

**HARD-TO-REACH ALLOWANCES AND TEACHER JOB COMMITMENT IN
SELECTED SECONDARY SCHOOLS IN PADER DISTRICT**

PETER OCHEN

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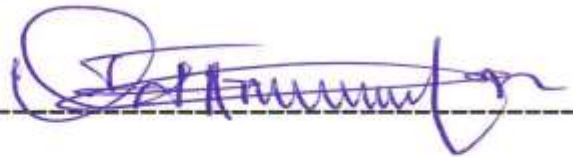


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DECLARATION

I, OCHEN PETER, hereby declare that to the best of my knowledge, this Dissertation titled, “Hard-To-Reach Allowances and Teacher Job Commitment in Selected Secondary Schools in Pader District” is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Sign:  _____

Name: **OCHEN PETER**

Date : -----7/11/2025-----

APPROVAL

This is to certify that I have supervised this research work of OCHEN PETER, a titled “Hard-to-Reach Allowances and Teacher Job Commitment in Selected Secondary Schools in Pader District” has been submitted with my approval as the supervisor.

Signed :  _____

DR. ALEX KATURAMU
SUPERVISOR

Date : -----8/11/2025-----

DEDICATION

This dissertation is dedicated to my beloved wife, and children whose efforts towards the success of my studies depict the highest degree of Love and Care. May God reward you abundantly.

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I thank God for inspiration, strength and vision to complete the course, wisdom and understanding. I am forever grateful to Him. I wish to thank my supervisor, Dr. Alex Katuramu who offered him time to share her experiences over the years with me and without whom this work would not have been produced. Thanks a lot for the patience, guidance and the precious time committed to make this report a success.

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ACRONYMS AND ABBREVIATIONS

BOGs	Board of Governors
CAO	Chief Administration Officer
CPD	Continuous Professional Development
DEO	District Education Officer
DV	Dependent Variable
HTA	Hard-to-reach Allowance
GoU	Government of Uganda
IV	Independent Variable
MTL	Management of Teaching and Learning
MOES	Ministry of Education and Sports
PA	Performance Appraisal
PTA	Parents//Teachers Association
SSC	Sub Saharan Countries
SPSS	Statistical Packages Like Statistical For Social Scientists
UCU	Uganda Christian University
WECs	Ward Education Coordinators

ABSTRACT

The hard-to-reach allowances targeted teachers to get attracted by their salary increment and get attracted in such hard-to-reach areas. The study aimed at establishing the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Pader District. The specific objectives included, to examine the effect of hard-to-reach allowances on teachers' syllabus coverage, students' assessment, teachers' regularity and punctuality in selected secondary schools. The study used a descriptive-correlational survey design, targeting head-teachers, teachers, Inspectors of Schools, DEO, Assistant DEO and Chairperson PTA and BOGs, totaling to 97 participants. These were purposively and simple randomly selected. The questionnaires and interview guides were used in collecting primary data. Data was quantitatively and qualitatively analyzed. The study findings revealed that there is a significant relationship between hard-to-reach allowances and teachers' syllabus coverage in selected secondary schools in Pader District (.686**). The study revealed that there is a significant relationship between hard-to-reach allowances and students' assessment in selected secondary schools in Pader District (.589**). Study findings finally revealed that there is a significant effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools (.342**). Basing on the above study findings, it is concluded that hard-to-reach allowances has an influence on teacher job commitment in selected secondary schools in Pader District. The study recommends that hard-to-reach allowances should be given to teachers for their work performance, and those who do not work to the expected standards or are absent should not get it, and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study aimed at assessing hard-to-reach allowances and secondary school teacher job commitment in selected secondary schools in Pader District. This research covered the hard-to-reach allowances as an independent variable, while, teacher job commitment as a dependent variable. This chapter presents the background to the study, the statement of the problem, purpose and objectives of the study, research questions, scope of the study, justification of the study, significance of the study and conceptual framework.

1.1 Background to the Study

The study aimed at assessing hard-to-reach allowances and secondary school teacher job commitment in selected secondary schools in Pader District. This section covers the historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical Background

The notion of hard-to-reach allowances was first adopted in Bangladesh when the country experienced an outcry for the high rate of teachers' irregularity and turnover (Dong., Li., Sun & Liu, 2023). While, Bangladesh has achieved near universal secondary education, the program is struggling significantly, with these schools experiencing declining commitment of teachers which motivated the government to provide hard-to-reach allowances for teaching staff (Smith., Voigt & Zhang, 2021). In support of the above, a survey conducted by UNESCO (2024) in Bangladesh found out that government schools have continued experiencing irregularity of teachers (57%), syllabus coverage at 61% and turnover at 37%, despite government provision of hard-to-reach allowance for teaching staff. This agrees

with Dong., Li., Sun & Liu (2023) reports opines that 68% of teaching staff in Yemen hard-to-reach schools receive hardship allowances. To give an example, 37 percent of teachers fail to complete the syllabus in time. Researchers tend to explain these patterns with the use of insufficient hard-to-reach allowances and salary payment (Dong et al. 2023; UNESCO, 2024). Surprising, such concerns is experienced in several developing countries across the global. This was thoroughly investigated, especially scrutinizing the hard-to-reach allowances and its impact onto teacher job commitment in secondary schools in Uganda.

In lieu of the above facts, according to Tara (2016), world-over, a highly competent teacher workforce is a necessary foundation for improving children's educational outcomes, especially for those who rely most on schools for their success. Yet in the United States, shortages in the teaching force have been growing across the country, reaching crisis proportions in some teaching fields-such as mathematics, science, and special education-and in locations where wages and working conditions are least attractive, which earmarked the introduction of hard-to-reach allowances targeting teachers to get attracted by their salary increment and get attracted in such hard-to-reach areas. Incentives designed to recruit teachers to rural areas are growing in popularity around the developing world (Pugatch & Schroeder, 2022). These policies intend to improve the quality of education in the most disadvantaged areas. Hard-to-reach allowances are sometimes used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends desired by those giving the incentive. Regrettably, all this appeared to have yielded to no avail as hard-to-reach allowances has failed to have become responsive to teachers' job commitment issues. This was investigated, especially scrutinizing the frequently applied hard-to-reach allowances and its influence onto teacher job commitment.

In this regard, Bullock & Thomas (2022) supports the above idea by stating that the importance of teachers in the delivery of quality education, hard-to-reach allowances have been introduced in most Sub-Saharan Countries targeting to improve on quality of education. Schools in up-country and rural districts lacked teachers to effectively handle teaching-learning process. This is in line with Mkwanda (2017) who asserts that hard-to-reach allowances have been given to teachers deployed in Lesotho. Lesotho has some very mountainous areas where travel is difficult; infrastructure is poor and the climate inhospitable. Given the dispersed population, schools in mountainous areas are generally smaller than those in urban areas. Teachers feared in such secondary schools because of poor environment where schools lack electricity, educational facilities; lack of teachers' accommodation facilities and there is poor feeder road network. The Gambia has been working with partners to look into the issue of teacher motivation and morale and how this fits with education goals and commitments in hard-to-reach schools. In the research study, the teacher job commitment was represented by affective hard-to-reach allowance which was highly being complained of as being missing in Uganda, specifically in the secondary schools in Pader district.

The history of hard-to-reach allowances began in Uganda in 2012, when the Ministry of Education and Sports introduced a special motivational incentive to combat the irregularity and late coming of teachers in remote areas (Mukasa, 2019; Kayiwa et al. 2024). The program aims to attract and retain teachers by compensating them for the difficulties of working in hard-to-reach locations. It has been implemented as a supplement, sometimes amounting to an extra 30% of a teacher's salary, but the specific details and implementation have faced challenges and are currently under review to enhance teacher job commitment (UNESCO, 2015). In lieu of the above facts, a survey conducted by Mukasa (2019) in hard-

to-reach districts of northern Uganda found out that hard-to-reach schools experience low syllabus coverage (51%), teacher irregularity (63%), late coming (47%) and low syllabus coverage (57%), of which hard-to-reach allowances being of the major contributing factors. Conversely, while several efforts have been made to understand the hard-to-reach allowances and teacher job commitment, a lot still remains to be done. This is what the study seeks to establish.

1.1.2 Theoretical Background

The theory of Equity underpinned this study. The study was based on the Theory of Equity, postulated by Adam Stacy (1956) which states that “remuneration results from an individual’s desire to reduce feelings of inequality when he/she finds an imbalance in the ratio between his or her input and outcome with others (Adams, 1956). In either scenario, the input-outcome measure is known as a reference ratio”. This essentially refers to a teacher’s subjective assessment and judgment about the fairness of motivation she/he gets in comparison with inputs or working environment. The equity theory postulates that employee’s perception and feelings on how they are treated as compared with others should be fair (De Haas & Kleingeld, 2019). In other words, teachers posted in hard-to-reach areas consider work harder and effectively when well-motivated compared to their counterparts. Teachers consider whether management has treated them fairly, when they look at what they receive for the effort they have made.

Interestingly, Atwebembeire, Musaazi, Namubiru & Malunda (2018) agrees with this view that class teachers in hard-to-reach schools expect motivation outcomes to be broadly proportional to their effort otherwise class teachers may feel unequal and demotivating. The Theory of Equity emphasizes that class teachers need to be treated with fairness, and

this can be attained through extra motivation, which is relevant to this study. The Theory of Equity emphasizes the existence of pay structure of class teachers in hard-to-reach schools. Once workforces notice unfairness, it can result in lower output, advanced none attendance or increase in turnover. In every professional job, the class teachers in hard-to-reach schools need to be treated fairly in terms of payment, and this motivates the class teachers and their output must be equal to the payment (Kassaija, 2019). Thus, equity theory is a process model of motivation. It is related to this study in that, it says that the level of reward teachers in hard-to-reach schools receive, compared to their own sense of their contribution, affects their motivation. The theory considers the concept of equality and fairness, as well as the importance of comparison to others. At its core, Adam's theory says that individuals want a fair relationship between inputs and outputs. What this implies is that they want the benefits (hard-to-reach allowance), they receive from work to seem fair in relation to the inputs (contribution) that they provide (Schiefele & Schaffner, 2015).

Similarly, De Haas and Kleingeld (2019) want the rewards that others receive for their work to be similar or higher to the rewards that they themselves would receive for the same level of contribution. This is attributed to different working environments. This study is inline with the Adams' equity theory which emphasizes that teachers in hard-to-reach schools want fair compensation for inputs across the working population of which they are members. When this is the case, individuals may remain motivated. When it ceases to be the case, individuals may cease to be motivated. In addition, the effectiveness and commitment of teachers in hard-to-reach schools depend on their motivation. This implies that teacher job commitment is an important phenomenon for generally secondary school teachers in hard-to-reach schools, their employers and students at large (Johns, Robinson,

O'Leary and Plimmer, 2017). For the success of any hard-to-reach school, commitment and satisfied human resources are considered as the vital assets of the school.

One of the basic assumptions of the Adams Theory is that there is a strong correlation between job satisfaction and performance of teaching staff. Adams' Theory holds well only if the condition is satisfied. It need not be true in all cases as job satisfaction is just one factor that may influence productivity of teachers in hard-to-reach schools. Adams Theory is appreciated on the ground that it provides an insight into the task of motivation by drawing attention to the job factors which are often overlooked (Schiefele & Schaffner, 2015). Thus, Adams' Theory has solved the problems of school managers who were wondering why their policies failed to motivate teachers in hard-to-reach schools adequately. In contrast to this, teachers less satisfaction on their job makes them to reflect frustration in work environment. Their frustration shall be manifested through different conditions.

The critics of this theory is not conclusive, and this because Adams Theory was limited to the engineers and accountants. The critics say that this theory is not conclusive because the professionals or the white collar workers may like responsibility and challenging jobs. But the general workers are motivated by pay and other benefits. The effect of environment, hygiene and motivational factors may totally be reverse on some other categories of people (Peretomode, 1991). In synthesis, Adams Theory related to Equity would pave the way for optimization of school financial resources and its effective management for rewarding teachers, specifically on the hard-to-reach areas to improve on the performance of teachers in hard-to-reach secondary schools in Uganda. Thus, explains the reason for this study on

exploring the influence on hard-to-reach allowance on teachers' job commitment in secondary schools.

1.1.3 Conceptual Background

In this study, the research focused mainly on two major study variables; that is, hard-to-reach allowance and teacher job commitment.

Hard-to-reach allowance: Hard-to-reach allowance (HTA) as a motivational allowance paid to teachers working in those schools designated as (HTS), (Asahi, 2014) these schools are located in Islands, Mountainous areas, rural areas and sub-counties with poor facilities like roads, electricity, health care, and social centers. On the other hand, De Haas & Kleingeld (2019) is defined as the form of allowance or motivation given to class teachers employed in hard-to-reach schools. It is normally calculated as a percentage of salary, sometimes 30percentage of salary or more in environment or areas where it is particularly difficult or unpleasant to work and live. In this research, hard-reach allowance is considered as extra amount of money that someone is paid for working in difficult conditions.

Teacher Job Commitment: Fernandez (2020) asserted that teacher job commitment means the level of teachers' involvement in their assigned duties. Work commitment, according to Bullock & Thomas (2014) is an important criterion for organizational outcomes and success. In this researcher, teacher job commitment will be considered to refer to the consciousness of the teacher to fully bring in his/her skills, capacity, knowledge and even resources in the pursuit of the school set goals. Teacher job commitment can be looked at in terms of their punctuality, regularity, content syllabus coverage, academic results, timely schemes, timely lesson planning and time on task. In the classroom for

example, it is the willingness of class teachers to work towards the academic accomplishment.

1.1.4 Contextual Background

In 2010, government of Uganda introduced hardship allowance to lure and retain teachers in rural schools. Asahi (2022) posted that provision and access to quality education remains among the top priority areas of the government of Uganda, there has been deliberate effort by the government to ensure that Government grant aided secondary schools are established in every sub-county, unfortunately recruitment and deployment in some of the schools have been shunned by the teachers because of their remote locations. These schools have been referred to not only hard-to-reach but also hard to stay following the controversial designation of some districts from the Karamoja region and northern region especially the greater Acholi districts and other districts like Pader that have been affected by the two decade long Kony war, only schools that are located in sub-counties qualify to benefit from hard-to-reach allowances as an incentive allowance to accept posting and deployment in the hard-to-reach schools. Besides, Muhindo (2020) revealed that in 2010, the Government of Uganda through its line Ministry instituted an incentive called hard-to-reach allowance (HTA) or Hardship allowance (HSA). Hard-to-reach schools are those schools located in Islands, Mountainous areas, rural areas and sub-counties with poor facilities like roads, electricity, health care, social centers. The teachers in these schools work under difficult conditions and are paid extra 30% of their gross salary however, the impact of this incentive has largely remained empirically untested. The Uganda Government White Paper on Education (1992) attempted to address the hard-to-reach allowance gap in secondary schools to improve the teachers' job commitment but these efforts appear to have failed to yield to positive results in Pader district.

In addition, Mkwanda (2017) points out that in the 2011/2012 financial year, teachers in hard-to-reach areas of Pader District started receiving a special motivational allowance calculated at 30 percent of teachers basic. In Pader District, HTA is designed to attract teachers to remain teaching in (HTS). However, it should be noted that individual teachers can be motivated in various ways, some teachers are motivated by their love of children and of teaching, some by more external factors such as a stable salary but majority of the teachers in HTS have advocated for the provision of housing as a major incentive for teachers to be recruited and retained in rural areas. Where teachers cannot live near the school, they are likely to spend a lot of time traveling, often to the detriment of their school work. While some incentive systems work well, many fail. Besides, Muhindo (2020) revealed that when an incentive system fails, the resources used for those incentives are gone and the intended goals are still not achieved. This leaves the education system worse off than if no special incentives had been used. However, work commitment of teachers in face of the hard-to-reach allowance has continued to be major challenge to school administrators in terms of quality time spent both in class and with the students and syllabus coverage (Bamwiterebye, 2016), and this has been widely witnessed in Pader District.

In relation to the above, Bamwiterebye (2016) added that in some cases teachers discipline has been compromised because school administrators fear to lose such teachers as their replacement may be difficult. Many of the teachers because of the (HTA) only prefer to be transferred to (HTS). Ideally, teachers commitment should be rated in terms of teaching preparation, lesson delivery, student engagement and gender inclusivity, learner assessment and feedback, interaction with learners work and curriculum coverage, which are less witnessed in Pader District. The hard-to-reach allowances may have attracted teachers to

hard-to-reach schools but their attitudes towards their work commitment has to be analyzed as they may be thinking that hard-to-reach allowance is not performance-related pay so they can attend to their duties at will. According to Muhindo (2020), sometimes head teachers in some rural schools say many teachers, especially newly recruited ones, are failing to adapt to the suffering and sacrifices associated with rural conditions. Yet, empirical studies into the hard-to-reach allowances and teacher job commitment in selected hard-to-reach secondary schools in Uganda and Pader District in particular remain scanty. It was on the strength of the above, that the researcher deems it necessary to research so as to highlight the impact of hard-to-reach allowances on work performance on teacher job commitment in selected hard-to-reach secondary schools in Pader District.

1.2 Statement of the Problem

Ideally, proper teachers' job commitment in Uganda can be observed by the performance of an individual teacher directly corresponds to the performance of students in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and content syllabus coverage (Tara, 2016). Despite the high premium placed on teachers' job commitment by the *National Policy on Education* (2018), teachers job commitment have not shown the desired results in Uganda and Pader District in particular. Teachers in a number of hard-to-reach schools in Pader do not keep time because long distances they travel to access school premises. Teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled. All these might have negative impact on the teachers' job completion (Bamwiterebye, 2016). This situation of job commitment of teachers has persistent despite the head teachers emphasize of hard-to-reach allowances.

In order to address the aforementioned challenge, the government of Uganda through MoES, school administrators and other partners has made some recommendable efforts to boost hard-to-reach allowances by availing hard-to-reach secondary schools with 30% of their salary increment (Karemire & Mbyemeire, 2024). In parallel, while several government and MoES-based intervention of 30% of salary increment, its effect on fostering the teacher job commitment remains unquantified (Asahi, 2022). Secondary schools in Pader District still experiences low teachers' job commitment. The syllabus coverage remains at 63%, regularity of teachers (47%), punctuality of teachers for duty (33%), timely assessment of students' academic work (27%), and this have attributed to present poor academic performance of students in hard-to-reach schools in Pader District (The UNEB UCE and UACE Results, 2017-2019; 2022-2024).

