REWARD AND TEACHERS' COMMITMENT TO WORK IN GOVERNMENT SECONDARY SCHOOLS IN MOROTO AND NAPAK DISTRICTS OF KARAMOJA SUB-REGION IN NORTH EASTERN UGANDA

JOSEPHINE TINO

RJ21/MUC/MED/1239

A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY

August, 2025

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

DECLARATION

I Tino Josephine hereby declare that this research report is my original composition and has never been published anywhere or submitted to any other institution for the award of any kind.

No part of this report should be reproduced, copied or printed without my permission or that of Uganda Christian University.

Signature.....

Date.....9TH SEPTEMBER 2025

TINO JOSEPHINE

RJ21/MUC/MED/1239

APPROVAL

This research report has been compiled under my supervision and is now ready for submission with my approval.

Signed..... **Date**..9TH SEPTEMBER 2025

NAME: Chelangat K Joshua

DEDICATION

I wish to dedicate this work to my husband Oculi Boniface and my children.

ACKNOWLEDGEMENT

Special appreciation goes to my supervisor Mr. Chelangat Kadafi Joshua for his commitment in guiding me throughout this research study. My appreciation also goes to Dr. Nambale Moses and other lecturers for their professional advice and support. My gratitude is also extended to my colleagues with whom I shared the course for their understanding, encouragement and academic support. My family for rallying their support towards my success. God bless you.

I also wish to extend my sincere thanks to my children Erikitai Stephen, Oculi Francis, Oculi Boniface, Acola Maureen, Obonipe Arnold, Amunoit Ronald and Etwap Jonathan for the sacrifices they made during the time of my research and studies.

I wish also thank my friends/colleagues who encouraged and supported me up to the end. I further more dedicate this work to my mother Acipa Regina for the support she gave me and my late father, Etwap Romanus who did not live to see me complete this degree. May his soul rest in peace.

Lastly, all head teachers, deputy head teachers and teachers who took part in this research, your co-operation played a big role in the accomplishment of this study. May God bless you all..

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABBREVIATIONS AND ACRONYMS.

CAO- Chief Administrative Officer

DEO- District Education Officer

Dr- Doctor

SPSS-Statistical Package for Social Sciences

UCE- Uganda Certificate of Education

UCU-Uganda Christian University

UNEB-Uganda National Examinations Board

UNICEF-United Nations International Childrens Education Fund

ABSTRACT

This study examined the influence of reward on teachers' commitment to work in government secondary schools in North Eastern Uganda, focusing on Moroto and Napak districts. The specific objectives were to assess the influence of financial rewards, non-financial rewards, and the moderating role of career advancement on teachers' commitment. Employing a cross-sectional and correlational design, the study adopted both quantitative and qualitative approaches. Data were collected from 51 teachers, 5 head teachers, and 5 deputy head teachers using structured questionnaires and interviews. Quantitative data were analyzed using descriptive statistics (means and standard deviations) and inferential techniques including multiple regression analysis via SPSS. Findings revealed that financial rewards had a weak and statistically insignificant relationship with teachers' commitment ($R = .114$, $R^2 = .013$), indicating that only 1.3% of the variance in commitment was explained by financial incentives. In contrast, non-financial rewards exhibited a weak but statistically significant positive relationship ($R = .283$, $R^2 = .080$), accounting for 8.0% of the variance. Career advancement showed a moderate positive influence ($R = .373$, $R^2 = .139$), explaining 13.9% of the variation in teacher commitment. The multiple regression model combining all predictors yielded an R^2 value of 0.168, indicating that 16.8% of the total variance in teachers' commitment to work was jointly explained by financial rewards, non-financial rewards, and career advancement. The study, therefore, concludes that while financial incentives alone do not significantly impact teacher commitment, non-financial rewards and career advancement opportunities play a more meaningful role. It recommends strengthening reward systems and supporting professional growth to enhance teacher motivation and retention.

CHAPTER ONE: INTRODUCTION.

1.0 Introduction

This research was intended to carry out assessment of reward and teacher commitment to work in five government secondary schools in Moroto and Napak districts of Karamoja sub-region in North -Eastern Uganda.

This chapter explored the background of the study, the problem statement, objectives of the study, research questions, conceptual frame work, scope of the study, significance of the study and operational definitions.

1.1 Background to the study

1.1.1 Historical perspective

Globally, teacher reward and commitment to work have long been critical issues influencing the quality of education. In developed countries such as the United States, United Kingdom, and Finland, studies have shown that competitive remuneration, recognition, and non-monetary rewards such as professional development opportunities have significantly enhanced teacher commitment and classroom performance (OECD, 2019). However, in many developing countries, inadequate reward systems have led to teacher absenteeism, low morale, and high turnover rates, undermining student learning outcomes (UNESCO, 2020).

