a sense of security in their old age and as result they will remain focus and committed to their work Finally, as established by the study on teacher training and development, the study recommends that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching their subjects and become motivated and committed to their work.

9. References

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