Different scholars have hinted on these gaps in the hard-to-reach allowances and teacher job commitment in secondary schools including but not limited to: teachers' satisfaction (Bullock & Thomas, 2022); efficiency of teachers (Pugatch & Schroeder, 2022); teachers' competency in teaching (Tara, 2016); and many others. To the best knowledge of the researcher, no research has been carried out about the hard-to-reach allowances and teacher job commitment in secondary schools. The discrepancies and existing gaps therefore, instigated the investigator to fill the knowledge gap on the hard-to-reach allowances and its impact on teacher job commitment in selected secondary schools in Pader District, and this forms one of the bases of the present research.

1.3.0 Purpose and Objectives of the study

1.3.1 Purpose of the Study

To establish the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Pader District.

1.3.2 Objectives of the Study

The study was guided by the following specific objectives:-

1. To examine the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools in Pader District.
2. To examine the effect of hard-to-reach allowances on students' assessment in selected secondary schools in Pader District.
3. To examine the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools in Pader District.

1.4 Research Questions

The study was guided by the following research questions:-

1. What is the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools in Pader District?
2. What is the effect of hard-to-reach allowances on students' assessment in selected secondary schools in Pader District?
3. What is the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools in Pader District?

1.5.0 Scope of the Study

The study included the content scope, geographical scope and time scope of the study.

1.5.1 Content Scope

Documenting the hard-to-reach allowances and teacher job commitment in selected secondary schools were considered the study content scope. The study basically looked at the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary

schools, the effect of hard-to-reach allowances on students' assessment in selected secondary schools and the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools. It looked at hard-to-reach allowances as the independent variable and job commitment of teachers as the dependent variable.

1.5.2 Geographical Scope

The study was carried out among selected secondary schools in Pader district. Pader district consists of 09 (nine) sub-counties, and the study covered only (6) six out of (9) nine sub-counties which have hard-to-reach secondary schools. The area was also selected because several secondary schools in Pader district have continue experiencing low syllabus coverage (63%), regularity of teachers (47%), punctuality of teachers for duty (33%), timely assessment of students' academic work (27%), despite the government intervention through hard-to-reach allowances (Karemire et al. 2024)

1.5.3 Time Scope

The study span was twenty four months months July 2022- August 2024, the researcher evaluated teacher job performance and commitment level in (HTS) from 2011 when the policy of hard-to-reach incentive was instituted by the Government of Republic of Uganda to 2018. This time also considered convenient in providing enough information for making a robust assessment about the issue in question.

1.6 Justification of the Study

Education has helped to bring the entire world into an entity through the information and knowledge education has helped us to achieve. Indeed, to achieve improved education attainment, hard-to-reach allowances have been used by government and education leaders to encourage teachers to behave differently, presumably in ways that promote the ends

desired by those giving the incentive (Tara, 2016). Mkwanda (2017) points out that in the 2011/2012 financial year, teachers in hard-to-reach areas of Pader District started receiving a special motivational allowance calculated at 30 percent of teachers basic. However, in Pader District, the situation is a reverse. The teachers in these schools work under difficult conditions and are paid extra 30% of their gross salary; however, the impact of this incentive has largely remained empirically untested. A survey of literature into the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Uganda is necessary to establish the focus of earlier country studies conducted by various scholars. Notable and relevant ones include studies conducted by Bullock & Thomas (2022); Tara (2016); Pugatch & Schroeder (2022); and many others. It is worth noting that even though their geographical areas of coverage fall outside hard-to-reach secondary schools in Uganda and Pader area in particular. The study shall find out what could be the cause of all these!

1.7 Significance of the Study

This study finding is expected to be beneficial to the following stakeholders; policy makers, school administrators, teachers, body of knowledge, general public and researchers.

The results of this study may be beneficial to key education stakeholders, including policymakers and school administrators, by offering a clear picture of the current state of teacher job commitment in hard-to-reach schools in Pader district. This shall stir Ministry of Education and Sports to revisit its policy on the hard-to-reach allowances. The findings therein may provide valuable insights where policy makers may use of the study's results, conclusions and interventions necessary to identify the potential weaknesses.

The study results may equip the district authority through the office of the education officer with necessary information that could be used to intensify school inspection. To help these authorities to identify strategies that shall help to improve teacher job commitment in selected hard-to-reach secondary schools.

The same documented educational skills and knowledge may shall be of significant value to the school stakeholders and regulators in education sector, making great academic contribution by providing adequate and necessary information that may enrich many academic fields like academic and educational, theoretical studies, and technological stewardship towards providing literature for future writers and scholars.

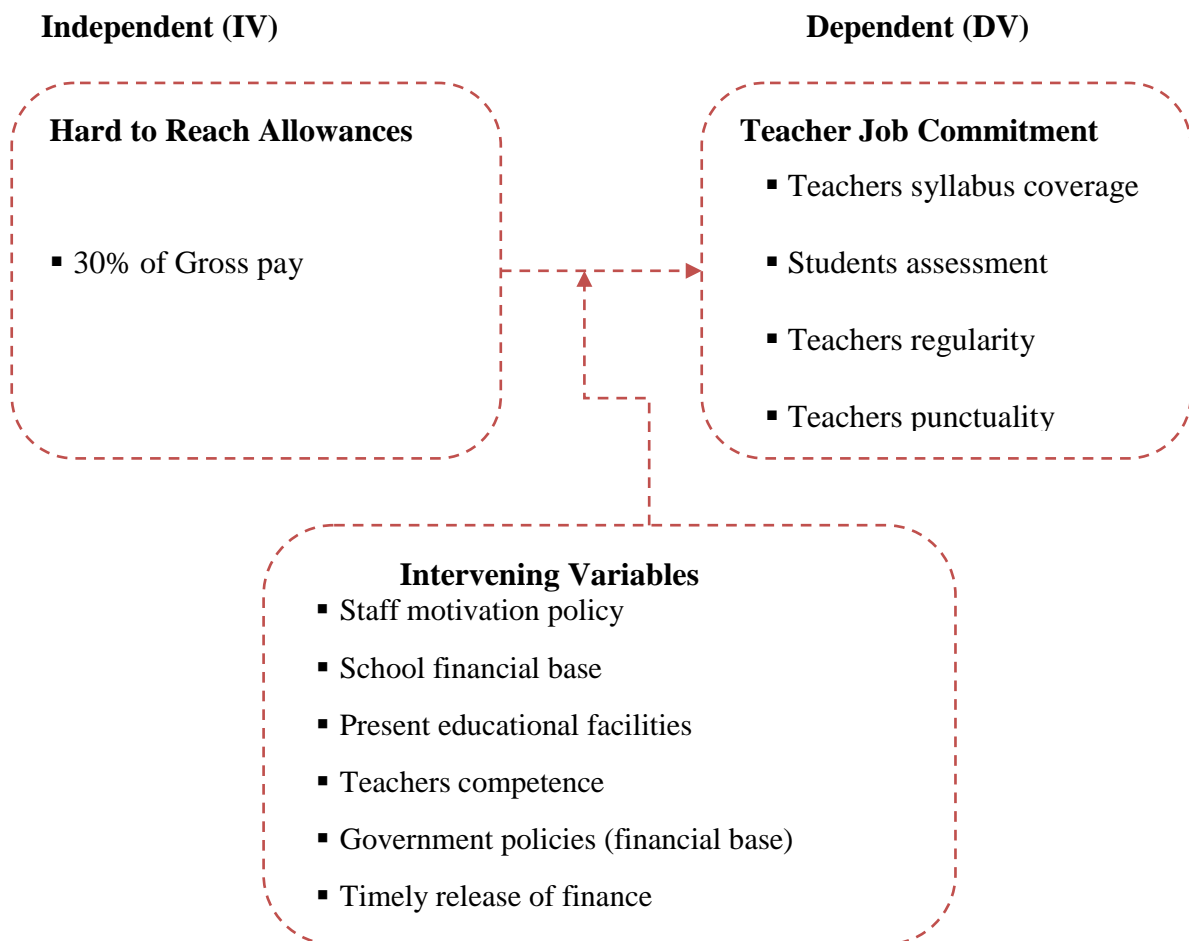
The findings will also contribute to theoretical and empirical knowledge on the relevancy of hard-to-reach allowances on teacher job commitment in secondary schools. The study may also in one way or the other enriches the existing body of knowledge, stimulate or improve on further studies. This research may serve as a vital reference source in future to investigators, scholars, students and other library users who may have picked an interest in this area of concern. Investigators may build on these findings to conduct comparative studies across different schools, or districts within Uganda.

Finally, the documentation will make great academic contribution by providing adequate information that will enrich many academic fields like religious and educational studies, motivational and environmental stewardship to provide literature for future scholars. It is expected to be of help to other investigators to make further analyses and critiquing the phenomenon in other studies towards filling the existing gaps.

1.8 Conceptual Framework

Kombo and Trompo (2006) define a conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. The study was based on a conceptual framework as illustrated in Figure 1:-

Fig 1: Hard-to-reach Allowances and Teacher Job Commitment



Source: Adopted from Bullock & Thomas (2014); moderated by the researcher.

Figure 1 below shows the concepts related to the two-study variables namely hard-to-reach allowances as independent variable and teacher job commitment as dependent variable. In the conceptual framework above, it is presumed that the effect of hard-to-reach allowances included element of 30% of Gross Pay. When these are in place, teachers' work place

performance could be enhanced. Teacher job commitment included elements of teachers' syllabus coverage, students' assessment teachers' regularity and teachers' punctuality. Ways of improving teachers' work place commitment in hard-to-reach schools included staff motivation policy, school financial base, present educational facilities, infrastructure development, timely release of finance, and government policies on financial base.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to the study regarding the hard-to-reach allowances and job commitment of teachers in selected hard-to-reach secondary schools. Journals, textbooks, websites, seminar papers, official documents and unpublished thesis will be reviewed. There is a provision for a summary of the review of literature depicting the possible gaps that were identified during this study.

2.1 Theoretical Review

2.1.1 The Equity Theory

The theory of Equity underpins this study. The study was based on the Theory of Equity, postulated by Adam Stacy (1956) which states that “remuneration results from an individual’s desire to reduce feelings of inequality when he/she finds an imbalance in the ratio between his or her input and outcome with others (Adams, 1956). In either scenario, the input-outcome measure is known as a reference ratio”. This essentially refers to a teacher’s subjective assessment and judgment about the fairness of motivation she/he gets in comparison with inputs or working environment.

The equity theory postulates that employee’s perception and feelings on how they are treated as compared with others should be fair (De Haas & Kleingeld, 2019). In other words, teachers posted in hard-to-reach areas consider work harder and effectively when well-motivated compared to their counterparts (Schiefele and Schaffner, 2015). Teachers consider whether management has treated them fairly, when they look at what they receive for the effort they have made.

Interestingly, Atwebembeire, Musaazi, Namubiru, & Malunda (2018) agrees with this view that class teachers in hard-to-reach schools expect motivation outcomes to be broadly proportional to their effort otherwise class teachers may feel unequal and demotivating. The Theory of Equity emphasizes that class teachers need to be treated with fairness, and this can be attained through extra motivation, which is relevant to this study. The Theory of Equity emphasizes the existence of pay structure of class teachers in hard-to-reach schools. Once workforces notice unfairness, it can result in lower output, advanced none attendance or increase in turnover. In every professional job, the class teachers in hard-to-reach schools need to be treated fairly in terms of payment, and this motivates the class teachers and their output must be equal to the payment (Kassaija, 2019).

Thus, equity theory is a process model of motivation. It is related to this study in that, it says that the level of reward teachers in hard-to-reach schools receive, compared to their own sense of their contribution, affects their motivation. The theory considers the concept of equality and fairness, as well as the importance of comparison to others. At its core, Adam's theory says that individuals want a fair relationship between inputs and outputs. What this implies is that they want the benefits (hard-to-reach allowance), they receive from work to seem fair in relation to the inputs (contribution) that they provide (Schiefele and Schaffner, 2015).

Similarly, De Haas & Kleingeld (2019) want the rewards that others receive for their work to be similar or higher to the rewards that they themselves would receive for the same level of contribution. This is attributed to different working environments. This study is in-line with the Adams' equity theory which emphasizes that teachers in hard-to-reach schools want fair compensation for inputs across the working population of which they are

members. When this is the case, individuals may remain motivated. When it ceases to be the case, individuals may cease to be motivated. In addition, the effectiveness and commitment of teachers in hard-to-reach schools depend on their motivation. This implies that teacher job commitment is an important phenomenon for generally secondary school teachers in hard-to-reach schools, their employers and students at large (Johns. Robinson., O'Leary and Plimmer, 2017). For the success of any hard-to-reach school, commitment and satisfied human resources are considered as the vital assets of the school.

One of the basic assumptions of the Adams Theory is that there is a strong correlation between job satisfaction and performance of teaching staff. Adams' Theory holds well only if the condition is satisfied. It need not be true in all cases as job satisfaction is just one factor that may influence productivity of teachers in hard-to-reach schools. Adams Theory is appreciated on the ground that it provides an insight into the task of motivation by drawing attention to the job factors which are often overlooked (Schiefele & Schaffner, 2015). Thus, Adams' Theory has solved the problems of school managers who were wondering why their policies failed to motivate teachers in hard-to-reach schools adequately. In contracts to this, teachers less satisfaction on their job makes them to reflect frustration in work environment. Their frustration shall be manifested through different conditions.

The critics of this theory is not conclusive, and this because Adams Theory was limited to the engineers and accountants. The critics say that this theory is not conclusive because the professionals or the white collar workers may like responsibility and challenging jobs. But the general workers are motivated by pay and other benefits. The effect of environment, hygiene and motivational factors may totally be reverse on some other categories of people

(Peretomode, 1991). In synthesis, Adams Theory related to Equity would pave the way for optimization of school financial resources and its effective management for rewarding teachers, specifically on the hard-to-reach areas to improve on the performance of teachers in hard-to-reach secondary schools in Uganda. Thus, explains the reason for this study on exploring the influence on hard-to-reach allowance on teachers' job commitment in selected hard-to-reach secondary schools.

2.1.2 The Employee Commitment to Organization Theory

This theory was developed by Lyman W. Porter, Richard M. Steers, Richard T. Mowday and Paul V. Boulian (1974). The Theory purpose is to understand how turnover problem can be reduced/terminated by understanding the employee's psychology. Employee commitment to organization theory explains organizational employee's psychological attachment to an organization in developing countries. Organizational commitment appears to require an individual to think in fairly global terms about his or her relationship to the organization during the initial employment period (Porter *et al.*, 1974). Organizational commitment may be a more global and stable evaluative linkage between the employee and the organization that includes job satisfaction as a component (Porter *et al.*, 1976). This theory demonstrates that an employee has a strong desire to be a member of particular organization and also willingness to exert high level of effort on behalf of the organization in developing countries.

The Theory was developed by Porter *et al.*, in 1974. Employee commitment to organizations is popular with the name of Organizational Commitment (OC). Furthermore, OC study is important because it is related to a) performance effectiveness and employee behavior, b) cognitive, affective and attitudinal constructs; c) employee's job characteristics

and d) employee's personal characteristics (Batemen & Strasser, 1984). Later, (Merey & Allen, 2007) provide a model of OC while discussing three components of it. These three components are affective commitment, continuance commitment and normative commitment on which OC can be operationally measured (Merey & Allen, 2007; Robbins *et al.*, 2010). This theory is important for the success of the organization related to employees. It enhances performance, reduce turnover, trim down absenteeism and provide supportive organizational climate. It makes the head teacher know the demands of the teachers in hand-reach areas, subsequently enhancing their job commitment (Merey & Allen, 2007). However, with allegations of inadequate utilization and provision of adequate facilitation in form of hard-to-reach allowances within environmental dynamics in the secondary schools in this district, this prompted the current researcher to opt for the research study.

2.1.3 The Two - Factor Theory

For the basis of this research, the study also concentrated on Two - Factor Theory (Herzberg's, 2002). The second content theory is Herzberg's two factor theory. His theory is actually based on Maslow's hierarchy of needs but he distinguishes needs in hygiene factors and motivators or growth factors. This Herzberg theory brought a lot of interest from academics and from managers who were looking for ways of motivating their employees in hard-to-reach areas. The reason for so much interest in Herzberg's results comes from a dual character of his work through financial and non-financial rewards. His theory not only describes employees' needs but also goes further and presents how to enrich jobs and make workforce working in difficult situations get more motivated (Fincham & Rhodes, 2005). Herzberg indicates that job satisfaction and job dissatisfaction

are not opposite phenomena (Herzberg, 2002). According to him the opposite of satisfaction is rather no satisfaction and the opposite of dissatisfaction is no dissatisfaction.

Herzberg suggests that satisfaction and dissatisfaction are produced by different factors. People are satisfied at their work by factors. Herzberg highlighted that when an institution hygiene factors do not exist (e.g. financial and non-financial rewards like salary, job security, working conditions, level and quality of supervision) employees are dissatisfied and if these factors exist this does not mean that employees are motivated or satisfied this is because based on his research the opposite of de-motivation is motivation only semantically and not when it comes to understanding the behaviour of employees in their jobs (Herzberg, 2002). Herzberg's theory provides a strong link between financial and non-financial rewards on the employee commitment in hard-to-reach areas. He presents that commitment can come as an emanation of feelings like achievement, advancement, growth which are related with financial and non-financial rewards given to employees in hard-to-reach areas. He emphasized the importance of job enrichment and he separated it from job enlargement which includes increased responsibility and involvement, opportunities for advancement and the sense of achievement. The following is a glance at each of the motivation factors according to Herzberg.

Achievement: An example of positive achievement might be if an employee completes a task or project before the deadline and receives high reviews on the result, the satisfaction the employee feels would increase. However, if that same individual is unable to finish the project in time or feels rushed and is unable to do the job well, the satisfaction level may decrease.

Recognition: When the employee receives the acknowledgement they deserve for a job well done, the satisfaction would increase. If the employees work is overlooked or criticized it shall have the opposite effect.