On the African continent, teacher motivation and commitment remain major challenges. Many countries, including Nigeria, Kenya, and Ghana, have struggled with poor reward structures characterized by delayed salaries, limited allowances, and insufficient incentives for teachers working in remote or hard-to-reach areas. For example, a study in Nigeria revealed that irregular payment of salaries and lack of recognition reduced teacher commitment and contributed to persistent strikes in public schools (Okeke & Mtyuda, 2017). Similarly, in Kenya, while government reforms improved teacher salaries, limited housing and hardship allowances for those working in arid and semi-arid regions have contributed to low morale (Wambugu, 2018).

Regionally, East African countries continue to grapple with aligning teacher reward systems to levels that can attract and retain committed educators. In Tanzania, despite government interventions to raise teacher pay, insufficient incentives for those in rural areas have led to absenteeism and reduced instructional time (Davidson, 2019). In Uganda, while the government introduced hard-to-reach and hard-to-stay allowances as a form of reward for teachers in remote regions, their effectiveness remains questionable, as many teachers continue to exhibit low levels of commitment to work (Ministry of Education and Sports, 2020).

At the local level, Moroto and Napak districts in the Karamoja sub-region historically enjoyed strong educational performance in the 1980s and 1990s, attracting learners from Bugisu, Sebei, Teso, and even neighboring Kenya. Teacher commitment was largely credited for this success. However, over the years, teacher morale and dedication have declined, leading to falling education standards. A study by the Anti-Corruption Coalition Uganda (2021) highlighted that in Karamoja, 29% of teachers are in schools but not in class, 24% are absent from school entirely, and 6% are in class but not teaching. Despite government efforts to improve teacher welfare through hardship and accommodation allowances, commitment levels remain low. This decline raises questions about the adequacy and effectiveness of the current reward systems in sustaining teacher commitment to work in Moroto and Napak districts.

1.1.2 Theoretical Perspective

This research was guided by Abraham Maslow’s (1954) humanistic theory of motivation. According to Maslow, "people are motivated to fulfill basic needs like food and shelter before moving on to higher needs such as safety, love, and esteem." Once these needs are met, the primary motivator shifts to the need for self-actualization (Maslow, 1954). Maslow's research focused on understanding what motivates people and the actions they take to achieve happiness, rather than emphasizing problematic behavior (Maslow, 1954). This theory was relevant to the study variables because if teachers are rewarded, they will be able to satisfy their needs, ranging from basic necessities to self-actualization, which may ultimately lead to greater commitment to their work.

1.1.3 Conceptual Perspective

According to Armstrong & Taylor, (2020) a reward is defined as “a system of benefits provided to employees in recognition of their efforts, aimed at motivating them and enhancing their commitment to organizational goals.” Rewards can be categorized as extrinsic, such as financial incentives (For example, bonuses and allowances), or intrinsic, which include psychological satisfaction like recognition or personal achievement (Noe, Hollenbeck, Gerhart, & Wright, 2020).

Reward in the educational realm refers to stimuli or incentives that enhance motivation and reinforce specific behaviors, thereby supporting learning and engagement in an educational or organizational context (Howard-Jones & Jay, 2016). This study focused on financial and non-financial rewards. In financial rewards, the study focused on salary, wages, bonuses, overtime payments, allowances and pension. On non-financial rewards, the study focused on praise, recognition, promotion, accommodation, meals and medical treatment.

According to Mart (2013), commitment is defined as *"the emotional attachment, sense of responsibility, and dedication that teachers demonstrate toward their schools and students"* (p. 336). This concept involves not only a willingness to meet professional expectations but also a genuine effort to contribute to the success and well-being of students and the overall school environment.

On commitment, the researcher focused on teachers’ regularity/presence at work, teachers’ sense of belonging to the Institution, teachers’ attendance to school activities like assemblies, clubs, games and sports; time management, syllabus coverage and meeting deadlines for tasks given.

1.1.4 Contextual Perspective

This study was carried out in Moroto and Napak districts of the Karamoja sub-region in North Eastern Uganda, an area historically recognized for its educational challenges but once admired for its academic performance in the 1980s and 1990s. Over time, however, the commitment of secondary school teachers in this region has steadily

declined, creating concern among district officials, parents, students, community leaders, development partners such as Irish Aid and the World Food Programme, and the Ministry of Education and Sports.

According to the Anti-Corruption Coalition Uganda (2021), teacher absenteeism in Karamoja has reached worrying levels, with 29% of teachers in school but not in class, 24% not at school, and 6% in class but not teaching. These findings are consistent with UNICEF (2017), which noted that nearly 60% of teachers in Karamoja were not effectively engaging in teaching during working hours. The Ministry of Education and Sports (2019) also reported that, nationally, about 29% of teachers are absent from school daily, while 59% of those present are not engaged in productive instructional work.

Further evidence from Uwezo Uganda (2016) shows that learner outcomes in Karamoja are among the lowest in the country, partly due to teachers' low commitment to classroom work. The report highlighted that teacher absenteeism and delayed syllabi coverage significantly hinder learner performance. Similarly, the Education Policy Review Commission (2021) emphasized that although the government provides hardship and accommodation allowances to teachers in hard-to-reach regions like Karamoja, these incentives have not translated into increased teacher motivation or commitment.

In Moroto and Napak, the problem is particularly acute due to geographical isolation, poor infrastructure, insecurity, and inadequate social services, which discourage teachers from fully dedicating themselves to their work (Ayorekire & Twinomuhangi, 2019). These challenges point to the need to re-examine the effectiveness of the current reward systems in sustaining teacher commitment and improving the quality of education in the Karamoja sub-region.

1.2 Problem statement

Ideally, teachers are expected to demonstrate high levels of commitment through regular attendance, timely reporting, adequate lesson preparation, and effective instructional delivery, all of which are essential for quality education and improved

learner outcomes. The Teachers' Code of Conduct (1992) emphasizes professionalism, diligence, and consistency in lesson planning and assessment as core responsibilities of educators.

However, in the Karamoja sub-region specifically Moroto and Napak districts, this ideal remains largely unmet. The Anti-Corruption Coalition Uganda (2021) reported teacher absenteeism rates as high as 40%, nearly double the national average. Additionally, 35% of teachers regularly report late for duty, and only 45% consistently prepare adequate lesson plans (UNICEF, 2017). This has contributed to poor academic outcomes, with only 32% of students passing UCE exams in Moroto, compared to a 54% national pass rate (Uganda Radio Network, 2019).

Despite existing measures such as the Code of Conduct and attendance monitoring systems, teacher commitment remains low. This points to a gap between policy implementation and actual practice. Critically, there is insufficient empirical research on the underlying factors influencing teacher commitment in Moroto and Napak districts, necessitating targeted investigation.

1.3 Objectives of the Study

1.3.1 General objective

To establish the influence of reward on teachers' commitment to work in government secondary schools in Moroto and Napak districts of Karamoja.

1.3.2 Specific Objectives

i. To examine the influence of financial rewards on teachers' commitment to work by secondary school teachers in government secondary schools in Moroto and Napak districts of Karamoja.
ii. To examine the influence of non-financial rewards on teachers' commitment to work by secondary school teachers in government secondary schools in Moroto and Napak districts of Karamoja.

iii. To examine the effect of career advancement on teacher commitment to work in government secondary schools in Moroto and Napak district.

1.4. Research questions

i. What is the effect of financial rewards on teachers' commitment to work by secondary school teachers in government secondary schools in Moroto and Napak districts of Karamoja?
ii. What is the effect of non-financial rewards on teachers' commitment to work by secondary school teachers in government schools in Moroto and Napak districts of Karamoja?
iii. Does career advancement have a moderating effect on teachers' commitment to work in government secondary schools in Moroto and Napak districts?

1.5. Scope of the study:

i) Content scope:

This research study investigated the influence of reward on teachers' commitment to work. On reward, the study focused on financial rewards like salaries, overtime pay, bonuses and allowances (medical allowances, welfare allowances, transport allowances) and non-financial rewards like recognition, promotion, praise, accommodation, meals, medical treatment.

On teachers' commitment to work, the study focused on; sense of belonging to the Institution, attendance to school activities (Games and Sports, assemblies, clubs), punctuality at work, regularity at work, syllabus coverage and taking extra activities.

ii) Geographical scope:

This study was conducted in all the 5 government secondary schools in Napak and Moroto districts of Karamoja sub region in North Eastern Uganda. i.e. Kangole Girls,

St. Andrews Lotome, Moroto High school, Nadunget senior secondary school and Moroto parents school. The study area is located between latitudes 1°53′ to 3°05′ North and longitudes 33°38′ to 34°56′ East. It shares borders with Kaabong and Kotido districts to the north, Abim and Otuke to the northeast, and Nakapiripirit and Amudat to the south. The eastern boundary of the area is adjacent to the Republic of Kenya, while the western side borders Katakwi and Amuria districts (Olum, S., et al. 2017).

iii) Time scope:

This study covered the period from 2019 to 2021, a time when concerns were raised regarding the commitment of secondary school teachers in Moroto and Napak districts (MoES, 2020). The research was conducted in five government secondary schools within these districts, focusing on the relationship between rewards and teachers' commitment to their work. The target population included secondary school teachers, head teachers, and deputy head teachers in the selected schools.

1.6. Conceptual Framework

Conceptual Framework showing the relationship between reward and teachers commitment to work.