Work itself: This involves the employees' perception of whether the work is too difficult or challenging, too easy, boring or interesting. **Responsibility:** This involves the degree of freedom employees have in making their own decisions and implementing their own ideas. The more liberty to take on that responsibility the more inclined the employee may be to work harder on the project, and be more satisfied with the result.

Advancement: This refers to the expected or unexpected possibility of promotion. An example of negative advancement would be if an employee did not receive an expected promotion or demotion.

Personal or Working Relationships: This is those relationships one engages in with their supervisors, peers, and subordinates. How someone feels about the interaction and discussions that take place within the work environment can also effect dissatisfaction **working conditions:** This includes the physical surroundings that one works within, such as the facilities or location.

Salary: This factor is fairly simple, the increase or decrease of wage or salary effects the dissatisfaction within a company a great deal.

Feeling a Job Security: This is a pretty significant factor. The sense of job security within a position or organization as a whole relates to the dissatisfaction as well (Ruthankoon & Ogunlana 2013). Herzberg says that leaders should avoid placing strong emphasis on fulfilling hygiene needs as this shall result in employees relying too heavily on extrinsic

rewards and may pose impediments to the long term success of the organization. Instead, leaders should focus on designing more intrinsically challenging task, provide recognition and empowering employees when certain level of ability is demonstrated, which are the true motivators, when fulfilled, contribute to long term positive effect on employees job performance. This research adopted the Herzberg's (2000) two factor theory as it looked at intrinsic and extrinsic factors influencing teachers' motivation and job commitment.

Financial motivation: Financial motivation is based on tangible rewards, such as pay raises, bonuses, and paid time off. Non-financial motivation: These are non-financial incentives, which is the types of rewards that are not a part of an employees pay. While some factors that influence improving job commitment of teachers are immutable, other factors can be influenced by the performer or by others. Similarly, level of job commitment of an individual teacher in hard-to-reach areas depends on the hard-to-reach allowances given to them (Herzberg, 2002). Thus, explains the reason for this study on exploring the influence on hard-to-reach allowance on teachers' job commitment in secondary schools.

2.2 Empirical Review

The literature in this chapter was reviewed basing on the study objectives, research questions using the following themes: the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools, the effect of hard-to-reach allowances on students' assessment in selected secondary schools and the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools.

2.2.1 Effect of Hard-to-reach Allowances on Teachers' Syllabus Coverage in Schools

According to Pugatch & Schroeder (2022), hard-to-reach allowances given to teachers in Bangladesh hard-to-reach schools encourage them to fully participate in school curriculum

activities. Teachers are encouraged to fully get involved in class work henceforth high syllabus coverage. In the same vein, commitment of teachers in Vietnam according to Asahi (2022) refers to the level teachers are motivated and encouraged to work hard and finish the syllabus in time. Teachers play an important role in educating the future members of a society through their work in schools. Therefore, it is emphasized that certain content in the syllabus should be covered, and specific concepts and skills mastered by students. Academic performance is a major indicator of quality education. It is mainly achieved through successful implementation of developed school curriculum and mainly involves coverage of syllabus which endeavors to include certain skills and attitudes to students through various subjects. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Nhundu & Shumba (2021) revealed that Ghanaian Ministry of Education officials critically understand what motivates teachers in hard-to-reach schools to comply and finish the content syllabus in the required specified time. Hard-to-reach allowances to teachers promote their commitment and work performance for better quality education. Teachers tend to spend a lot of their time handling academic work henceforth completing syllabus in time. While, some incentive systems in Sub-Saharan Africa work well, many fail. When an incentive system fails, the resources used for those incentives are gone and the intended goals are still not achieved. This leaves the education system worse off than if no special incentives had been used. For the basis of this study, hard-to-reach allowances given to teachers to enhance teaching preparation, lesson delivery, student engagement, learner assessment and feedback, interaction with learners work and curriculum coverage. This

research aims at investigating the hard-to-reach allowances in the Ugandan context and this resonates with the teachers' syllabus coverage in selected hard-to-reach secondary schools.

In addition to the above, Aidan (2015) revealed that in Uganda, hard-to-reach allowances (HTA) is designed to attract teachers to remain in regular and proper teaching in hard-to-reach schools, henceforth content syllabus coverage. In addition to the provision of hard-to-reach allowances, some teachers are motivated by their love of children and of teaching. Some by more external factors such as a stable salary but majority of the teachers in HTS have advocated for the provision of housing as a major incentive for teachers to be recruited and retained in rural areas. Tara (2016) added that hard-to-reach allowances tend to be mostly given to teachers who stay outside school premises; where such teachers cannot live near the school, they are likely to spend a lot of time traveling, often to the detriment of their school work, which sometimes could undermine their teaching ability and the level of syllabus coverage. There remains a dearth of empirical research on the effect of hard-to-reach allowances on syllabus content coverage in selected hard-to-reach secondary schools especially in LDCs like Uganda.

Asahi (2022) stated that the hard-to-reach allowances attracts teachers in hard-to-reach schools and improve on their attitudes towards work performance. Syllabus coverage has improved in hard-to-reach a school which wasn't the case before the presence of hard-to-reach allowances to teachers. Teachers feel motivated and like their teaching job, henceforth completion of syllabus in time. Hard-to-reach allowances have actually promoted teachers work ability and commitment to their assigned workload and syllabus coverage. Ideally, teachers' performance should be rated in terms of teaching preparation, lesson delivery, student engagement, learner assessment and feedback, interaction with

learners work, in addition to curriculum coverage. Having strong preparation for teaching enhances teachers' sense of efficacy, syllabus coverage and their effectiveness, improving student outcomes. Strong preparation also increases the likelihood that teachers remained in the profession. Explicitly show that there was still an information gap which identified scholars/authors had not adequately covered. The study bridged the gap.

2.2.2 Effect of Hard-to-reach Allowances on Students' Assessment in Schools

According to Mkwanda (2017), hard reach allowances has enhanced students' assessments in hard-to-reach schools. Teachers in South Asia, countries have been motivated to be more involved in giving out academic assignments/homework, able to mark them in time and help learners to do correction. Hard-to-reach allowances have promoted teachers balance between urban and rural schools of Bangladesh. In some cases teachers have been able to get a transfer, even where there is no vacancy in the school to which they are moving. As a result, some urban schools are significantly over-staffed and teachers have relatively light workloads (Smith et al. 2021). The study used a descriptive approach basing on thematic content analysis were applied, unlike this research that focused on a cross-sectional survey design, where correlations were used.

More still, as there is constant teacher-initiated movement, and no regular supply of new teachers, there is an oversupply of teachers in the desirable areas, and a shortage in the less desirable areas, of which with presence of hard-to-reach allowances, nowadays teachers prefers to teacher in hard-to-reach schools so as to benefit from hard-to-reach allowances (Kayiwa., Raihan & Kum, 2024). Overall, with hard-to-reach allowances, there is a good deal of teacher movement. In 2014 over 4,000 teachers in Uganda, or 10% of the teacher population, transferred to another hard-to-reach school (Mukasa, 2019). Most movement is

initiated by the teachers themselves hopping to gain from hard-to-reach allowances. Regrettably, despite of all these efforts, the gaps in teachers' job commitment in hard-to-reach secondary schools was still experienced and said to remain rife in the district, created the need for this study.

In addition, Pugatch & Schroeder (2022) revealed that hard-to-reach allowances in Sub-Saharan Africa make teachers to handle individual learners' differences. Teachers are able to help and correct students' academic mistakes, guide them on how to carry out revision exercises, and encourage them to do correction. There is some evidence to suggest that the quality of teacher in rural areas may be lower than in urban areas. One study of rural schools in Tanzania, Sri Lanka, India and Ethiopia found that rural classrooms were very passive. Pupils in the "average" schools are rarely required to participate actively in lessons, other than to repeat by rote what had been said by the teacher or to sing and clap. The study was not done in developed countries, which means limited research in that perspective, and rendering a gap in terms of context which is what the researcher in the current study aims to address.

Additionally, Pugatch & Schroeder (2022) added that teachers made little use of local materials, and did little to make the curriculum relevant to the local conditions. Teachers said that they felt wary about moving away from what was laid down on the printed page, even though they might be surrounded by rich and varied resources outside the classroom and school environment. The rigidity of primary school curricula and examinations seemed to discourage teachers from moving beyond the boundaries of the subject area. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the researcher to consider the path of the research study.

In terms of giving exercises and marking, Mkwanda (2017) stated that hard-to-reach allowances encourage teachers in hard-to-reach schools to effectively handle the teaching-learning process. Teachers effectively get morale to give students exercises and be able to mark their exercise, in addition of helping them to do the necessary corrections. Similarly, Smith et al. (2021) stresses that the management of teachers in hard-to-reach areas goes beyond ensuring attendance and handling students' academic assignment; teacher management is also concerned with ensuring that teachers deliver the best possible education. Interestingly, no single hard-to-reach allowance could be pointed to, to be responsible for this paucity something that this research studies delve in.

Further, Lewin (2022) stated that hard-to-reach allowances in Kenya influence teachers to give and mark termly examinations. Teachers are shunning rural schools in preference for urban localities. Besides, World Bank (2015) stated that one effect of this Tanzania system is that most teaching posts are filled, and there is relatively little variation in learner-teacher ratio between rural and urban areas. However, qualified teachers can more easily compete for the jobs in urban areas, and so many of the rural schools recruit unqualified teachers. The school census data reveals that only 24% of teachers in lowland areas are unqualified, compared with 51% in mountain areas. The mass exodus from the rural areas has left some schools understaffed, increasing the workload and creating an extremely challenging teaching environment for the remnants. But Section 5 of the Public Service Act makes the deployment of teachers dependent on vacant posts that Treasury can fund. So distance is no excuse for migrating from rural schools, where one teacher serves up to 100 students. Regrettably, according to the scholars, evidence from Ugandan hard-to-reach secondary schools on desired hard-to-reach allowances is still weak in some hard-to-reach schools, specifically in Pader district.

In support of the above, Mkwanda (2017) revealed that hard-to-reach allowances encourage teachers to get more involved in teaching-learning process, and get more concentrated on assessing students exercises. Teachers in hard-to-reach schools get more involved in giving academic exercises, marking them in time and doing correction when they are well motivated. More still, Keeves (2017) revealed that work performance and commitment of teachers in Ugandan hard-to-reach schools get more influenced by teachers in hard-to-reach allowances. Still, Keeves added that after districts hire talented teachers in hard-to-reach schools, strong induction and support for teachers can increase their retention, accelerate their professionalism and improve student learning through having extra classroom assistance for poorly performing students. Teachers who receive this set of supports have been found to stay in teaching at rates more than twice those of teachers who lack these supports. Explicitly show that there was still an information gap which identified scholars/authors have not adequately covered. The study bridged the gap.

2.2.3 Effect of Hard-to-reach Allowances on Teachers Regularity and Punctuality in Schools

According to Bullock & Thomas (2022), hard-to-reach allowances encourage teachers to be punctual for work, henceforth content syllabus coverage. Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designed time. In Vietnam, Hard-to-reach allowances are sometimes used by government and education leaders to encourage teachers in hard-to-reach schools to behave differently, presumably in ways that promote the ends desired by those giving the incentive. The government decided to give them hard-to-reach allowances as a form of attracting them to attend join such schools for teaching posts and extend proper teaching services to learners. Though, Smith., Voigt & Zhang (2021) stresses that teachers in Pacific-Asian region who

teachers in hard-to-reach schools oftentimes, they complain about long distances to get to work. This is why some flee to urban centers, and giving them extra allowance makes them to cater for such additional expenses they have to incur. However this research was not hard-to-reach school based, thus the study was conducted basing on selected hard reach schools secondary schools in Uganda.

Asahi (2022) stated that hard-to-reach allowances enhance regularity of teachers in hard-to-reach schools. Teachers tend to easily access school or stay around school when given hard-to-reach allowances. However, Muhindo (2017) noted that teachers in Sub-Saharan African hard-to-reach schools face challenges to inadequate school facilities and educational facilities to have effective teaching. Teachers' working environment affects their ability to teach and has an impact on children's ability to learn. Additional school facilities, such as adequate toilet facilities and in some schools staff quarters, are vital to sustain the motivation levels of teachers. Therefore, these studies took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by triangulated.

More so, school facilities at present are variable; conditions are often difficult and teachers are working in poorly ventilated, dusty classrooms with inappropriate space and, at times, furniture. Living conditions, especially for teachers in rural areas, are poor with limited staff quarters available. Besides, Rust & Dalin (2020) added that the larger classes tend to be the younger grades, leading to poor performance in the crucial early years, and subsequent dropout. Teacher utilization is further complicated by teacher specialization, which may result in less efficient use of teachers. With regards to the hard-to-reach allowances in question, the researcher will develop a sense of concern in achieving goals

related to teachers' punctuality and regularity in hard-to-reach schools with particular reference to Pader District.

2.3 Information Gap

The gap identified in the study of the related literature review is that much has been written about monetary incentive in form of (HTA) to attract teachers in (HTS), this allowance is only being paid to trained teachers that have been posted by the government. In all most all the (HTS) there is a gap in staff ceiling, which has got to be filled by teachers who are not on government pay-roll and are paid from the locally generated PTA fund which does not normally include the 30% added on the gross salary of their counterparts who are on government pay-roll. Whereas money is so essential to the teachers in rural setting this may not be the case because this may fail to access this money in time and they lack what to buy leave alone good houses to rent, incentive to attract and retain teachers in (HTS) should include non-monetary incentives like promotion, recognition, staff accommodation, food supply, modest means of transport for the school, study leave, scholarships. Provision of such non-financial incentive ensure personal growth and hence change in social status of the teacher in rural schools who usual have low morale and have taken to heavy drinking in frustration. According to (Justine, 2021), happy workers at work place are productive than unhappy ones. Non-financial incentive to teachers in (HTS) ensured job satisfaction and good work performance and commitment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the methodology; research design, area of the study, information sources, description of the population and sampling techniques, variables and indicators, measurements levels, procedure for data collection, data collection instruments, quality/error control, strategy for data processing, analysis and interpretation, ethical consideration and approval, and study methodological constraints.

3.1 Research Design

The study used a descriptive-correlational survey design. This study adopted a correlational design as it seeks to describe and establish the relationship between study variables. The purpose of using a correlation study is to analyze whether there is a relationship between independent variable and dependent variable (Creswell, 2018). Besides, the finding from descriptive survey design was used to generalize the researcher's results about the target population. Osuala (2005) defined descriptive survey design as the accurate assessment of the characteristics of the whole populations of people. The study was both quantitative and qualitative in nature. The subjects or participants were given questionnaire and interviewed as the instruments to collect the data. It was also more realistic than the experiment in that it investigated phenomena in their natural setting.

3.2 Area of Study

The study was carried out among secondary schools in Pader district. Pader district is located in the north-western region of Uganda between latitudes 31' 24" and 32' 4" east of Greenwich line and longitudes 2' 53" and 3' 37" north of the equator. Pader district consists

of 09 (nine) sub-counties, and the study covers only (6) six out of (9) nine sub-counties which had hard-to-reach secondary schools. The area was also selected because several secondary schools in Pader district have continue experiencing low syllabus coverage (63%), regularity of teachers (47%), punctuality of teachers for duty (33%), timely assessment of students' academic work (27%), despite the government intervention through hard-to-reach allowances (Karemire et al. 2024).

3.3 Information Sources

The researcher used both primary and secondary sources of information.

3.3.1 Primary Source

Kothari (2014) defined primary data as information obtained from first hand by the researcher on the variables of interest for the specific purpose of study. The information here was got for the first time through experience, personal analysis, and was also obtained by use of questionnaire and interview guide. Primary sources of information are those which were original in nature.

3.3.2 Secondary Source

Kothari (2014) stated that secondary data is the data which was collected and analyzed by someone else. These included MoES websites, statistical report and bulletins, annuals education reports on general education survey, textbooks, other students' research work, journals, teachers' retention, teachers labour turn over records, newspapers and internet sources which the researcher made best use of them.

3.4 Population and Sampling Techniques

3.4.1 Population

Kothari (2014) defined population to refer to a collection of humans. It is the whole number of people or inhabitants in a country or region. Population is the total individuals occupying an area or making up a whole. The target population basically comprised of Head teachers, teachers and Inspectors of Schools, District Education Officer, Assistant District Education Officer and Chairperson Parents/Teachers Association (PTA) and Board of Governors. The head teachers and Chairperson PTA and BOGs were treated with the same instrument since both constitute the headship and supervision of the school. The Inspectors of Schools, District Education Officer, and Assistant District Education Officers were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, the teachers were selected in order to obtain reliable and valid information required for this study.

3.4.2 Sample Size Determination

In Pader District, six (06) secondary schools were selected where six (6) head-teachers, seventy five (75) teachers, two (2) Inspectors of Schools, one (Assistant DEOs), six (06) chairpersons of PTA and six (06) Chairperson Board of Governors were selected for this study. These respondents were considered as key respondents since they were presumed to have the relevant information about the study problem at hand, which enabled the researcher to get the necessary data for the study that was given the best key findings. The sample size was based on the Krejcie and Morgan's sample size calculation which was the same as using Krejcie and Morgan's sample size determination table (Appendix I)

Table 3.1: Target Population and Size

Participants	Population Size	Sample Size	Sample Selection
Head teachers	6	6	Purposive sampling
Teachers	108	75	Simple random sampling
Inspectors of Schools	2	2	Purposive sampling
District Education Officer	1	1	Purposive sampling
Assistant DEO	1	1	Purposive sampling
Chairperson PTA	6	6	Purposive sampling
Chairperson BOGs	6	6	Purposive sampling
Total	130	97	

Source: (Pader District Education Office Database, 2023)

The study involved both male and female participants selected purposively for head-teachers, Chairperson PTA/BOGs, district education officer and the assistant, and district inspectors of schools as well as randomly for teachers. The schools included in the study were selected using purposive sampling method.

3.4.3 Sampling Techniques

The study employed purposive sampling to select head-teachers, Chairperson PTA, Chairperson BOGs, Inspectors of Schools and District Education Officer and the assistant. These were purposively chosen because of their position and their participation in school supervision and management. On the other-hand, simple random sampling was used to select teachers; because in most school these classes unlike the candidate classes' teacher are under too much pressure to deliver because of examination pressure and requires obtaining consent from their parents for which the researcher didn't have sufficient time. These techniques were used to avoid bias and had equal representation of the research findings.