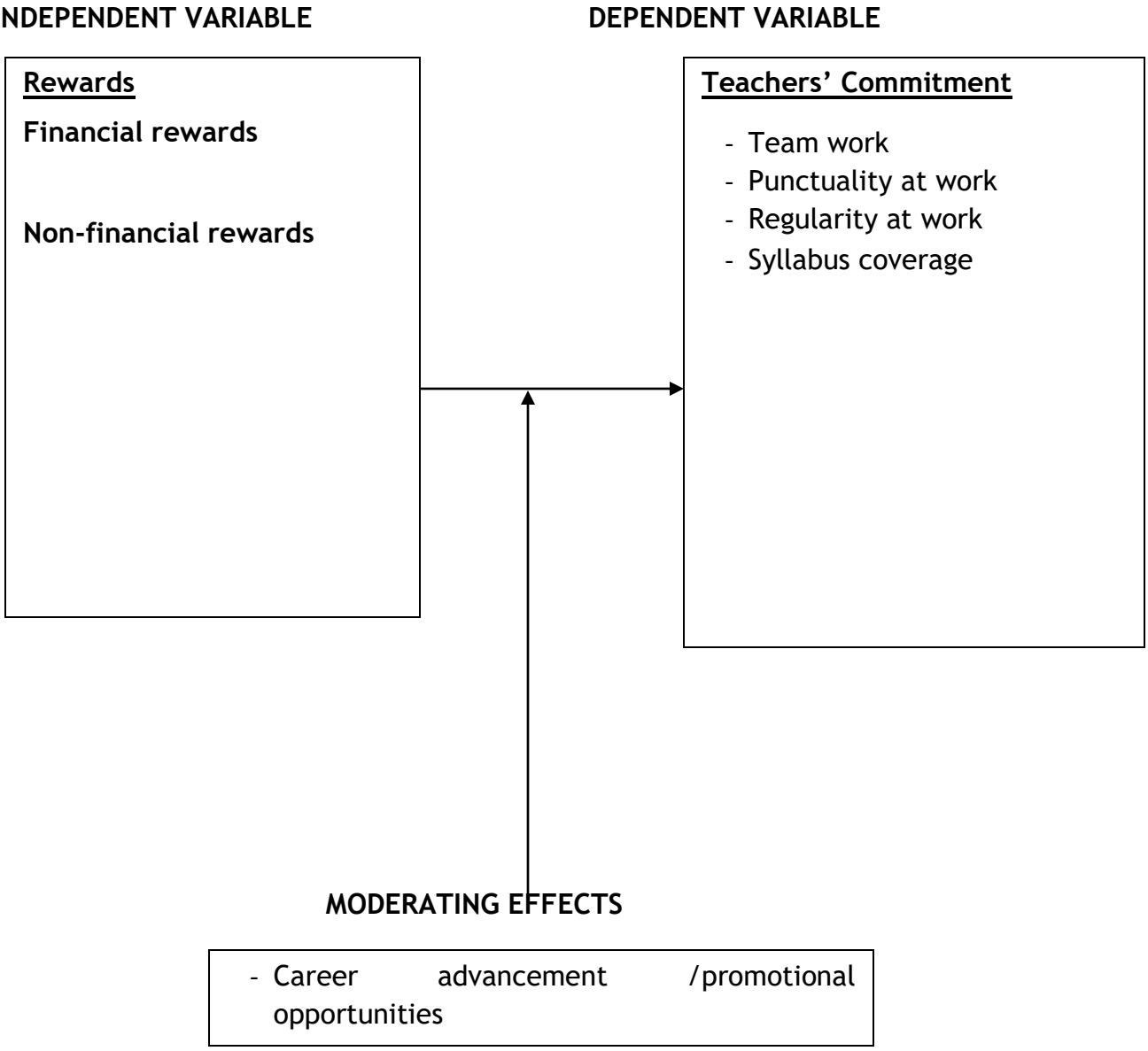

Figure 1.1 Conceptual Framework

Conceptual framework (Figure 1.1) shows the relationship between reward and teachers' commitment to work in government secondary schools. This framework shows that reward (Independent variable) influences teachers' commitment to work (Dependent variable). Rewards in this study are categorized into financial (salaries, overtime pay, bonuses, allowances and pension) and non-financial (recognition, promotion, praise, accommodation, meals, medical care and training on ongoing programs). These rewards were compared with teachers' commitment to work looking at aspects like punctuality at work, regularity at work, syllabus coverage, attendance to school activities and taking extra activities. On the other hand, it was assumed that poor rewards lead to low level of teachers' commitment. Indicators of low teachers' commitment included; absenteeism, late coming, poor UNEB results, etc. Moderating variables were other factors that influence teachers' commitment to work either positively or negatively and included; promotional opportunities. The overall frame work depicted teachers' commitment noting that teachers output was dependent on employers input.

1.7. Significance of the study

The research findings will benefit:

1. The Ministry of Education and Sports. It will get additional information which can support the development of comprehensive teacher policies.
2. Head teachers who will ensure effective management and administration of rewards to teachers that can influence teachers' commitment to work.
3. Future researchers who may refer to the study to find out researchable areas.
4. Authorities in Moroto and Napak Districts especially the district Education office in addressing the challenges facing secondary school teachers.

1.8. Operational definitions

Rewards: Encompass all forms of compensation, both monetary and non-monetary, that an organization provides to its employees in exchange for their work (AIHR, 2023).

Teachers' Commitment: The state of being willing to dedicate significant time and energy to a particular task or purpose, often because it is considered important (Shiftbase, 2023).

Overtime Pay: Compensation provided to employees for hours worked beyond their standard working hours (U.S. Department of Labor, 2019).