3.5 Variables and Indicators

3.5.1 Variables

Stephanie (2016) defined variable as a measurable characteristic that assumes different values among subjects. There are different classifications of variables for example a Dependent Variable (DV) and Independent Variable (IV). Independent variable also called predictor is the one whose effect a researcher established. Therefore, for the basis of this research study, the researcher looked at hard-to-reach allowances as independent variable and work performance commitment of teachers as dependent variable.

3.5.2 Indicators

The indicators of hard-to-reach allowances included 30% increments of teachers' salaries, housing, transport fee and continuous development programs. Work performance of teachers was measured in terms of teaching preparation, lesson delivery, student engagement and gender inclusivity, learner assessment and feedback, interaction with learners work and curriculum coverage.

3.6 Measurement Levels

Kothari (2013) defined sound measurement level should meet the tests of validity and reliability. The types of measurement levels include; ordinal, nominal, ratio and interval. A likert scale is a scale to be used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale which included the following kinds of answers were used; 5 = Strongly Agree, 4= Agree 3=Undecided/neutral, 2=Disagree and 1= Strongly Disagree. The nominal scale was used for gender and education level. The interval scale was used for

period one had been in school. Multivariable analysis (MVA) was also based on the certain statistical principle related to multivariable statistics. The scale measured the opinion of respondents which was quantified and standardized to ensure regression analysis was conducted.

3.7 Procedure for Data Collection

The researcher got cleared by the Uganda Christian University Ethical Research Committee (UCUREC) as well as School of Education. Permission to carry out the study was obtained from District Education Office and head-teachers of the selected secondary schools before the researcher started collecting data, through a letter of introduction from the Uganda Christian University REC. The researcher met the head-teachers, DEO, Inspectors of Schools, Assistant DEO, Chairperson PTA and BOGs for an interview and he also administered questionnaires to teachers only. A total of seventy five (75) copies of questionnaire were administered to the teachers. This was administered within one week. The teachers were assured of the confidentiality of the information was collected and security of their job. The researcher also assured respondents that the study was strictly academic and that utmost confidentiality was observed.

3.8 Data Collection Instruments

The study was guided by the following research instruments:-

3.8.1 The Questionnaire

The instrument for this study was a likert scale questionnaire. The questionnaire was initially pre-tested among 75 teachers which ensured correction of ambiguous and inconsistent questions before it was administered for the actual data collection. From the

questionnaire, the teachers answered questions regarding information on independent variables. The questionnaires were structured following the pertinent study objectives and thus, they had sections with headings that reflect the study objectives.

3.8.2 Interview Guide

The interviews were audio-recorded and then transcribed verbatim for analysis. Open ended in-depth interviews were conducted with the head-teachers, DEO, Inspectors of Schools, Assistant DEO, Chairperson PTA and BOGs. This was done face-to-face between the researcher and the interviewees so as to be able to observe non-verbal behaviors, and was able to collect first-hand information. The researcher also had the opportunity to observe relevancy of hard-to-reach allowances on teacher job commitment. The information in the observation schedule served the purpose of collaborating with information recorded in the teachers' questionnaire.

3.9 Data Quality Control

The research ensured credibility, transferability, dependability and confirmability through practical measures being applied at each stage of collecting primary data and analysis for qualitative data. To establish credibility, I conducted member checks by sharing preliminary findings with selected few key participants for their feedback and validation, ensuring the interpretations reflect their lived views and experiences.

More so, transferability was achieved by providing a detailed contextual description of the selected secondary schools in Pader District, including educational, geographical and environmental factors, allowing future researchers to assess the applicability of my findings to similar settings. Transferability was achieved by providing a detailed contextual

description of the selected secondary schools in Pader District, allowing future investigators to assess the applicability of my findings to similar settings.

Similarly, dependability was ensured through the use of a detailed audit trail, where I documented the entire research process, including data collection methods, instruments of data collection, field notes and analytical decisions. This provided transparency and allowed for the research process being reviewed for accuracy and consistency.

Finally, confirmability was ensured through data triangulation, where I compared findings from interviews, and questionnaires. Cross-referencing of these sources to ensure that the basic conclusions being drawn were grounded in the data rather than in researcher bias. These practical strategies ensured the rigor and validity of my study.

3.9.1 Validity of the Instrument

Stephanie (2016) defined validity simply means that a test or instrument is accurately measuring what it's supposed to. Validity refers to the degree to which results were obtained from analysis-of the data actually represents the phenomenon under study. The instrument used in this study was vetted by the supervisor's and experts in the field of measurement and evaluation in the UCUREC as well as School of Education. This determined the face and content validity of the instruments. However, all necessary corrections and modifications were made by the experts which were effected and items or research statement(s) were reconstructed based on the satisfactory comments of the supervisors and experts on the field. Pretesting was done by administering it to ten (10) respondents within the study population but outside the sample. Results from the field helped to identify gaps and made modifications to the instruments, where necessary. Pre-

testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

Ten questionnaires were pilot-tested in hart-to-reach secondary schools, outside the sample hard-to-reach schools in Pader district that did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300.$$

$$\text{Invalid items} = 45.$$

$$\text{Relevant items} = 300 - 45 = 255.$$

$$\text{CVI} = 255/300 = 0.85.$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. The questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.9.2 Reliability of the Instrument

Stephanie (2016) defined reliability to imply consistency: if you take the act five times, you should get roughly the same results every time. Reliability is a measure of the stability or consistency of test scores. Reliability of research instruments is its level of internal consistency or stability over time (Borg & Gall, 2013). The term validity indicates the degree to which an instrument measures the construct under investigation. There are three types of validity tests: content, criterion-related and construct validity. One of the teachers' categories (degree holders) was randomly selected for pilot study. Respondents were encouraged to make comments and suggestions concerning instruction, clarity of questions and relevance. This enabled the researcher to make alterations where necessary and improve the instruments. Reliability of the instrument on the other hand was ensured through the use of Cronbach's Alpha co-efficient index generated by SPSS. The results are presented in Table 3.2.

Table 3.2: Reliability indices for the questionnaire

Variable	No. of items	Cronbach Alpha Coefficient
Hard-to-reach allowances on teachers' syllabus coverage	10	0.78
Hard-to-reach allowances on students' assessment	10	0.82
Hard-to-reach allowances on teachers' regularity and punctuality	08	0.89

The Cronbach's alpha is 0.805 as indicated in Table 3.2 above, 0.7 the recommended reliability value. This showed that the questionnaire was reliable. On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to

rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on six respondents to determine their reliability and these respondents were not among the respondents (interviewers).

3.10 Strategy for Data Processing, Analysis and Interpretation

The field findings were analyzed both qualitatively and quantitatively as follows:-

3.10.1 Quantitative Data Analysis

Quantitatively, under this technique, data was analyzed using statistical packages like Statistical for Social Scientists (SPSS version 21) to generate frequencies. This was useful and helped in generating tables for easy presentation and interpretation of the study findings. The analysis of the data was made using the information given by the teachers through questionnaires. The questionnaire was in form of objective questions. The percentage was calculated from the frequency of respondents to the items. Any percentage agreed item with 50% and above was considered of significant effect while any item below or less than 50% was considered not significant. The percentage was computed for the calculated Strongly Agree (SA), Agree (A), (NS) Not Sure, Disagree (D), Strongly Disagree (SD) statements. The collected data from field work through the use of questionnaires was coded first to enable the analyses. The results were tabulated using tables. The findings were also presented by mean and standard deviation. The researcher conducted single regression analysis to establish the relationship between variables of the study.

3.10.2 Qualitative Data Analysis

Data was analyzed manually by categorizing data in themes and was presented according to themes (thematically), following the chronology of the research objectives. These qualitative data was obtained from head-teachers, DEO, Inspectors of Schools, Assistant DEO, Chairperson PTA and BOGs who answered an interview guide. Thematic content analysis was used where soft wares like Atlas Ti were used. Narrative analysis was used, personal communication as well as question by population. Data obtained from the field was raw, difficult to interpret and therefore such data was analyzed to give meaning.

3.11 Ethical Considerations and Approvals

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error (Rowley, 2012). The ethics framework is essential as it entails the voluntary informed consent of the participants. The researcher observed several ethical considerations to ensure a dutiful research that not only benefits the involved communities but also builds integrity and reliability.

3.11.1 Ethical Consideration

Ethical clearance was sought from Uganda Christian University Ethical Research Committee as well as School of Education, Department of Education of Uganda Christian University to conduct research. Permission to carry out the study in Pader District was sought from the Head-teachers and teachers for the selected hard-to-reach schools.

3.11.2 Informed Consent

Informed consent form that elaborates on the purpose of the study was filled by all those who participated in the study. Sometimes, verbal consent was also obtained from the

participants to enhance confidentiality of the research which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime.

3.11.3 Participants' Confidentiality

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. Participants were given written consent before participating and confidentiality and anonymity were emphasized at every stage. Data identifying individual subjects were restricted to those involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.12 Study Methodological Constraints

Limited range of information. The researcher overcome such challenge by visiting the internet and different library(s) to get more of required data necessary to complete this research study.

Attrition. Not all selected participants were willing to participate in this study and this due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

Limited funds to cater for all required items and data collection relevant expenses like transport, reams, pens and binding. This was solved by the researcher himself through soliciting funds from family members and getting a soft loan from friends to fill the financial gap.

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants were first oriented and briefed on the procedures to be followed/done in data collection.

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigators through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter details with presentation, analysis and interpretation of results highlighting the purpose as well as which was answered by the respective objectives. The study findings are presented, following the study objectives namely; to examine the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools in Pader District, to examine the effect of hard-to-reach allowances on students' assessment in selected secondary schools in Pader District, and to examine the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools in Pader District.

4.1 Response Rate

Response rate is also known as return rate or completion rate, is the number of individual who answered the survey divided by the number of the sample (Orodho, 2019). It is usually expressed in the form of a percentage. The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

Table 4.1: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Teachers	105	75	71.4%
Head teachers	6	6	100%
Inspectors of Schools	2	2	100%
DEO and Assistant DEO	2	2	100%
Chairperson PTA	6	6	100%
Chairperson BOGs	6	6	100%
Total	130	97	74.6%

Source: Primary data (2024)

As presented in the table 4.1 above, a total number of 130 respondents were expected to participate in the study (target population), but 97 respondents actually participated to make a response rate of 74.6%. Others (25.4%) did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of national examinations. This response rate is above 65% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results to base on for recommendations.

4.2 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across sex of the respondents, highest education level, age bracket and working experience. Respondents were equivalent to 97, and this comprised on (6) head teachers, (2) Inspectors of Schools, (6) Chairperson PTA, (6) Chairperson BOGs, (75) teachers, and (2) DEO and the Assistant DEO. This is indicated in the Table 4.2

Table 4.2: Demographic Characteristics of respondents

Variable	Category	Freq.	Percentage
Sex.	Male	52	53.6
	Female	45	46.4
Highest education level	PhD	1	1.1
	Masters' Degree	4	4.2
	Bachelors' Degree	92	94.7
Age Bracket.	18 – 27years	11	11.3
	28 – 37 years	52	53.6
	38 – 47 years	28	28.8
	48 yrs & above	6	6.3
Working experience.	1 - 4 year	16	16.5
	5 – 9 years	71	73.2
	10 years and above	10	10.3

Source: Primary data (2024)

(n=97)

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Table 4.2 shows that the respondents equivalent to 52(53.6%) were male and 45(46.4%) were female. This implies that hard-to-reach secondary schools consider gender balance during recruitment of their staff; however, many female teachers commonly fail to manage school conditions in hard-to-reach schools. In support of this, Salfer (2017) asserts that gender balance have been emphasized and encourage while recruitment of staff in all public institutions in Uganda; and this can be observed in this study.

Majority 92(94.7%) of the respondents were Bachelor's degree holders, and the least 1(1.1%) were PhD holders. This implies that most of the staff employed by hard-to-reach secondary schools are qualified at graduate level. This concurs with Public Service Report (2021) revealed that most of the teachers in public secondary schools in Uganda must have Bachelors' Degree and above.

In terms of age bracket, majority respondent 52(53.6%) belongs to age bracket of 28-37 years, followed by 28(28.8%) in age bracket of 38 – 47 years, and the least 6(6.3%) were aged 48 years and above. The implications are that each of the respondents was from different age group or generation differences. This further indicates that most of the teachers have been in the system for long and they must be having enough working experience, and this agrees with Pader District Education Report (2023) revealed that most teachers in hard-to-reach secondary schools in Uganda are old enough in ages of 30s; and they have enough experience at work for effective service provision.

Reference to Table 4.2 above, respondents were further asked to reveal the time period they have spent in schools. From the above, majority of the respondents 71(72.3%) indicated they have been working with school for 5-9years. Also, 16(16.5%) of the respondents have

indicated 1– 4 years and only 10(10.3%) mentioned of 10 years and above. The implications are that all the respondents are familiar with the hard-to-reach schools activities. This is in line with Pader District Education Report (2023) which stated that hard-to-reach schools in the district tend to teachers young and energetic people and this have led to most teachers to have short working skills and experience.

4.3 The Teachers' Job Commitment in Hard-to-Reach Schools (Dependence Variable)

The findings present the views of respondents on the job commitment of teachers in hard-to-reach secondary schools in Pader District. The responses from the questionnaire were based on a five-point Likert scale of: 3=accepted, 2=neutral, 1 disagreed. Table 4.3 provide in summary of their views in frequency and percentages.

Table 4.3: Showing the Job Commitment of Teachers in Hard-to-Reach Schools

Variable Items	Extent of (dis)agreement			Mean	Std. Dev't
	Accepted	Neutral	Disagreed		
	f(%)	f(%)	f(%)		
The assessment of students' academic work is always done timely and effectively in our school	69 (92%)	2 (2.7%)	4 (5.3%)	3.93	0.893
Teachers in this school, teach and perform to the expectation of the school management	67 (89.3%)	5 (6.7%)	3 (4%)	3.91	0.847
Teachers in this school prepare scheme of work and follow the updated lesson plan	64 (85.3%)	6 (8%)	5 (6.7%)	3.78	0.791
In terms of subject content delivery, teachers in this school perform very well	61 (81.4%)	7 (9.3%)	7 (9.3%)	3.64	0.695
Teachers performance in this school is good because they achieve the school targets	58 (77.3%)	9 (12%)	8 (10.7%)	3.61	0.677
All classroom teachers design strategies to facilitate learning	54 (72%)	11 (14.7%)	10 (13.3%)	3.59	0.651

Source: Primary data (2024)

(n=75)

The study findings in Table 4.3 above show that 69(92%) of the respondents accepted to the statements that the assessment of students' academic work is always done timely and

effectively in hard-to-reach secondary schools; whereas, 2(2.7%) were neutral and 4(5.3%) of participants disagreed (Mean=3.93). This implies that classroom teachers timely give and mark homework, as well as perfectly assess other academic exams.

The study revealed that teachers in hard-to-reach secondary schools teach and perform to the expectation of the school management, and this was accepted by 67(89.3%) of the respondents; whereas, 5(6.7%) of the respondents were neutral and 3(4%) of the respondents disagreed (Mean=3.91). This implies that the general teachers' performance in hard-to-reach secondary schools in Pader district is satisfactory. However, some teachers always arrive at school late and in most occasions when they are already exhausted courtesy of having part-time jobs. Such class teachers cannot effectively handle students' academic differences, mark students' class work, and always fail to finish syllabus in the specified period of time.

The study also revealed that teachers in this school prepare scheme of work and follow the updated lesson plan, and this was accepted by 64(85.3%) of the respondents; whereas, 6(8%) of the respondents were neutral and only 5(6.7%) of the respondents disagreed (Mean=3.78). This implies that class teachers timely prepare scheme of work and lesson plan, and they get approved by the school managers before the term commences. This eventually helps classroom teachers to be guided in case of any error, leading to effective teaching-learning process. Some class teachers want to teach without following the schemes of work and lesson plan and they end up using their own methods they feel like, not minding about the curriculum designed for that specific subject content delivery.

Lastly, in terms of subject content delivery, teachers in this school perform very well, 61(81.4%) of the respondents accepted, and 7(9.3%) of the respondents were neutral and

also the same number disagreed respectively (Mean=3.64). This implies that classroom teachers design strategies to facilitate learning thus able to achieve the school targets.

4.4 The Effect of Hard-To-Reach Allowances on Teachers' Syllabus Coverage

The study found out 75 teachers opinion on the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools in Pader District. Table 4.4 provide in summary of their views in frequency and percentages.

Table 4.4: Frequencies and percentages regarding the effect of hard-to-reach allowances on teachers' syllabus coverage

Variable Items	Extent of (dis)agreement			Mean	Std. Devt
	Accepted	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Hard-to-reach allowances change teachers attitude and love their job/teaching profession	70 (93.3%)	5 (6.7)	0 (0.0%)	3.97	0.877
Hard-to-reach allowances encourage teachers to attend to individual students differences	68 (90.6%)	5 (6.7)	2 (2.7%)	3.96	0.805
Hard-to-reach allowances promote teachers time spent in class	65 (88.6%)	2 (2.7%)	8 (10.7%)	3.87	0.745
Hard-to-reach allowances promote teachers lesson delivery in hard-to-reach schools	64 (85.3%)	8 (10.7)	3 (4%)	3.83	0.835
Hard-to-reach allowances enhance teaching preparation in hard-to-reach schools	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.79	0.812
Hard-to-reach allowances promote teachers' interaction with learners' work	58 (77.3%)	10 (13.3%)	7 (9.4%)	3.77	0.887
Hard-to-reach allowances enhance curriculum coverage	57 (76%)	10 (13.3%)	8 (10.7%)	3.71	0.883
Hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback	42 (56%)	21 (28%)	12 (16%)	3.69	0.731
Student engagement is achieved with presence of hard-to-reach allowances	52 (69.3%)	8 (10.7%)	15 (20%)	3.64	0.715

Source: Primary data (2024) (n=75)

The study findings in Table 4.4 above show that 70(93.3%) of the respondents accepted to the statements that hard-to-reach allowances change teachers attitude and love their job/teaching profession and only 5(6.7%) of the respondents were neutral (with the Mean=3.97 and SD=0.877). This is supported by the interview results where the head teacher from one school stated that;

“...the salary increment of 30% given to teachers in hard-to-reach schools makes them love their job. These teachers sacrifice to remain in such inaccessible schools, do their job perfectly courtesy of extra additional pay given to them. An increment of teachers’ salaries tends to encourage them to get motivated and boost their job commitment. Such salary increment is the key of a successful teacher’s to maintain the continuity of the work in a powerful manner and help schools to survive. Salary increment naturally has to do with classroom teachers desire to participate in their job commitment....” (Head teacher from School B)

Another interviewed District Education Officer had these to say;

“...with hard-to-reach allowances, teachers spare more of their time to get involved in assessment of students when they are paid well. It should be noted that salary increment are given to classroom teachers to boost their morale and efficiency thus enhancing job commitment. This served as a source of motivation to classroom teachers and drives them to contribute their quota towards the achievement of the school’s academic goals...” (District Education Officer, 2024)

Another interviewed Chairperson Board of Governors noted that;

“...hard to reach allowances has enabled teachers to prepare better for teaching, and motivate them to love their job because they can afford better lighting system, can provide for refreshment during marking.....”