Bonus: A payment made in addition to the employee's regular earnings, often awarded as an incentive or to reward good performance (U.S. Department of Labor, 2019).

Fringe Benefits: Additional non-wage compensations provided to employees, such as health insurance, retirement plans, and other perks, which supplement their regular wages or salaries (GetBenePass, 2024).

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to reward and teacher's commitment to work. Previous studies carried out by different scholars, were important to the researcher because they helped in understanding how they viewed the concepts of reward and teacher's commitment and identifying the gaps left out which this research intended to address.

This chapter covered, a brief theoretical review, literature related to objectives of the study i.e. literature review on financial rewards and teachers' commitment to work and literature review on non-financial rewards and teachers' commitment to work and lastly the research gap.

2.1 Theoretical Review

This study was guided by Maslow's Hierarchy of Needs Theory (1954), which conceptualizes human motivation as progressing through five hierarchical levels: physiological needs, safety needs, belongingness, esteem, and self-actualization. The theory posits that individuals are motivated to fulfill their basic needs before they move on to higher-level aspirations. In the context of teaching, the model suggests that until basic requirements such as food, shelter, salary, and security are met, teachers may find it difficult to aspire towards higher needs such as recognition, respect, and professional self-actualization.

For teachers working in challenging environments such as Moroto and Napak, this theory is particularly relevant. Meeting lower-level needs like housing, health care, and timely payment of salaries becomes essential before higher-order needs like career progression and recognition can effectively motivate commitment. Thus, the theory highlights the interconnectedness of financial and non-financial rewards in influencing teachers' work commitment.

Contemporary scholars have reaffirmed the relevance of Maslow's framework. Copley (2024) demonstrated its continued applicability in explaining employee motivation in

modern organizations, while Schimmack (2023) provided empirical evidence showing that unmet basic needs remain a strong predictor of reduced workplace commitment. Within the Ugandan education sector, Nansamba (2021) argued that unmet financial and welfare needs, such as delayed salaries, lack of housing, and inadequate allowances, are major contributors to teacher absenteeism and disengagement. Consequently, Maslow's theory provides a strong theoretical foundation for examining how different forms of rewards influence teacher commitment in rural secondary schools.

2.2 Financial Rewards and Teachers' Commitment to Work

Financial rewards remain one of the most extensively discussed motivators of teacher performance and commitment in education literature. They include salaries, allowances, bonuses, and other monetary incentives. A large body of research suggests that financial rewards play a central role in motivating employees to deliver effectively.

For instance, Bawalla, Oluwatoyin, and Adenugba (2021), in their study of secondary school teachers in Nigeria, found that the prompt payment of salaries enhanced teacher commitment. However, they also noted that dissatisfaction with remuneration policies persisted, indicating that while financial rewards are crucial, they may not always be sufficient to secure long-term commitment. In the Ugandan context, Nyinamasiko and Edoru (2022) found that financial rewards directly influenced teacher performance and commitment in Kabale Municipality, and recommended restructuring salary schemes alongside strengthening the role of the Uganda National Teachers' Union (UNATU) in collective bargaining.

However, other studies present contrasting findings. For example, Ssali (2011), in Mityana District, observed little correlation between financial rewards and teacher commitment, arguing that teachers were often motivated by intrinsic factors rather than extrinsic ones. Similarly, Ahimbisibwe and Muhangi (2020) highlighted that delays in salary payments and irregular remuneration were a major cause of low morale,

especially among teachers in rural areas. Their findings suggest that while financial incentives are necessary, their inadequacy or inconsistency can be demotivating.

From these studies, a significant gap emerges. The majority of research either emphasizes the positive role of financial rewards or downplays their significance, but few studies have examined how financial and non-financial rewards interact to shape teacher commitment over time. Additionally, very limited empirical work has been conducted in marginalized regions like Karamoja, where financial incentives are compounded by challenging working and living conditions.

2.3 Non-Financial Rewards and Teachers' Commitment to Work

Non-financial rewards encompass incentives that are not monetary in nature but contribute to the well-being and professional satisfaction of employees. These include recognition, career development opportunities, housing, health services, teaching resources, and supportive work environments. For teachers, such rewards often address higher-level needs as described by Maslow and are equally critical for sustained commitment.

Empirical studies reinforce the importance of non-financial rewards. For instance, Kassim and Onyango (2022), in Tanzania, established that the provision of meals, transport, staff housing, and adequate teaching resources significantly boosted teacher morale and overall commitment to teaching duties. In Uganda, Kasozi-Mulindwa and Musoke (2019) highlighted that non-financial incentives such as recognition, growth opportunities, and supportive leadership enhanced teachers' performance and willingness to remain committed to their roles. Their findings align with Vroom's Expectancy Theory, which suggests that individuals are motivated when they believe their effort will lead to valued outcomes.

Local studies also point to similar trends. Odoch and Baluku (2021), in their study on teacher retention in Northern Uganda, found that teachers valued recognition, supportive supervision, and professional development opportunities more than allowances, particularly in conflict-affected districts. However, most of these studies focus on performance outcomes rather than long-term commitment. As such, a gap

remains in understanding how non-financial rewards specifically sustain teacher dedication in remote and marginalized regions like Moroto and Napak.