This implies that when teachers are given salary increment of 30percent, they devote more of their time to work, thus leading to high job completion which have been witnessed and reported in hard-to-reach schools. Salary increment encourages teachers to work harder to

attain results of their assigned job even against great odds and challenges. When teachers in hard to reach schools are given hard to reach allowances, it motivate them to like and work in such schools because of such benefits that comes with. Hard to reach allowances motivate and encourage teachers to love their work and develop a positive attitude towards teaching job.

More so, the study revealed that hard-to-reach allowances encourage teachers to attend to individual students differences, and this was accepted by 68(90.6%) of the respondents, 5(6.7%) of the respondents were neutral and only 2(2.7%) disagreed with the statement, with the Mean=3.96 and SD=0.805. One of the interviewed Chairperson BOGs had these to say;

“...the extra pay given to teachers in hard-to-reach schools motivates them to devote more of their time to academic work. They give more of their time to handle individual-learner academic differences. Teachers tend to become efficient and effective when given extra pay, and their extra effort is reflected in their work completion. It should be noted that hard-to-reach allowances given to teachers affect their devotion, attitude towards students, time given to learners and consistence at work.....” (Chairperson BOGs from School A)

Interviewed head-teacher noted that;

“...teachers given hard to reach allowances tend to be encouraged to attend to individual students differences; and they get motivated to handle their assigned responsibilities. Teachers give students in such hard to reach schools more of their time when they are well facilitated and motivated to do their work. Students individual academic and disciplinary differences tend to be effectively handled by teachers in hard to reach schools when they are well motivated especially with timely hard to reach allowances....” (Head-teacher from School B)

The above study findings mean that hard-to-reach allowances given to teachers in hard-to-reach schools motivate them to work even more harder. Teachers devote more of their time

to hard individual learner academic differences. Their time given to individual learners is always high since they are satisfied. When these teachers are given extra pay, they devote more of their time to academic work. They timely mark students' exercise in time and able to give feedback to students for corrections. Teachers usually have timely scheduled work and planned service delivery targeting hard-to-reach allowances given to them for having or following proper school guideline.

The study also revealed that hard-to-reach allowances promote teachers time spent in class, and this was accepted by 65(88.6%) of the respondents, 2(2.7%) of respondents were neutral, whereas, 8(10.7%) of respondents disagreed, with the Mean=3.87 and SD=0.745.

One of the interviewed Inspectors of Schools had these to say;

“.....when teachers are given hard-to-reach allowances, they devote more of their time to class work. More time is spent doing class activities. Teachers spend a lot of their time marking home assignments and helping students to do corrections. When these teachers are motivated, it increases their morale to teach. It eventually boosts their morale and time they spend in teaching sessions.....” (Inspector of Schools, 2024)

Similarly, Another Interviewed Inspector of Schools had these to say;

“...with presence of hard to reach allowances, teachers tend to give more of their time to academic work. They give more of their time to help students in doing corrections, helping them in doing their assignments, and marking their assignments. Teachers tend to give class responsibilities more of their time when they are well motivated in such hard to reach schools. Teachers in hard to reach schools have been witnessed to finish their assigned assignments like content syllabus coverage and prepare schemes, lesson plan when they are given hard to reach allowances.....” (Inspector of Schools, 2024)

This means that teachers devote more of their time to classwork when well-motivated. Hard-to-reach allowances boost teachers' ability to work. When well-motivated, their love to

teach doubles. With hard-to-reach allowances given to teachers, they tend to resort on accomplishing the assigned duties. Classroom teachers get committed to their daily curriculum activities, including teaching, helping individual students' academic differences, giving out and marking students' academic exercises, as well as completing the content syllabus coverage when given hard-to-reach allowances.

The study further revealed that hard-to-reach allowances promote teachers lesson delivery in hard-to-reach schools; and this was accepted by 64(85.3%) of the respondents. However, 8(10.7%) of the respondents were neutral and only 3(4%) of respondents disagreed, with the Mean=3.83 and SD=0.835. One of the interviewed Chairperson PTA had these to say;

“...there is high lesson delivery for those teachers given hard-to-reach allowances. These teachers devote more of their time to lesson planning and early preparation, enhancing the delivery of lessons. Those teachers given extra facilitation for the extra duty; and such teachers tend to respect and recognize the work assigned to them. They tend to increase on moral and work ability....” (Chairperson PTA, 2024)

Similar interviewed participant noted that;

“...with presence of hard to reach allowances, lesson delivery in hard to reach schools have been achieved and effectively done by the teachers. Teachers who benefit from such hard to reach allowances get motivated and give more of their time to their work for effective teaching-learning process. Giving teachers in hard to reach schools such hard to reach allowances, entices them to work even more harder; and concentrate on achieving schools' educational goals none-other than high academic performance results....” (Inspector of Schools, 2024)

This implies that existence of hard-to-reach allowances to teaching staff boost their moral to work which eventually leads to finishing of assigned assignments within speculated time thus giving teachers more ample time to edit and make sure the accuracy of the work reports. High facilitation given to classroom teachers, more time at work place is commonly

witnessed in hard-to-reach schools, and this because teachers shall less devote their time in other economic activities since they earn enough to cater for their family needs. The hard-to-reach allowance given to teachers motivates them to engage in remedial lessons thus leading to high syllabus content coverage. Such classroom teachers always complete their academic syllabus in the required time to enable students carry out self-revision and have group discussions.

The study revealed that 59(78.6%) of the respondents accepted that hard-to-reach allowances enhance teaching preparation in hard-to-reach schools, whereas 11(14.7%) of the respondents were neutral and only 5(6.7%) of them disagreed with the statement, with the Mean=3.79 and SD=0.812. One of the interviewed head-teacher had these to say;

“...with hard-to-reach allowances, teachers are able to devote more time to teaching preparation. They devote more time and energy to lesson preparation thus enhancing effective teaching-learning process...” (Head teacher from School A)

Another interviewed participants had these to say;

“...teacher tends to be punctual and regular for assigned work when given hard-to-reach allowance. They feel satisfied with the job when well paid. Hard-to-reach allowance is therefore the force that causes classroom teachers to behave the way they do. It could be further seen on the strength of the teachers’ motives. Motives are needs, wants, drives or impulses within an individual....” (Inspector of Schools, 2024)

Another participant who was interviewed further revealed that:

“...with presence of hard to reach allowances, teachers get motivated to do their teaching preparation and give more of their time in doing research/consultation to have well equipped teaching materials henceforth proper teaching-learning process. Thus, hard to reach allowances motivate teachers in such schools to improve on their ability of teaching and this can be achieved by giving more of their time to prepare for effective lesson delivery.....” (Chairperson BOGs from School D)

This means that with hard-to-reach allowances, compliance, efficiency, performance as well as transparency have been observed within hard-to-reach schools. Hard-to-reach allowances bring either satisfaction or dissatisfaction on the side of teachers. In other words, when classroom teachers are not properly motivated through giving them the allowances they are entitled too, they may not be able to be committed to their work. This clearly indicates that these teachers may not be able to achieve the goal. This clearly indicates that teacher feelings and needs be considered with hard-to-reach allowances, minimizing low efficiency and job commitment. The work coverage for classroom teachers has become high with hard-to-reach allowances. These extra pay given to teachers motivates them to work more harder and complete the work-based assignments.

The study also revealed that hard-to-reach allowances promote teachers' interaction with learners' work, and this was accepted by 58(77.3%) of the respondents, whereas, 10(13.3%) respondents were neutral and only 7(9.4%) of the respondents disagreed with the statement, with the Mean=3.77 and SD=0.887. One of the interviewed head teacher had these to say;

“...classroom teachers tend to become efficient and effective when given hard-to-reach allowances. There is an increase in interaction and exchange of academic ideas between teachers and students with hard-to-reach allowances. Their extra effort is reflected in the job accomplishment as per agreed work plan....” (Head teacher from School C)

Interviewed Assistant District Education Officer had these to say;

“...with hard-to-reach allowances, teachers are more involved in assessing students' academic work, handling individual academic differences, giving assignments or homework, marking, and helping students in doing corrections when well-motivated. It should be noted that allowances given to teachers affects their punctuality and consistence at work, preparation for job and evaluation as well as his/her activities....” (Assistant District Education Officer, 2024)

Additionally, the interviewed Chairperson PTA had this to say;

“...With presence of hard to reach allowances, teachers get more motivated which eventually increase their motivation and ability to interact with learners’ academic work to effectively guide them academically. Teachers in hard to reach schools give more of their time to students’ academic work especially giving them assignments, doing corrections and guiding them in case of failure when they are well given hard to reach allowances.....” (Chairperson PTA from School B)

This implies that hard-to-reach allowances are commonly given to teachers in order to boost their morale and enable them to do their work better. Teachers devote more of their time to work; and this because they are satisfied with the pay given to them. On the other hand, there is persistent decline in teachers’ job commitment in hard-to-reach schools as indicated by high level of labor turnover, high level of absenteeism, late coming at work place and absconding from the duty in schools where hard-to-reach allowances is lacking. It is noted that with hard-to-reach allowances, there is high attendance of classroom teachers among hard-to-reach schools.

It is also noted that hard-to-reach allowances enhance curriculum coverage, and this was accepted by 57(76%) of the respondents, whereas, 10(13.3%) of respondents were neutral and only 8(10.7%) of respondents disagreed, with the Mean=3.71 and SD=0.883. Another head teacher had these to say;

“...there is increasing syllabus coverage with hard-to-reach allowances. Teachers’ job commitment to work helps to realize the attainment of organisational goals and syllabus coverage through proper motivation, and this can be achieved with presence of streamlined hard-to-reach allowance in place. A good motivated and committed teacher dedicates all his/her effort on his/her job. In the direct contrast teachers have to be valued and respected in order to be regular and commitment to their work accordingly. Therefore, their needs and feelings must be considered, to avoid low job commitment...” (Head teacher from School E)

The interviewed Chairperson Board of Governors had these to say;

“...teachers who benefit from hard to reach allowances have high curriculum coverage. They devote a lot of their time in teaching-learning process henceforth leading to high curriculum coverage among schools. Teachers in hard to reach schools have reported improved curriculum coverage because they devote a lot of their time to have effective teaching-learning when given hard to reach allowances.....” (Chairperson BOGs from School E)

This means that hard-to-reach allowance has a powerful effect on freedom from worry, fear, and contamination by the organisation environment. If fair extra salary (hard-to-reach allowance) is adjusted to teachers, their levels of commitment to complete the syllabus shall raise. Hard-to-reach allowances given to teachers tend to motivate them to devote more time to complete the syllabus within specified period of time. Indeed, when classroom teachers are timely paid, they always devote more of their time to curriculum activities. Teachers tend to get satisfied with the work conditions, which enhance their efficiency and commitment to curriculum activities.

The study further revealed that hard-to-reach allowances enhance teachers’ involvement in learner assessment and feedback, and this was accepted by 42(56%) of respondents. However, 21(28%) of respondents were neutral and 12(16%) of respondents disagreed, with the Mean=3.69 and SD=0.731. Another Inspector of Schools had these to say;

“...with hard-to-reach allowances, it has motivated teachers to increase their ability and time given to assessment and giving students’ feedback. Teachers in hard-to-reach schools give more time to their students especially on their academic assessment and giving them feedback when they are timely given hard to reach allowances. Students are given more time to help them and do the necessary adjustments and corrections. The constant provision of hard-to-reach allowances to teachers contribute to their commitment and loyalty, greater job performance and stability on the job....”. (Inspector of Schools, 2024)

Another interviewed District Education Officer noted that;

“...classroom teachers tend to be committed to their profession when their salaries and other financial benefits are paid in due time. This shows that financial benefits related factors are positively related with teachers’ commitment, and therefore moderately support work productivity. On the other hand, delay in payment of hard-to-reach allowances of classroom teachers often displeasure them, and they end up not willing to discharge their job responsibilities.....” (District Education Officer, 2024)

The above findings shows that teachers involvement in learner assessment and feedback have increased in hard to reach schools due to presence of such allowances. Hard to reach allowances have been taken to those schools to replace PTA remunerations since most of such schools cannot afford paying PTA allowances. Hard-to-reach allowances have a powerful tool for the freedom of teachers not to worry and fear by the schools. If there is equality in financial benefits, teachers shall be happy, dedicated and committed fully in the discharge of their responsibilities in the workplace and this will increase their levels of commitment to devote more time on assessment and feedback.

Lastly, respondents equivalent to 52(69.3%) accepted that student engagement is achieved with presence of hard-to-reach allowances; whereas, 8(10.7%) of the respondents were neutral and only 15(20%) of respondents disagreed with the above statement under investigation, with the Mean=3.64 and SD=0.715. One of the interviewed head-teachers had these to say;

“....in some schools, where teachers are given hard-to-reach allowances, they tend to perform better than in schools where motivation is minimal. Classroom teachers tend to work even more-harder in their work when they are given enough allowances. The highly paid classroom teachers devote more of their time to carrying out study research, studying new concepts used in the subjects as well as acquiring new skills in teaching methods. Such class teachers tend to be satisfied

with the payment given to them and fully concentrate on boosting teaching-learning process.....” (Head teacher from School A)

Furthermore, another interviewed Chairperson BOGs had these to say;

“...teachers always seek hard-to-reach allowances purposely to meet the basic needs or clear their debts, thus boosting the ability and energy towards work. Classroom teachers are always efficient at work especially in carrying out assessment especially when given hard-to-reach allowance. That is to say, he/she will prepare, and assess his/her work on time and take his/her responsibility as his/her top most priority. Rewarding teachers is the best acceptable principle of management aiming at modifying behavior of teachers towards work making them committed.....” (Chairperson BOGs from School A)

Similarly, the interviewed key participants also noted that;

“...teachers gives more time to students’ engagement for effective academic performance results. Hard to reach allowances have very little effect on teachers’ performance in assigned responsibilities; after all the money appears on the pay slip and deducted away. Teachers tend to give their students at class level more time for study, discussions, academic and career guidance, marking students’ assignments and doing corrections when they are given hard to reach allowances.....” (District Education Officer, 2024)

This means that hard-to-reach allowances as a form of financial motivation encourages teachers to be punctual and their regularity increases because they develop love for their work, and this eventually boosts students’ engagement. In this regards, hard-to-reach allowances are the most vital welfare programs for hard-to-reach school teachers. In other words, hard-to-reach allowances facilitate teachers carry out their duties effectively. When teachers are timely paid their allowances in time, and this motivates them to finish the work-based assigned workload. Payment of teachers in time boosts their will and ability to accomplish the required workload, non-other than effective teaching-learning process.

4.4.1 Correlation Analysis

Results from correlation analysis were run between hard-to-reach allowances and teachers' syllabus coverage in selected secondary schools in Pader District is presented in the table 4.5 below.

Table 4.5 Correlation between hard-to-reach allowances and teachers' syllabus coverage

Correlations		Hard-to-reach allowances	Teacher syllabus
Hard-to-reach allowances	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	75	75
Teachers' syllabus	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Results in the table above reveal a significant relationship between hard-to-reach allowances and teachers' syllabus coverage in selected secondary schools in Pader District. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that hard-to-reach allowances change teachers' attitude and love their job/teaching work, encourage teachers to attend to individual students differences, and promote teachers time spent in class.

4.4.2 Regression analysis

A single regression analysis was run between hard-to-reach allowances and teachers' syllabus coverage, and results are presented in the table 4.6 below.

Table 4.6: A single regression between hard-to-reach allowances and teachers' syllabus coverage

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Hard to reach allowance	.249	.030	.686	.000
a. Dependent Variable: Teachers' syllabus coverage					

From the regression analysis as shown in the table above, it indicates the coefficient of determination $R^2=0.471$ which shows that 47.1 % variation in teachers' syllabus coverage is explained by changes in hard-to-reach allowances. This implies that any changes in hard-to-reach allowance is would lead to 47.1% chance change in the teachers' syllabus coverage. These results depict that hard-to-reach allowance is significantly related with improved coverage of syllabus ($\beta_1 =0.686$, $p<0.01$). This means that any improvement in hard-to-reach allowance is significantly and positively associated with improved teachers' syllabus coverage in selected secondary schools in Pader District.

4.5 The Effect of Hard-To-Reach Allowances on Students' Assessment

The study found out 75 teachers opinion on the effect of hard-to-reach allowances on students' assessment in selected secondary schools in Pader District. Table 4.7 provide in summary of their views in frequency and percentages.