2.4 Moderating Influence of Career Advancement

Career advancement opportunities are increasingly recognized as a moderating factor in the relationship between rewards and employee commitment. These opportunities include promotions, in-service training, scholarships, and continuous professional development programs. For teachers, career advancement represents both recognition of their efforts and the possibility of professional growth, which can reinforce the effects of other rewards.

According to Anwar et al. (2021), teacher motivation and commitment strongly predicted performance, although they did not explore how career progression opportunities could strengthen this relationship. Abu-Tineh et al. (2023), in their study of teachers in Qatar, revealed widespread dissatisfaction with limited career advancement opportunities, which negatively impacted teacher retention. Similarly, Omagwa et al. (2016) in Kenya reported that inadequate professional development opportunities, combined with poor reward systems, reduced teacher commitment and led to high turnover rates.

In Uganda, Byaruhanga (2020) argued that the lack of clear promotion pathways and professional development initiatives significantly demoralizes teachers, especially in rural schools. Many teachers perceive stagnation as a barrier to commitment, as they do not see meaningful progression in their careers despite years of service. However, few studies have examined the moderating influence of career advancement in relation to both financial and non-financial rewards. This leaves a conceptual and empirical gap, which this study seeks to address by focusing on Moroto and Napak districts.

2.5 Identified Gaps in Literature

From the reviewed literature, several gaps can be identified that justify this study: The majority of studies have been conducted in urban or relatively accessible regions. Very few focus on marginalized areas such as Karamoja, where difficult working

conditions uniquely affect teacher commitment. Existing studies often isolate financial and non-financial rewards, rather than examining their combined and interactive effects on teacher commitment. Much of the existing research relies on cross-sectional designs, which limits understanding of the long-term influence of rewards on teacher commitment. Although Maslow's Hierarchy of Needs is frequently applied, there is inadequate integration of other motivational theories, such as Herzberg's Two-Factor Theory or Vroom's Expectancy Theory, which could better explain the complex interplay between rewards and commitment in education.

2.6 Summary of the Chapter

This chapter has presented a detailed review of literature relevant to the study on reward and teacher commitment to work. Guided by Maslow's Hierarchy of Needs, the review examined financial rewards, non-financial rewards, and the moderating influence of career advancement. Evidence suggests that while financial rewards such as timely salaries are crucial, non-financial incentives like recognition, professional development, and housing are equally important in sustaining commitment. Nevertheless, gaps remain regarding the combined effects of these rewards, their sustainability over time, and their specific relevance to hard-to-reach areas such as Moroto and Napak districts.

Therefore, the chapter provides a strong justification for this study by showing the need to bridge contextual, conceptual, methodological, and theoretical gaps. The insights gained from this literature review inform the design of the current study and position it as an important contribution towards understanding how reward systems can enhance teacher commitment in Uganda's government secondary schools.

CHAPTER THREE:

METHODOLOGY

3.0. Introduction

This Chapter took into consideration the research design, population of study, sample size and sampling strategies, methods of data collection and instruments, data collection procedure and data analysis.

3.1. Research design

This study adopted a mixed-methods approach, combining both quantitative and qualitative techniques, to provide a comprehensive evaluation of the relationship between reward systems and teachers' commitment to work in government secondary schools. The design enabled triangulation of data, thereby enhancing validity and reliability of the findings. Quantitative data were primarily collected through structured questionnaires, which captured teachers' perceptions on financial and non-financial rewards, as well as their reported levels of commitment. These questionnaires were administered in paper-based format to overcome logistical challenges such as limited internet connectivity in Karamoja's rural and conflict-affected districts.

Qualitative data were collected through semi-structured interviews with head teachers, district education officials, and community stakeholders. The interviews provided deeper insights into how rewards influence teacher commitment in the unique socio-economic context of Moroto and Napak.In addition, the study employed document analysis to verify teacher commitment. School records such as attendance registers, lesson plans, schemes of work, and staff appraisal reports were reviewed to assess the extent to which teachers were fulfilling their professional duties. This method provided an objective means of cross-checking self-reported data from questionnaires and interviews. Furthermore, a teacher commitment checklist was developed and used during school visits. This checklist captured observable indicators such as punctuality, class attendance, active engagement in lessons, and participation in co-curricular

activities. The use of this tool ensured that commitment was assessed not only through reported behavior but also through direct observation of actual practices.

3.2 Population of study;

The targeted population was 75 respondents from all the five government secondary schools in Moroto and Napak districts of Karamoja sub-region. This schools included; Moroto High School, Nadunget Secondary School, Moroto Parents School in Moroto district and Kangole girls Senior Secondary School and St. Andrews Lotome Senior Secondary School in Napak district. The population of study included; Head teachers, Deputy Head teachers and teachers because each of these categories of respondents was affected differently by rewards. The head teachers took part in this study because they are knowledgeable of the existing rewards in schools and have idea of how this rewards influence teachers' commitment of teachers to work. The teachers were involved because they are directly affected by the rewards and they have knowledge of how this rewards influence their commitment to work.

3.3 Data collection method

The researcher used questionnaires and face to face interview guide as methods for data collection. The questionnaire was used because many respondents could be reached easily and because they can read and answer the questions being teachers and head teachers (they know how to read and write). The face to face interview methods were used to get additional information which could not be obtained from the questionnaire. The interview guide was directed to the head teachers and deputy head teachers in order to get more detailed, elaborate and accurate information regarding reward and teacher commitment to work. This is because they monitor the teachers and they also give rewards.

The interview guide therefore helped to cover the gap left by the questionnaire.

3.4 Sample size determination

Using the Yamane formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where N = 75, e = 0.05 marginal error value

$$n = \frac{75}{1 + 75(0.05)^2} = \frac{75}{1 + 75 \times 0.0025} = \frac{75}{1.1875} = 63.1 \approx 63$$

Therefore the sample size was 63 respondents including five (5) head teachers, five (5) deputy head teachers, and Fifty-three (53) teachers from all the five schools in both districts.

The head teachers and deputy head teachers were purposively selected because of their positions.

Non-probability sampling technique was used to get teachers from each of the five secondary government schools as respondent to the study because I did not need to disturb myself.

Table 1: Population and Sample Size Distribution

Category	**Population Size**	**Sample Size**	**Sampling Technique**
Head Teachers	6	5	Purposive Sampling
Deputy Head Teachers	6	5	Purposive Sampling
Teachers	63	53	Simple Random Sampling
Total	**75**	**63**	

Source: Primary Data, 2024

3.5 Sampling Procedure

The study employed a systematic sampling procedure to ensure representativeness and reliability of the findings. The target population comprised 75 respondents drawn from five government secondary schools in Moroto and Napak districts, categorized into head teachers, deputy head teachers, and teachers. From a total of 6 head teachers, 5 were selected using purposive sampling, as they possess in-depth knowledge of school operations, reward systems, and teacher commitment. Similarly, 5 deputy head teachers were purposively selected from a total of 6, given their direct involvement in monitoring teacher performance and implementing reward policies. The population of 63 teachers was sampled using simple random sampling, resulting in 53 teachers being included to ensure each individual had an equal chance of selection and to minimize sampling bias. This combination of purposive and random sampling allowed the study to capture both administrative perspectives and frontline teacher experiences, providing a comprehensive understanding of how reward systems influence teacher commitment in the selected schools.

3.5 Data collection instruments

The researcher used self-administered questionnaire and interview guide as data collection instruments.

3.5.1 The questionnaire:

The questionnaire consisted of an introductory note, section A for background questions like sex, age of respondent, qualification and work experience.

Section B had questions on the independent variable (reward) i.e. financial and non-financial and section C had questions on the dependent variable i.e. teachers' commitment to work. The questionnaire consisted of both open ended and closed items.

3.5.2 Interview guide:

The interview guide had both open ended and closed ended questions which were answered by the head teachers and Deputy Head teachers. The interview guide had

no sections but flowing questions on the independent variable (reward) i.e. financial and non-financial and their influence on the dependent variable i.e. teachers' commitment to work. At the end of the interview guide was appreciation to the respondents for taking part in the interview.

3.6 Quality Control

Ensuring the quality of data in this study was critical for generating valid and reliable findings on the relationship between rewards and teachers' commitment to work. Quality control measures were applied to both quantitative and qualitative data collection instruments, with a focus on validity, reliability, and credibility.

3.6.1 Validity of Questionnaire and Interview Guides

To ensure content validity, the questionnaire and interview guides were reviewed by the study supervisor and subject matter experts. Each item was assessed to determine its relevance and alignment with the study variables—financial rewards, non-financial rewards, career advancement, and teacher commitment. Additionally, a pilot study was conducted with a small number of teachers and administrators from neighboring districts (Nabilatuk and Abim) that were not included in the main study sample. This helped to identify ambiguities, redundant items, and culturally inappropriate wording, ensuring that instruments accurately captured the constructs under investigation.

For qualitative data, validity was ensured through triangulation of data sources, combining interviews, document analysis, and observation checklists. This strategy allowed cross-verification of information, minimizing bias and enhancing the credibility of findings. For instance, teacher-reported commitment was cross-checked against school attendance registers, lesson plans, and direct classroom observations.

3.6.2 Reliability of Questionnaire and Interview Guides

Reliability refers to the consistency of a research instrument in producing similar results under comparable conditions (Creswell, 2014). The reliability of the questionnaire was determined through a pre-test conducted in the aforementioned neighboring districts. The collected data were entered into SPSS, cleaned, and

analyzed to compute Cronbach's Alpha coefficients for all study variables. According to Mugenda and Mugenda (2013), an alpha of 0.5 and above indicates acceptable reliability, while Kline (2015) recommends a threshold of 0.7 for higher credibility. The study achieved alpha coefficients above 0.7 for financial rewards, non-financial rewards, career advancement, and teacher commitment, demonstrating strong internal consistency.