Table 4.7: Frequencies and percentages regarding the effect of hard-to-reach allowances on students' assessment in selected secondary schools

Variable Items	Extent of (dis)agreement			Mean	Std. Devt
	Accepted	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Hard-to-reach allowances enhance teachers involvement in learner assessment and feedback	69 (92%)	4 (5.3%)	2 (2.7%)	3.92	0.648
Hard-to-reach allowances encourage teachers to mark exercise books	67 (89.3%)	5 (6.7)	3 (4%)	3.89	0.871
Hard-to-reach allowances encourage teachers to give and mark termly exams	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.84	0.843
Hard-to-reach allowances encourage teachers to do correction	64 (85.3%)	8 (10.7%)	3 (4%)	3.87	0.797
Hard-to-reach allowances encourage teachers to give exams	59 (78.6%)	11 (14.7%)	5 (6.7%)	3.79	.813
Hard-to-reach allowances encourage teachers to give and mark classroom exercises	58 (76%)	10 (13.3%)	8 (10.7%)	3.69	.798
Hard-to-reach allowances motivate teachers to encourage learners to study and have high learning outcomes	42 (56%)	12 (16%)	21 (28%)	3.98	.817

Source: Primary data (2024) (n=75)

The study findings in Table 4.7 above show that 69(92%) of the respondents accepted to the statements that hard-to-reach allowances enhance teachers involvement in learner

assessment and feedback; 4(5.3%) of respondents were neutral and only 2(2.7%) of respondents disagreed, with the Mean=3.92 and SD=0.648. One of the interviewed head teacher had these to say;

“...hard-to-reach allowances tend to enhance teachers’ involvement in preparation, assessment and feedback. Teachers are able to give homework, get assessed and be given feedback. Teachers are able to attend to individual work differences when they are given allowances thus go to work place when they have positive attitude towards working....” (Head teacher from School A)

The interviewed participants noted that;

“...with presence of hard to reach allowances, teachers get more of their time to be involved in giving learners academic assignments, doing corrections, and other academic related guidance. Hard to reach allowances encourage teaching staff to get motivated and give more of their time to help learners in academic field targeting to improve on their academic excellence....” (Chairperson PTAs from School A)

The above study finding implies that hard-to-reach allowance is important to motivate teachers gain energy and ability to conduct class assessment, mark exercise books and gives feedback. They help and guide students to do corrections. Thus, the hard-to-reach allowance given to teachers increase productivity and efficiency thus influencing the overall success of the school. Teachers’ commitment in conducting assessment is directly related to the level of motivation they have within the school. Teachers are the main resources for schools’ preparation; the issues of allowances critically decide schools’ efficiency.

This was followed by 67(89.3%) of the respondents who accepted that hard-to-reach allowances encourage teachers to mark exercise books; whereas, 5(6.7%) of the respondents were neutral and only 3(4%) of the disagreed with the above statement, with the Mean=3.89 and SD=0.871. One of the interviewed Inspectors of Schools had these to say;

“...hard-to-reach allowance motivates classroom teachers to get involved in marking exercise books. Teachers devote more of their time towards efficiently marking exercise books, and giving them corrections in time, which have eventually enhanced students’ academic outcomes in hard-to-reach schools...” (Inspector of Schools, 2024)

The interviewed participant also noted that;

“...teachers who are given hard to reach allowances get morale and sometimes develop positive attitude towards timely marking of exercise books to effectively help learners do corrections and get a better academic results in the long run. Thus, learners exercise books are always marked, corrections done under teachers guidance and help when teachers are timely given hard to reach allowances....” (Head teacher from School A)

This implies that timely pay of hard-to-reach allowance motivate teachers to effectively carry out their duties. Teachers increase their job commitment and satisfaction which determine the extent to which teachers timely mark students exercises and guide them to do corrections. Teachers are always regularly at school for effective assessment and teaching when well-motivated, that boost their morale to work.

It was also revealed that hard-to-reach allowances encourage teachers to give and mark termly exams, and this was accepted by 65(86.6%) of the respondents; whereas, 2(2.7%) of the respondents were neutral and 8(10.7%) of the respondents disagreed, One of the interviewed Inspector of Schools had these to say;

“...teachers’ hard-to-reach allowances tend to motivate them to be effective at work thus able to give assignments and termly exams. It encourages them to work hard and accomplish the educational assignments. They always give and mark termly examinations, as well as helping students to do corrections....” (Inspector of Schools, 2024)

Similar interview with Chairperson Board of Governors had these to say;

“...most teachers in hard to reach schools get encouraged to timely give and mark termly exams, thus academic results submitted in time when they benefit from hard to reach allowances. They spend a lot of their time to effectively mark students’ academic exams and prepare results timely to be issued to learners....”
(Chairperson BOGs from School C)

This implies that hard to reach allowances motivate teachers in such schools to effectively give and mark learners’ end of term examinations and issue result as they go for holidays. Classroom teachers always tend to be efficiency and effective for classes when they are given hard-to-reach allowances. They always devote more of their time to academic work, including giving and marking termly exams. Hard-to-reach allowances encourage teachers to be punctual and effective while conducting curriculum activities as per planned schedule. Hard-to-reach allowances make teachers to feel satisfied thus motivating to give more of their time to work.

The study further revealed that hard-to-reach allowances encourage teachers to do correction, and this was accepted by 64(85.3%) of the respondents; whereas, 8(10.7%) of the respondents were neutral and only 3(4%) of the respondents also disagreed, with the Mean=3.87 and SD=0.797. One of the head teachers had these to say;

“....teachers tend to be effective in carrying out assessment when they are well motivated. Allowance expressed as extra pay received by a person who has given the effort, time and mind to work and give my best for the students in helping them to do corrections. Teachers devote more of their time to guide students in doing corrections thus equipping them with relevant academic knowledge and skills for effective academic excellence....” (Head teacher from School C)

Another interviewed Chairperson BOGs had these to say;

“....teachers tend to spare a lot of their time helping learners do corrections, thus students interest in learning is enhanced by knowing the right answers of what they had failed. Hard to reach allowances motivates teachers to work harder so as to

remain in the school; and further keep the teachers' attitude to their work positive....” (Chairperson BOGs from School A)

This implies that hard-to-reach allowances motivate teachers to work hard and as well get involved in the students' academic assessment. Teachers actively participate in students' academic assessment when they do it in good environment. Teachers are more involved in carrying daily class assessment when given desired allowances. Such allowances motivate them to devote their ample time to conducting necessary assessment henceforth enhancing effective teaching-learning process.

The study also revealed that hard-to-reach allowances encourage teachers to give exams, and this was accepted by 59(78.6%) of the respondents; whereas, 11(14.7%) of the respondents were neutral and only 5(6.7%) of the respondents disagreed, with the Mean=3.79 and SD=0.813. One of the interviewed Chairperson PTAs had these to say;

“...hard-to-reach allowance given to teachers is meant to motivate them to achieve the set goals. Teachers' job commitment to work like getting involved in giving and marking exams helps to realize the attainment of educational goals through proper allowances. A good motivated and committed teacher dedicates all his/her effort on his/her job. That is to say, he/she would prepare, teach and assess students' academic work on time and take his/her responsibility as his/her top most priority....” (Chairperson PTA from School D)

From the field study, another interviewed participants had this to say;

“...teachers effectively and timely prepare, give out and supervise exams when they are well motivated and timely paid hard to reach allowances. When teachers are less or untimely paid with hard to reach allowances, there morale in preparing, giving out, supervising exams reduces, henceforth undermining learners academic results in the long run.....” (Head teacher from School C)

From the explanation above, supposedly there is a direct positive influence amongst the hard-to-reach allowances received by a teacher against a class teacher's performance. That is, the higher the alimony received by teachers, the higher performance of the teachers and the opposite is true. Implying that talking on the role of hard-to-reach allowances in enhancing teachers to give and mark exams as per their job description. In this study, allowances considered to be concerned with all the strategies by hard-to-reach secondary schools in formulation and implementation of policies aiming at treating teachers justly, fairly, equitably but also differently and consistently in accordance with the value of schools.

The study noted that hard-to-reach allowances encourage teachers to give and mark classroom exercises, and this was accepted by 58(76%) of the respondents, whereas, 10(13.3%) were neutral and only 8(10.7%) disagreed, with the Mean=3.69 and SD=0.798.

The interviewed District Education Officer had these to say;

“...hard-to-reach allowances, as noted above, are forms of appreciation that teachers receive. The extra pay given to teachers in hard-to-reach schools boost their morale to give and mark students' academic exercises. The impact indirectly by improving the creativity of teachers work shall also increase the performance of teachers concerned towards accomplishing of assigned workload...” (District Education Officer, 2024)

The interviewed head teacher had these to say;

“...teachers, who are timely given hard to reach allowances, tend to properly get involved in giving and marking classroom exercises. They give more time to class work, handle learners academic differences and help them in guiding in case of any academic difficulties. Teachers get more time to give and mark learners' academic assignments when they are well remunerated with hard to reach allowances....” (Head teacher from School C)

This implies that school managers should begin conceptualizing how hard-to-reach allowances could be used to drive teachers' behaviors such as boosting teachers to give and mark classroom exercises. Hard-to-reach allowances that teachers receive make them feel valued and cared for by the school. Therefore, using such allowances positively affects teachers' job commitment or loyalty. Whereas, in essence, the main purpose of the government to provide teachers with hard-to-reach allowances is to increase the competence of the teacher in order to enhance the standard and quality of education so that the teacher can be said to be a professional teacher.

The study finally revealed that hard-to-reach allowances motivate teachers to encourage learners to study and have high learning outcomes; and this was accepted by 42(56%) of the respondents; whereas, 12(16%) of the respondents were neutral and only 21(28%) of the respondents disagreed, with the Mean=3.98 and SD=0.817. Another head teacher had these to say;

“...an increased hard-to-reach allowance received by teachers in hard-to-reach schools directly improves the performance of teachers but also increase the creativity of teachers' work that ultimately improves the performance of teachers. It motivate teachers to encourage learners to study and have high learning outcomes In general, the allowances received by teachers can have a considerable impact on the performance improvement of teachers to achieve expected results....” (Head teachers from School C)

Similarly, the interviewed participant had these to say;

“...teachers, who are given hard to reach allowances, give more of their time and energy to learners by encouraging them to study harder so as to achieve high learning results. Hard-to-reach allowances give teachers more morale and motivates them to encourage learners to concentrate on their academic work through career

guidance, remedial lessons, having one-on-one discussions, and group discussions leading to improved academic performance....” (BOGs from School A)

This implies that enough hard-to-reach allowances given to teaching staff propel them to work hard, thus being able to teach effectively. Teacher success also enables a good learning process. If management generates good human capital, at the end the standard of education shall also improve by itself, and this can be attained with timely hard-to-reach allowances given to teaching staff, and the reverse is true. Hard-to-reach allowance is considered as a measure to exert high levels of effort, towards organizational goals, conditioned by the effort’s ability to satisfy some individual needs. Hard-to-reach allowance is therefore the force that causes classroom teachers to behave the way they do. It could be further seen on the strength of the teacher's motives.

4.5.1 Correlation Analysis

Results from correlation analysis were run between hard-to-reach allowances and students’ assessment in selected secondary schools in Pader District is presented in the table 4.8 below.

Table 4.8 Correlation between hard-to-reach allowances and students assessment

Correlations		Hard-to-reach allowance	Students’ assessment
Hard-to-reach allowance	Pearson Correlation	1	.589 **
	Sig. (2-tailed)		.000
	N	75	75
Students’ assessment	Pearson Correlation	.589 **	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Results in the table above reveal a significant relationship between hard-to-reach allowances and students' assessment in selected secondary schools in Pader District. The correlation coefficient of .589 (**) with a significance value of .000 explain the nature of the relationship in this situation. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This implies that hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback, and encourage teachers to mark exercise books.

4.5.2 Regression analysis

A single regression analysis was run between hard-to-reach allowances and students' assessment in secondary schools, and results are presented in the table 4.9.

Table 4.9: A single regression between hard-to-reach allowance and students' assessment

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.989	.110		.000
	Hard to reach allowance	.204	.032	.589	.000
a. Dependent Variable: Students' assessment					

From the table above, regression results were obtained with a coefficient of determination $R^2=0.346$ which shows that 34.6% variation in students' assessment is explained by changes in hard-to-reach allowances. This implies that any changes in hard-to-reach allowances would lead to 34.6% chance change in students' assessment if all aspects in allowances were squarely addressed. In the study results confirm that hard-to-reach allowance is significantly related to improved assessment of students ($\beta_1 = 0.589$, $p < 0.01$). This implies that hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback, and hard-to-reach allowances encourage teachers to give and mark termly exams.

4.6 The Effect of Hard-To-Reach Allowances on Teachers' Regularity and Punctuality

The study found out 75 teachers opinion on the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools in Pader District. Table 4.10 provide in summary of their views in frequency and percentages.

Table 4.10: Frequencies and percentages regarding the effect of hard-to-reach allowances on teachers' regularity and punctuality

Variable Items	Extent of (dis)agreement			Mean	Std. Devt
	Accepted	Neutral	Disagreed		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Hard-to-reach allowances encourage teachers to reach at school before class starts	70 (93.3%)	- (0.0%)	5 (6.7%)	3.87	0.487
Hard-to-reach allowances encourage teachers to be at school daily	65 (86.6%)	5 (6.7%)	5 (6.7%)	3.77	0.842
Hard-to-reach allowances encourage teachers to be commitment on their daily duties	65 (86.6%)	2 (2.7%)	8 (10.7%)	3.49	0.764
Hard-to-reach allowances encourage teachers to be punctual for classes	64 (83.3%)	8 (10.7%)	3 (4%)	3.47	0.785
Hard-to-reach allowances encourage teachers to be leave school in the recommended time	57 (76%)	10 (13.3%)	8 (10.7%)	3.53	0.574
Hard-to-reach allowances encourage teachers to give extra time to learners for remedial lessons	55 (73.3%)	5 (6.7%)	15 (20%)	3.48	0.635

Source: Primary data (2024) (n=75)

The study findings in Table 4.10 above show that 70(93.3%) of the respondents accepted to the statements that hard-to-reach allowances encourage teachers to reach at school before

class starts; whereas, only 5(6.7%) of the respondents disagreed, with the Mean=3.87 and SD=0.487. One of the interviewed head teachers had these to say;

“...hard-to-reach allowances received by teachers give positive indirect effect on teacher punctuality for class work. When teachers are well motivated, they tend to be more punctual for class work. They usually reach at school before class starts when timely hard to reach allowances are given to them. With such motivation given to teachers, they tend to arrive at school early, thus able to get early preparation for proper lesson delivery. Hard-to-reach allowances received by the teacher greatly encourage teachers’ regularity, arrival time and departure time....”
(Head teacher from School E)

This implies that when teachers are not properly motivated through giving them hard-to-reach allowances, they may not be able to be committed to their work and they may not be able to achieve the goal. They tend to be punctual for classes. Hard to reach allowances make teachers develop morale to be more punctual for class work at school, which eventually enable them to accomplish the educational requirement as per their work description.

The study revealed that 65(86.6%) of the respondents who accepted that hard-to-reach allowances encourage teachers to be at school daily; whereas, 5(6.7%) were neutral and disagreed respectively, with the Mean=3.77 and SD=0.842. As one of the Inspectors of Schools noted that;

“...hard to reach allowances enable teachers to afford transport to the school daily. Teachers tend to attend school and handle their daily curriculum work on daily basis or at least on the days they are scheduled to teach.....” (Inspectors of Schools, 2024)

This means that teachers who benefit from hard to reach allowances get more motivated and love school and its environment which eventually make them to attend to school as scheduled on the master teaching timetable. From the above findings, can be stretched the

notion that someone who has been doing the job duties and responsibilities be eligible to earn a wage, hard-to-reach allowances for all his/her achievements, in accordance with the allocated amount by policy. With improper hard-to-reach allowances, cases of teachers' loss of sense of belonging, teachers being passive, and failure to finish assigned workload on time affecting negatively teachers' commitment have been observed.

It was also revealed that hard-to-reach allowances encourage teachers to be commitment on their daily duties, and this was accepted by 65(86.6%) of the respondents; whereas, 2(2.7%) were neutral and 8(10.7%) of the respondents disagreed, with the Mean=3.49 and SD=0.764. Interviewed Assistant District Education Officer had this to say;

“.....teachers in hard to reach schools get committed to their daily or routine curriculum and co-curriculum activities like attending classes, proper lesson delivery and getting involved in games and sports when they have access to hard reach allowances. Teachers are punctual throughout the weak and year when given hard-to-reach allowances. They tend to be punctual and regular for classes.....”
(Assistant District Education Officer, 2024)

This means that with access to hard to reach allowances, enhance teachers to effectively handle their routine academic responsibilities and more involvement in seeing an improved learners academic performance results to have an improvement. The extra allowances given to teachers motivate them to work even more harder.

From the field study, respondents equivalent to 64(83.3%) of respondents accepted that hard-to-reach allowances encourage teachers to be punctual for classes; whereas, 8(10.7%) were neutral and only 3(4%) of the respondents disagreed, with the Mean=3.47 and SD=0.785. The interviewed Chairperson PTA explained;

“...Hard to reach allowances help teachers to cater for transport to schools and pay for accommodations. Teachers in such hard to reach schools are always punctual for

class work leading to content syllabus coverage and proper teaching-learning process in the long run. When classroom teachers are given extra allowances, it encourages them to devote more of their time to teaching-learning process thus able to complete the content syllabus within the specified period of time....”
(Chairperson PTA from School D)

This implies that teachers who have access to hard to reach allowances are always punctual for classes and other academic assigned duties like field work study or practical lessons, eventually enhancing learners academic attainment. Teachers in hard-to-reach schools effectively conduct evaluation of students’ academic scores as well as assess students’ class exercises when well-motivated. A good motivated and committed teacher dedicates all his/her effort on his/her job. That is to say, he/she would prepare, teach and assess students’ work on time and take his responsibility as his top most priority.

The study noted that hard-to-reach allowances encourage teachers to be leave school in the recommended time, and this was accepted by 57(76%) of the respondents, whereas 10(13.3%) were neutral and only 8(10.7%) disagreed, with the Mean=3.53 and SD=0.574.

In addition, interviewed head teacher also revealed that;

“.....with presence of hard to reach allowances, teachers tend to leave school for home at the right recommended time. Teacher, tend to give more time to learners and other school related activities since they are satisfied with the pay.....” (Head teacher from School C)

This means that with presence of hard to reach allowances, teachers spend a lot of their time and energy doing school work. Part-timing for teachers so as to get more money reduces or get avoided; they instead concentrate on their assigned duties. Interestingly, such hard-to-reach allowance is vital and fundamental to achieve teaching and learning process in a school. However, if class 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 school goals.

The study noted that hard-to-reach allowances encourage teachers to give extra time to learners for remedial lessons, and this was accepted by 55(73.3%) of the respondents, whereas 5(6.7%) were neutral and only 15(20%) of the respondents disagreed, with the Mean=3.48 and SD=0.635. In addition, one of interviewed Chairperson Board of Governors had this to say;

“.....hard to reach allowances motivate teachers to concentrate on their academic work and give learners more of their time to handle the required academic challenges. With presence of such allowances, teachers get more morale to have remedial classes with an aim of helping low performing learners, henceforth improved academic results in the long run.....” (Chairperson Board of Governors from School E)

This implies that hard to reach allowances make teachers to gain more energy and ability to give more of their time to educational work like handling remedial lessons, having one-to-one discussions or group discussions henceforth improving on their academic performance results. Thus, teachers may have more time to get involved in handling individual learners' academic differences, be punctual for classes, able to have remedial classes as well as private discussions with students after classes and morning hours before classes, which eventually boost their effectiveness.

4.6.1 Correlation Analysis

Results from correlation analysis were run between hard-to-reach allowances and teachers' regularity and punctuality in selected secondary schools in Pader District is presented in the table 4.11 below.

Table 4.11 Correlation between hard-to-reach allowances and teachers' regularity and punctuality

Correlations		Hard-to-reach allowances	Teachers' regularity and punctuality
Hard-to-reach allowance	Pearson Correlation	1	.342 **
	Sig. (2-tailed)		.000
	N	75	75
Teachers regularity and punctuality	Pearson Correlation	.342 **	1
	Sig. (2-tailed)	.000	
	N	75	75

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

The correlation results in the table above indicate a significant effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools. The obtained correlation co-efficiency of .342 (**) with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in situations where there is hard-to-reach allowances, it encourage teachers to reach at school before class starts, and encourage teachers to be at school daily, then teachers' regularity and punctuality is likely to be affected.

4.6.2 Regression analysis

A single regression analysis was run between hard-to-reach allowances and teachers' regularity/punctuality in selected secondary schools, and results are presented in the table 4.12 below.

Table 4.12: A single regression between hard-to-reach allowances and teachers' regularity/punctuality

		Unstandardized		Standardized	Sig.
		Coefficients		Coefficients	
Model		B	Std. Error	Beta	
1	(Constant)	1.137	.167		.000
	Hard-to-reach allowances	.177	.055	.342	.002
a. Dependent Variable: Teachers' regularity and punctuality					

Results in the regression table above was obtained with a coefficient of determination $R^2=0.117$ which shows that 11.7% variation in teachers regularity and punctuality is explained by changes in hard-to-reach allowances. This implies that any changes in hard-to-reach allowance would lead to 11.7% chance change in teachers' regularity and punctuality in hard-to-reach schools in this area. In the study results confirm that hard-to-reach allowances significantly influence the regularity and punctuality of teachers in school that practice it ($\beta_1 =0.342, p<0.02$).

From the field study, different measures were suggested by the participants that should be adopted to improve on hard-to-reach allowances and teacher job commitment in selected secondary schools in Uganda and Pader District in particular so as it is indicated in chapter five and six of this report.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions of results of the study on the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Pader District, Uganda based on the study findings. These follow the sequence of research questions as developed from the research objectives.

5.1 Discussion of Findings

The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.1.1 Effect of Hard-to-Reach Allowances on Teachers' Syllabus Coverage

The above study theme of examining the effect of hard-to-reach allowances on teachers' syllabus coverage in selected secondary schools in Pader District was discussed as follows:

The study noted that there is a significant relationship between hard-to-reach allowances and teachers' syllabus coverage in selected hard-to-reach secondary schools in Pader District (.686**). This implies that hard-to-reach allowances change teachers' attitude and love their job/teaching work, encourage teachers to attend to individual students differences, and promote teachers time spent in class. This concurs with Angle (2017) who argued that salary increment encourages teachers to work harder to attain results of their assigned job even against great odds and challenges. When teachers in hard to reach schools are given hard to reach allowances, it motivate them to like and work in such schools because of such benefits that comes with. Hard to reach allowances motivate and encourage teachers to love their work

and develop a positive attitude towards teaching job. This implies that when teachers are given salary increment of 30percent, they devote more of their time to work, thus leading to high job completion which have been witnessed and reported in hard-to-reach schools.

The study also noted that hard-to-reach allowances promote teachers time spent in class, and this concurs with Bernard (2022) who argued that with presence of hard to reach allowances, teachers tend to give more of their time to academic work. They give more of their time to help students in doing corrections, helping them in doing their assignments, and marking their assignments. More so, Atwebembeire et al., (2018) noted that teachers tend to give class responsibilities more of their time when they are well motivated in such hard to reach schools. Teachers in hard to reach schools have been witnessed to finish their assigned assignments like content syllabus coverage and prepare schemes, lesson plan when they are given hard to reach allowances. This clearly implies that when teachers are given hard-to-reach allowances, they devote more of their time to class work. More time is spent doing class activities. Teachers spend a lot of their time marking home assignments and helping students to do corrections. When these teachers are motivated, it increases their morale to teach. It eventually boost their morale and time they spend in teaching sessions.

The study noted that hard-to-reach allowances change teachers' attitude and love their job/teaching profession, and this concurs with Asahi (2022) who argued that with hard-to-reach allowances, teachers spare more of their time to get involved in assessment of students when they are paid well. It should be noted that salary increment are given to classroom teachers to boost their morale and efficiency thus enhancing job commitment. This served as a source of motivation to classroom teachers and drives them to contribute their quota towards the achievement of the school's academic goals. Similarly, Bamwiterebye (2016) argued that

the salary increment of 30% given to teachers in hard-to-reach schools makes them love their job. These teachers sacrifice to remain in such inaccessible schools, do their job perfectly courtesy of extra additional pay given to them. This implies that an increment of teachers' salaries tends to encourage them to get motivated and boost their job commitment. Hard to reach allowances has enabled teachers to prepare better for teaching, and motivate them to love their job because they can afford better lighting system, can provide for refreshment during marking.

Additionally, the study noted that hard-to-reach allowances enhance teaching preparation in hard-to-reach schools. This concurs with Kassaija (2019) who argued that with presence of hard to reach allowances, teachers get motivated to do their teaching preparation and give more of their time in doing research/consultation to have well equipped teaching materials henceforth proper teaching-learning process. Thus, hard to reach allowances motivate teachers in such schools to improve on their ability of teaching and this can be achieved by giving more of their time to prepare for effective lesson delivery as ascertained by Justine (2021). Similarly, Bernard (2022) added that with hard-to-reach allowances, teachers are able to devote more time to teaching preparation. They devote more time and energy to lesson preparation thus enhancing effective teaching-learning process. More so, Kassaija (2019) argued that teacher tends to be punctual and regular for assigned work when given hard-to-reach allowance. They feel satisfied with the job when well paid. Hard-to-reach allowance is therefore the force that causes classroom teachers to behave the way they do. It could be further seen on the strength of the teachers' motives. Motives are needs, wants, drives or impulses within an individual. This means that with hard-to-reach allowances, compliance, efficiency, performance as well as transparency have been observed within hard-to-reach schools. Hard-to-reach allowances bring either satisfaction or dissatisfaction on the side of

teachers. In other words, when classroom teachers are not properly motivated through giving them the allowances they are entitled too, they may not be able to be committed to their work.

More so, the study noted that hard-to-reach allowances encourage teachers to attend to individual students' differences, and this concurs with Angle (2017) who argued that teachers given hard to reach allowances tend to be encouraged to attend to individual students differences; and they get motivated to handle their assigned responsibilities. Teachers give students in such hard to reach schools more of their time when they are well facilitated and motivated to do their work. Students individual academic and disciplinary differences tend to be effectively handled by teachers in hard to reach schools when they are well motivated especially with timely hard to reach allowances as ascertained by Atwebembeire, Musaaazi, Namubiru & Malunda (2018). The above study findings implies that the extra pay given to teachers in hard-to-reach schools motivates them to devote more of their time to academic work. They give more of their time to handle individual-learner academic differences. Teachers tend to become efficient and effective when given extra pay, and their extra effort is reflected in their work completion. It should be noted that hard-to-reach allowances given to teachers affect their devotion, attitude towards students, time given to learners and consistence at work.

Further, the study further noted that hard-to-reach allowances promote teachers lesson delivery in hard-to-reach schools; and this concurs with Bullock & Thomas (2022) who argues that with presence of hard to reach allowances, lesson delivery in hard to reach schools have been achieved and effectively done by the teachers. Teachers who benefit from such hard to reach allowances get motivated and give more of their time to their work for effective teaching-learning process. Similarly, De Haas & Kleingeld (2019) who argued that giving

teachers in hard to reach schools such hard to reach allowances, entices them to work even more harder; and concentrate on achieving schools' educational goals none-other than high academic performance results. This implies that there is high lesson delivery for those teachers given hard-to-reach allowances. These teachers devote more of their time to lesson planning and early preparation, enhancing the delivery of lessons. Those teachers given extra facilitation for the extra duty; and such teachers tend to respect and recognize the work assigned to them. They tend to increase on moral and work ability.

Subsequently, the study also noted that hard-to-reach allowances promote teachers' interaction with learners' work, and this concurs with Keeves (2017) who argued that with hard-to-reach allowances, teachers are more involved in assessing students' academic work, handling individual academic differences, giving assignments or homework, marking, and helping students in doing corrections when well-motivated. It should be noted that allowances given to teachers affects their punctuality and consistence at work, preparation for job and evaluation as well as his/her activities. Besides, Justine (2021) argued that classroom teachers tend to become efficient and effective when given hard-to-reach allowances. There is an increase in interaction and exchange of academic ideas between teachers and students with hard-to-reach allowances. Their extra effort is reflected in the job accomplishment as per agreed work plan. This indicates that with presence of hard to reach allowances, teachers get more motivated which eventually increase their motivation and ability to interact with learners' academic work to effectively guide them academically. Teachers in hard to reach schools give more of their time to students' academic work especially giving them assignments, doing corrections and guiding them in case of failure when they are well given hard to reach allowances.

The study noted that hard-to-reach allowances enhance curriculum coverage, and this concurs with Kwak and Lee (2019) who argued that teachers who benefit from hard to reach allowances have high curriculum coverage. They devote a lot of their time in teaching-learning process henceforth leading to high curriculum coverage among schools. Teachers in hard to reach schools have reported improved curriculum coverage because they devote a lot of their time to have effective teaching-learning when given hard to reach allowances. On the other hand, Justine (2021) who noted that there is increasing syllabus coverage with hard-to-reach allowances. Teachers' job commitment to work helps to realize the attainment of organisational goals and syllabus coverage through proper motivation, and this can be achieved with presence of streamlined hard-to-reach allowance in place. This implies that a good motivated and committed teacher dedicates all his/her effort on his/her job. In the direct contrast teachers have to be valued and respected in order to be regular and commitment to their work accordingly. Therefore, their needs and feelings must be considered, to avoid low job commitment.

The study further noted that hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback, and this concurs with Bullock & Thomas (2022) who argued that classroom teachers tend to be committed to their profession when their salaries and other financial benefits are paid in due time. This shows that financial benefits related factors are positively related with teachers' commitment, and therefore moderately support work productivity. On the other hand, delay in payment of hard-to-reach allowances of classroom teachers often displeasure them, and they end up not willing to discharge their job responsibilities as ascertained by Kassaija (2019). This implies that with hard-to-reach allowances, it has motivated teachers to increase their ability and time given to assessment and giving students' feedback. Teachers in hard-to-reach schools give more time to their

students especially on their academic assessment and giving them feedback when they are timely given hard to reach allowances. Students are given more time to help them and do the necessary adjustments and corrections. The constant provision of hard-to-reach allowances to teachers contributes to their commitment and loyalty, greater job performance and stability on the job.

Lastly, the study noted that student engagement is achieved with presence of hard-to-reach allowances; and this concurs with Bullock & Thomas (2022) who argued that in some schools, where teachers are given hard-to-reach allowances, they tend to perform better than in schools where motivation is minimal. More so, Lewin (2022) argued that classroom teachers tend to work even more-harder in their work when they are given enough allowances. The highly paid classroom teachers devote more of their time to carrying out study research, studying new concepts used in the subjects as well as acquiring new skills in teaching methods. Such class teachers tend to be satisfied with the payment given to them and fully concentrate on boosting teaching-learning process. This implies that teachers always seek hard-to-reach allowances purposely to meet the basic needs or clear their debts, thus boosting the ability and energy towards work. Classroom teachers are always efficient at work especially in carrying out assessment especially when given hard-to-reach allowance.

5.1.2 Effect of hard-to-reach allowances on students' assessment

The above study theme of examining effect of hard-to-reach allowances on students' assessment in selected secondary schools in Pader District ranges from:

The results show that there is a significant relationship between hard-to-reach allowances and students' assessment in selected secondary schools in Pader District (.589**). This

implies that hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback, and encourage teachers to mark exercise books. This concurs with Angle (2017) who argued that teachers' commitment in conducting assessment is directly related to the level of motivation they have within the school. Teachers are the main resources for schools' preparation; the issues of allowances critically decide schools' efficiency. Thus, the hard-to-reach allowance given to teachers increase productivity and efficiency thus influencing the overall success of the school as ascertained by Bamwiterebye (2016). The above study finding implies that hard-to-reach allowance is important to motivate teachers gain energy and ability to conduct class assessment, mark exercise books and gives feedback. They help and guide students to do corrections.

Equally, the study noted that hard-to-reach allowances encourage teachers to mark exercise books; and this concurs with Atwebembeire, Musaazi, Namubiru & Malunda (2018) who argued that teachers who are given hard to reach allowances get morale and sometimes develop positive attitude towards timely marking of exercise books to effectively help learners do corrections and get a better academic results in the long run. Thus, learners exercise books are always marked, corrections done under teachers guidance and help when teachers are timely given hard to reach allowances. Similarly, Bernard (2022) noted that timely pay of hard-to-reach allowance motivate teachers to effectively carry out their duties. Teachers increase their job commitment and satisfaction which determine the extent to which teachers timely mark students exercises and guide them to do corrections. Teachers are always regularly at school for effective assessment and teaching when well-motivated, that boost their morale to work. This clearly indicates that hard-to-reach allowance motivates classroom teachers to get involved in marking exercise books. Teachers devote more of their time towards efficiently marking exercise books, and giving them corrections

in time, which have eventually enhanced students' academic outcomes in hard-to-reach schools.

Additionally, the study noted that hard-to-reach allowances enhance teachers' involvement in learner assessment and feedback; and this concurs with Bernard (2022) who argued that with presence of hard to reach allowances, teachers get more of their time to be involved in giving learners academic assignments, doing corrections, and other academic related guidance. Besides, Asahi (2022) noted that hard to reach allowances encourage teaching staff to get motivated and give more of their time to help learners in academic field targeting to improve on their academic excellence. This indicates that hard-to-reach allowances tend to enhance teachers' involvement in preparation, assessment and feedback. Teachers are able to give homework, get assessed and be given feedback. Teachers are able to attend to individual work differences when they are given allowances thus go to work place when they have positive attitude towards working.

It was also noted that hard-to-reach allowances encourage teachers to give and mark termly exams, and this concurs with Bamwiterebye (2016) who argued that most teachers in hard to reach schools get encouraged to timely give and mark termly exams, thus academic results submitted in time when they benefit from hard to reach allowances. They spend a lot of their time to effectively mark students' academic exams and prepare results timely to be issued to learners. Besides, Bullock & Thomas (2022) argues that hard to reach allowances motivate teachers in such schools to effectively give and mark learners' end of term examinations and issue result as they go for holidays. Classroom teachers always tend to be efficiency and effective for classes when they are given hard-to-reach allowances. They always devote more of their time to academic work, including giving and marking termly exams. Hard-to-

reach allowances encourage teachers to be punctual and effective while conducting curriculum activities as per planned schedule. Hard-to-reach allowances make teachers to feel satisfied thus motivating to give more of their time to work. This clearly implies that teachers' hard-to-reach allowances tend to motivate them to be effective at work thus able to give assignments and termly exams. It encourages them to work hard and accomplish the educational assignments. They always give and mark termly examinations, as well as helping students to do corrections.

Further, the study noted that hard-to-reach allowances encourage teachers to do correction, and this concurs with Bernard (2022) who argued that teachers tend to spare a lot of their time helping learners do corrections, thus students interest in learning is enhanced by knowing the right answers of what they had failed. Hard to reach allowances motivates teachers to work harder so as to remain in the school; and further keep the teachers' attitude to their work positive. Besides, Bamwiterebye (2016) noted that hard-to-reach allowances motivate teachers to work hard and as well get involved in the students' academic assessment. Teachers actively participate in students' academic assessment when they do it in good environment. Teachers are more involved in carrying daily class assessment when given desired allowances. This implies that teachers tend to be effective in carrying out assessment when they are well motivated. Allowance expressed as extra pay received by a person who has given the effort, time and mind to work and give my best for the students in helping them to do corrections. Teachers devote more of their time to guide students in doing corrections thus equipping them with relevant academic knowledge and skills for effective academic excellence.

More so, the study also revealed that hard-to-reach allowances encourage teachers to give exams, and this concurs with Asahi (2022) who argued that hard-to-reach allowance given to teachers is meant to motivate them to achieve the set goals. Teachers' job commitment to work like getting involved in giving and marking exams helps to realize the attainment of educational goals through proper allowances. More so, Justine (2021) noted that a good motivated and committed teacher dedicates all his/her effort on his/her job. That is to say, he/she would prepare, teach and assess students' academic work on time and take his/her responsibility as his/her top most priority. This implies that teachers effectively and timely prepare, give out and supervise exams when they are well motivated and timely paid hard to reach allowances. When teachers are less or untimely paid with hard to reach allowances, there morale in preparing, giving out, supervising exams reduces, henceforth undermining learners academic results in the long run.

Still, the study noted that hard-to-reach allowances encourage teachers to give and mark classroom exercises, and this concurs with De Haas & Kleingeld (2019) who argued that teachers, who are timely given hard to reach allowances, tend to properly get involved in giving and marking classroom exercises. They give more time to class work, handle learners academic differences and help them in guiding in case of any academic difficulties. Teachers get more time to give and mark learners' academic assignments when they are well remunerated with hard to reach allowances. Similarly, Bamwiterebye (2016) argued that school managers should begin conceptualizing how hard-to-reach allowances could be used to drive teachers' behaviors such as boosting teachers to give and mark classroom exercises. Hard-to-reach allowances that teachers receive make them feel valued and cared for by the school. Therefore, using such allowances positively affects teachers' job commitment or loyalty. This implies that hard-to-reach allowances, as noted above, are

forms of appreciation that teachers receive. The extra pay given to teachers in hard-to-reach schools boost their morale to give and mark students' academic exercises. The impact indirectly by improving the creativity of teachers work shall also increase the performance of teachers concerned towards accomplishing of assigned workload.

Subsequently, the study finally noted that hard-to-reach allowances motivate teachers to encourage learners to study and have high learning outcomes; and this is supported by Bullock & Thomas (2022) who argued that teachers, who are given hard to reach allowances, give more of their time and energy to learners by encouraging them to study harder so as to achieve high learning results. Hard-to-reach allowances give teachers more morale and motivate them to encourage learners to concentrate on their academic work through career guidance, remedial lessons, having one-on-one discussions, and group discussions leading to improved academic performance. This is in-line with Justine (2021) who added that an increased hard-to-reach allowance received by teachers in hard-to-reach schools directly improves the performance of teachers but also increase the creativity of teachers' work that ultimately improves the performance of teachers. It motivate teachers to encourage learners to study and have high learning outcomes In general, the allowances received by teachers can have a considerable impact on the performance improvement of teachers to achieve expected results. This implies that enough hard-to-reach allowances given to teaching staff propel them to work hard, thus being able to teach effectively. Hard-to-reach allowance in schools is considered as a measure to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs.

5.1.3 Effect of Hard-To-Reach Allowances on Teachers' Regularity and Punctuality

The above study theme of examining the effect of hard-to-reach allowances on teachers' regularity and punctuality in selected secondary schools in Pader District; and these ranges from:

The study noted that there is a significant effect of hard-to-reach allowances on teachers' regularity and punctuality in selected hard-to-reach secondary schools (.342**). This implies that in situations where there is hard-to-reach allowances, it encourage teachers to reach at school before class starts, and encourage teachers to be at school daily, then teachers' regularity and punctuality is likely to be affected. This concurs with Asahi (2022) who argued that hard to reach allowances make teachers develop morale to be more punctual for class work at school, which eventually enable them to accomplish the educational requirement as per their work description. This implies that when teachers are not properly motivated through giving them hard-to-reach allowances, they may not be able to be committed to their work and they may not be able to achieve the goal. They tend to be punctual for classes.

Additionally, the study findings noted that hard-to-reach allowances encourage teachers to reach at school before class starts; and this concurs with Kassaija (2019) who argued that hard-to-reach allowances received by teachers give positive indirect effect on teacher punctuality for class work. When teachers are well motivated, they tend to be more punctual for class work. They usually reach at school before class starts when timely hard to reach allowances are given to them. This implies that with such motivation given to teachers, they tend to arrive at school early, thus able to get early preparation for proper lesson delivery. Hard-to-reach allowances received by the teacher greatly encourage teachers' regularity, arrival time and departure time.

Further, the study revealed that hard-to-reach allowances encourage teachers to be at school daily; this concurs with Kwak and Lee (2019) who argued that teachers who benefit from hard to reach allowances get more motivated and love school and its environment which eventually make them to attend to school as scheduled on the master teaching timetable. Besides, De Haas & Kleingeld (2019) argues that hard to reach allowances enable teachers to afford transport to the school daily. Teachers tend to attend school and handle their daily curriculum work on daily basis or at least on the days they are scheduled to teach. From the above findings, with improper hard-to-reach allowances, cases of teachers' loss of sense of belonging, teachers being passive, and failure to finish assigned workload on time affecting negatively teachers' commitment have been observed.

Additionally, the study noted that hard-to-reach allowances encourage teachers to be commitment on their daily duties, and this concurs with Lerner and Henke (2018) who argued that with access to hard to reach allowances, enhance teachers to effectively handle their routine academic responsibilities and more involvement in seeing an improved learners academic performance results to have an improvement. The extra allowances given to teachers motivate them to work even more harder. Besides, Keeves (2017) added that teachers in hard to reach schools get committed to their daily or routine curriculum and co-curriculum activities like attending classes, proper lesson delivery and getting involved in games and sports when they have access to hard reach allowances. This implies that teachers are punctual throughout the weak and year when given hard-to-reach allowances. They tend to be punctual and regular for classes.

More sill, the study noted that hard-to-reach allowances encourage teachers to be punctual for classes; and this concurs with Lewin (2022) who argued that teachers who have access

to hard-to-reach allowances are always punctual for classes and other academic assigned duties like field work study or practical lessons, eventually enhancing learners academic attainment. Besides, Meyer & Allen (2017) noted that teachers in hard-to-reach schools effectively conduct evaluation of students' academic scores as well as assess students' class exercises when well-motivated. This implies that hard-to-reach allowances help teachers to cater for transport to schools and pay for accommodations. Teachers in such hard-to-reach schools are always punctual for class work leading to content syllabus coverage and proper teaching-learning process in the long run.

Subsequently, the study noted that hard-to-reach allowances encourage teachers to be leave school in the recommended time, and this concurs with Mkwanda (2017) who argued that with presence of hard-to-reach allowances, teachers spend a lot of their time and energy doing school work. Part-timing for teachers so as to get more money reduces or get avoided; they instead concentrate on their assigned duties. Interestingly, such hard-to-reach allowance is vital and fundamental to achieve teaching and learning process in a school as ascertained by Moyles (2017). However, if class 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 school goals. This implies that with presence of hard-to-reach allowances, teachers tend to leave school for home at the right recommended time. Teacher, tend to give more time to learners and other school related activities since they are satisfied with the pay.

Furthermore, the study noted that hard-to-reach allowances encourage teachers to give extra time to learners for remedial lessons, and this concurs with Moyles (2017) who argued that hard-to-reach allowances make teachers to gain more energy and ability to give more of their time to educational work like handling remedial lessons, having one-to-one

discussions or group discussions henceforth improving on their academic performance results. Thus, teachers may have more time to get involved in handling individual learners' academic differences, be punctual for classes, able to have remedial classes as well as private discussions with students after classes and morning hours before classes, which eventually boost their effectiveness as ascertained by Nhundu & Shumba (2021). This implies that hard-to-reach allowances motivate teachers to concentrate on their academic work and give learners more of their time to handle the required academic challenges. With presence of such allowances, teachers get more morale to have remedial classes with an aim of helping low performing learners, henceforth improved academic results in the long run.

CHAPTER SIX

CONCLUSION AND RECOMMEDATIONS

6.0 Introduction

This chapter contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

6.1.1 Hard-To-Reach Allowances and Teachers' Syllabus Coverage

The overall conclusion from the findings of this study was that hard-to-reach allowances have a positive significant effect on teachers' syllabus coverage in selected hard-to-reach secondary schools in Pader District. Therefore, it has been evidenced that hard-to-reach allowances could improve teachers' syllabus coverage through changing teachers' attitude and love their job/teaching work, encourage teachers to attend to individual students differences, and promote teachers time spent in class.

6.1.2 Hard-To-Reach Allowances and Students' Assessment

The findings of this study have provided enough evidence to conclude that hard-to-reach allowances has a positive significant effect on students' assessment in selected hard-to-reach secondary schools in Pader District. Therefore, it has been evidenced that hard-to-reach allowances could improve students' assessment by enhancing teachers' involvement in learner assessment and feedback, and encourage teachers to mark exercise books.

6.1.3 Hard-To-Reach Allowances and Teachers' Regularity and Punctuality

The findings of the study have revealed that hard-to-reach allowances has no significant effect on teachers' regularity and punctuality in selected hard-to-reach secondary schools in Pader District. Specifically, any investment in hard-to-reach allowances is significantly and positively associated with improved teachers' regularity and punctuality, through encouraging teachers to reach at school before class starts, and encourage teachers to be at school daily, then teachers' regularity and punctuality is likely to be affected.

6.2 Recommendations

In the light of the findings of the study and discussions above, the researcher makes the following recommendations:

The study recommends that hard-to-reach allowances should be given to teachers for their work performance, and those who do not work to the expected standards or are absent should not get it.

The study recommends that teachers should be equipped with professional skills and ethical knowledge right from their training institutions; and this would motivate them to work harder when posted in hard-to-reach schools.

The study recommends that in hard-to-reach schools, there is need for more infrastructure development in terms of well ventilated and furnished classrooms to encourage teachers to love the schools, and improve their ability to work.

It is recommended that teachers housing facilities in hard to reach schools should also be given a priority. In some cases, hard-to-reach allowances should be given to teachers in

form of their housing facility and food staff which is less available and accessible in hard to reach schools.

It is also recommended that hard-to-reach allowances should be given to teachers on weekly basis and should be tax waiver on such allowances. Hard-to-reach allowances should not be taxed by the government, otherwise it can totally make teachers to lose trust and look for an extra financial benefit from other schools in a way of making ends meet.

It is also recommended that hard-to-reach allowances should vary according to the location of the school; distance and its accessibility. This is because the school environment has an influence on teachers' ability to work.

It is also recommended that hard-to-reach allowance be decentralize and should be managed by the district chief administrative office with the guidance of the district education office and school head teachers so as to achieve its intended objectives for the benefit of the learners.

6.3 Areas for Further Research

The researcher carried this study in order to examine the “Hard-to-Reach Allowances and Teacher Job Commitment in Selected Hard-to-Reach Secondary Schools in Pader District” but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. More research study should be done on teacher commitment in hard-to-reach schools in Uganda basing on the school environment.
2. More research study should be done on teacher performance in hard-to-reach schools Uganda basing on the training background.

3. More research study should be done on teacher efficiency in hard-to-reach schools in Uganda basing on the education facilities.
4. Choice experiment, ANOVA, regression model and Pearson's' Correlation can be used instead of Thematic Content Analysis in a further study.

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APPENDICES

APPENDIX I: KREJCIE AND MORGAN'S TABLE

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

SOURCE: KREJCIE AND MORGAN 1970

N= The known Population size.

S = Sample size for the study

APPENDIX B: INFORMED CONSENT FORM

TITLE OF STUDY: HARD-TO-REACH ALLOWANCES AND TEACHER JOB COMMITMENT IN SELECTED SECONDARY SCHOOLS IN PADER DISTRICT

Principal investigator: Peter Ochen

Institution: Uganda Christian University

Introduction

I Peter Ochen +256784601162 email ochenpeter09@gmail.com is doing research under the supervision of De. Alex Katuramu, a lecturer in the School of Education at Uganda Christian University, Mukono. My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning. The aim of the study is to establish the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Pader District. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher; Peter Ochen

Description of the Research

This is a Descriptive Survey Design. Qualitative and quantitative approaches will be used. It will be conducted among selected secondary schools in Pader District.

Purpose of Study

To establish the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools in Pader District.

Study Procedures

Your participation in this research will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding the relevancy of hard-to-reach allowances on teacher job commitment in selected secondary schools. The individual interview will last about 10-18 minutes. These transcripts will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

Study Participants

The study participants will comprise of Head teachers, teachers and Inspectors of Schools, District Education Officer, Assistant District Education Officers and Chairperson Parents/Teachers Association (PTA) and Board of Governors.

Potential Risks

This research poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

Benefits

There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this research may help school leaders of hard-to-reach schools to devise means of spearheading teachers' job commitment. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and other school stakeholders.

Confidentiality

For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and

documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the investigator. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Contact Information or Questions

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the REC administrator on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Statement of Consent:

Igrant consent that as a participant selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Peter Ochen for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name:

Participant's Signature:

Name of the Investigator : Peter Ochen

Signature of the Investigator :

Date :

APPENDIX 1I: QUESTIONNAIRE

TOPIC: HARD-TO-REACH ALLOWANCES AND TEACHER JOB COMMITMENT IN SELECTED SECONDARY SCHOOLS IN PADER DISTRICT

Questionnaires for Teachers

Dear Respondents,

The purpose of this questionnaire is to get your views on the above mentioned research topic. You have therefore been selected to participate in this study due to the importance of your information regarding the issues investigated in this study. The information you will provide in this study will be used and will be treated with the utmost confidentiality. Please, feel and answer all the questions to the best of your knowledge and ability.

I thank you in advance for your cooperation, time and accepting to provide me with the necessary answers.

Respectively,

OCHEN PETER

Please indicate the extent to which you agree or disagree to the following statements' by ticking the appropriate number.

Strongly agree	Agree	Neither Agree or Disagree	Disagree	Strongly disagree
5	4	3	2	1

INSTRUCTION:

In this part and the parts that follow, you are required to tick the most appropriate option applicable to you

Please answer the questions below: Either tick () the correct response or fill in the black spaces.

Section B: The Effect of Hard-to-reach Allowances on Teachers' Syllabus Coverage in Selected Secondary Schools in Pader District.

In all this section, please tick the appropriate response that corresponds to your degree of agreement or disagreement with each of the statement (e.g. strongly disagree or disagree or not sure or agree or strongly agree).

No. Qns	Questions	5	4	3	2	1
1.	Hard-to-reach allowances change teachers attitude and love their job/teaching work					
2.	Hard-to-reach allowances encourage teachers to attend to individual students differences					
3.	Hard-to-reach allowances promote teachers time spent in class					
4.	Hard-to-reach allowances promote teachers lesson delivery in hard-to-reach schools					
5.	Hard-to-reach allowances enhance teaching preparation in hard-to-reach schools					
6.	Hard-to-reach allowances promote teachers interaction with learners work					
7.	Hard-to-reach allowances enhance curriculum coverage.					
8.	Hard-to-reach allowances enhance teachers involvement in learner assessment and feedback					
9.	Student engagement is achieved with presence of hard-to-reach allowances					
10.	Any other (specify)					

Section C: The Effect of Hard-to-reach Allowances on Students’ Assessment in Selected Secondary Schools in Pader District.

In all this section, please tick the appropriate response that corresponds to your degree of agreement or disagreement with each of the statement (e.g. strongly disagree or disagree or not sure or agree or strongly agree

No. Qns	Questions	5	4	3	2	1
1.	Hard-to-reach allowances enhance teachers involvement in learner assessment and feedback					
2.	Hard-to-reach allowances encourage teachers to mark exercise books					
3.	Hard-to-reach allowances encourage teachers to give and mark termly exams					
4.	Hard-to-reach allowances encourage teachers to do correction					
5.	Hard-to-reach allowances encourage teachers to give exams					
6.	Hard-to-reach allowances encourage teachers to give and mark classroom exercises					
7.	Hard-to-reach allowances motivate teachers to encourage learners to study and have high learning outcomes					
8.	Any other (specify)					

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Section D: The Effect of Hard-to-reach Allowances on Teachers’ Regularity and Punctuality in Selected Secondary Schools in Pader District.

In all this section, please tick the appropriate response that corresponds to your degree of agreement or disagreement with each of the statement (e.g. strongly disagree or disagree or not sure or agree or strongly agree

No. Qns	Questions	5	4	3	2	1
1.	Hard-to-reach allowances encourage teachers to reach at school before class starts					
2.	Hard-to-reach allowances encourage teachers to be at school daily					
3.	Hard-to-reach allowances encourage teachers to be commitment on their daily duties					
4.	Hard-to-reach allowances encourage teachers to be punctual for classes					
5.	Hard-to-reach allowances encourage teachers to be leave school in the recommended time					
6.	Hard-to-reach allowances encourage teachers to give extra time to learners for remedial lessons					
7.	Any other (specify)					

Section E: Teacher Job Commitment in Hard-to-Reach Secondary Schools

Apply a tick where applicable using the following key.

SA – Strongly Agree, A- Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree

No.	Questions	5	4	3	2	1
Qns		SA	A	NS	D	SD
1.	There is high performance rate among teachers in our school					
2.	Teachers in this school experience high satisfaction					
3.	There is high attrition rate among teachers in this school					
4.	Teachers in this school are always regular for classes					
5.	Teachers in this school always dodge classes					

END

THANK YOU VERY MUCH

APPENDIX IV: INTERVIEW GUIDE

Interview Guide for Head-teachers, DEO, Inspectors of Schools, Assistant DEO, Chairperson PTA and BOGs

Guiding Questions

1. What is the effect of hard-to-reach allowances on teachers’ syllabus coverage in secondary schools in Pader District?

2. What is the effect of hard-to-reach allowances on students’ assessment in secondary schools in Pader District?

3. What is the effect of hard-to-reach allowances on teachers’ regularity and punctuality in secondary schools in Pader District?

4. How best do want hard-to-reach allowances to be promoted?

5. How best do you want work performance of teachers in hard-to-reach secondary schools to be improved?

Thank you for your cooperation

APPENDIX V: AUTHORIZATION LETTER

	<p>UGANDA CHRISTIAN UNIVERSITY A Centre of Excellence In the Heart of Africa</p>	<p>UG-REC-026 Approval Version 4.0</p>	<p>25th March, 2024</p>
<p>Ochen Peter Uganda Christian University +256 784601162 Email: ochenpeter09@gmail.com</p>			<p>25th March, 2024</p>
<p>UG-REC-026 APPROVAL NOTICE</p>			
<p>To: Ochen Peter, Principal Investigator</p>			
<p>Re: UCU-REC Application titled: Hard-To-Reach Allowances And Teacher Job Commitment In, Selected Hard-To-Reach Secondary Schools In Pader District.</p>			
<p>Application Number: UCUREC-2024-830</p>			
<p>Version: 4.0</p>			
<p>Type: <input type="checkbox"/> Initial Review <input type="checkbox"/> Protocol Amendment <input type="checkbox"/> Letter of Amendment (LOA) <input type="checkbox"/> Continuing Review <input type="checkbox"/> Material Transfer Agreement <input type="checkbox"/> Other, Specify:</p>			
			

I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 25th March, 2024, to 25th March, 2025

This research is considered minimal risk category 2.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

1 of 2

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4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 25th March, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-03-18
2.	Data collection tools	English	1.0	2024-03-18
3	Informed Consent Form	English	1.0	2024-03-18

Signed and Stamped


 Prof. Peter Waiswa,
 UCUREC Chairperson,
pwaiswa@musph.ac.ug