For qualitative data, reliability was ensured through dependability strategies such as maintaining detailed audit trails, documenting field notes, and using consistent interview protocols. Interviews were audio-recorded (with participant consent) and transcribed verbatim, ensuring accurate capture of responses. Furthermore, member checking was applied, where selected participants reviewed transcripts to verify the accuracy and authenticity of their statements.

3.6.3 Alignment of Design, Sampling, and Analysis

To address previous inconsistencies, the study design, sampling methods, and data analysis were carefully aligned. The correlational design was maintained for quantitative data, allowing examination of relationships between rewards and teacher commitment. However, regression analysis was carefully applied only to quantitative data where assumptions were met, while qualitative data were analyzed thematically to explore patterns, experiences, and context-specific insights. The integration of mixed methods ensured that findings from qualitative sources complemented the statistical correlations, providing a richer and more comprehensive understanding of how reward systems influence teacher commitment in Moroto and Napak districts.

3.7 Data collection procedure:

The researcher obtained an introductory letter from Uganda Christian University addressed to the Chief Administrative Officers, District Education Officers, and head teachers of schools. The purpose of this letter was to seek permission to conduct research in the respective districts and schools (Afify, 2022). After delivering the letters and receiving permission, the researcher proceeded to visit the schools to administer both questionnaires and interview guides (Song, 2020).

3.8. Data analysis.

Data collected was both qualitative and quantitative.

Quantitative data got from questionnaire was computed into frequency counts and percentages.

Qualitative data got from interview guides was arranged into themes according to the objectives and presented in a narrative format.

Correlations and regression was used to analyze and measure the degree of relationships between the independent and dependent variables because it was the most appropriate as it presented minimum interference by the researcher and gave no room for manipulation of data.

3.9 Ethical issues:

The researcher followed a number of guidelines in research:

- Sought for approval of research topic from the supervisor assigned by the University/UCU.
- Sought for approval of research proposal by the supervisor assigned by University/UCU.
- Got an introductory letter from the University to the relevant authorities i.e. CAOs, DEOs and head teachers for permission to carryout research
- Got consent from the respondents before gathering information.
- Avoided harmful statements which could arouse emotions
- Avoided victimization of respondents by not including names in the questionnaires.

3.9.0. Time line

The study was completed in 9 weeks as follows: -

Introduction and literature review 2 weeks

Research methodology i.e.

i). Data collection 2 weeks

ii). Data analysis 2 weeks

iii). Data interpretation and presentation 1 week

iv). Summary, conclusion, recommendations and polishing up work for submission 2 weeks

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents the data collected, the findings of the study and a discussion of the results arranged with regard to the objectives of the study. The study sought influence of rewards on teachers' commitment to work in government secondary schools in Moroto and Napak districts of Karamoja. Both the descriptive and the inferential statistical findings presented in form of tables are given in this chapter. The key variables are: financial rewards, non-financial rewards, and moderating effect of career advancement. Hypotheses testing results are also provided. A multiple regression model was used to estimate the correlation between reward and teachers' commitment to work.

4.1 Response Rate

In the study 53 teachers were given the questionnaires and 51 were brought back, indicating a questionnaire return rate of 96% and 100% response on the interviews conducted, indicating an average response rate of 98%. According to Cooper and Schindler (2001), a response rate of 75% and above is a good response. This implies the response rate of the study was good

Table 4.1 Response Rate

Administered Questionnaires	**Questionnaires Returned**	**Response Rate**
53	51	96%
Respondents interviewees	Respondents interviewed	Response Rate
10	10	100%

Source researcher 2022

Table 4. 1 Response Rate

4.2 Demographic Characteristics of Respondents

4.2.1 Gender of Respondents

Table 4.2 ***Gender of Respondents***

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	66.7	66.7	66.7
	Female	17	33.3	33.3	100.0
	Total	**51**	**100.0**	**100.0**	

Source: field data (2022)

The findings in Table 4.2 revealed that 66.7 percent (34) of the teaching staff in government secondary schools of Moroto and Napak districts were male, while female respondents constituted 33.3 percent (17); these results indicate that there are more men than women teaching in the two districts. The table further shows that male teachers are only slightly more numerous than their female counterparts, and this minor difference in gender composition is not expected to have any effect on the study's subject matter.

4.2.2 Age Distribution

Table 4.3 ***Age Bracket of Respondents***

Age (years)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-28	06	11.8	11.8	11.8
	29-38	28	54.9	54.9	66.7
	39-48	16	31.4	31.4	98.0
	49-59	01	2.0	2.0	100.0
	Total	**51**	**100.0**	**100.0**	

Source: field data (2022)

The findings in Table 4.3 revealed that the majority of respondents, 28 (54.9%), were aged between 29 and 38 years. This was followed by 16 respondents (31.4%) aged between 39 and 48 years, while 6 respondents (11.8%) were in the 19–28 age bracket. Only 1 respondent (2.0%) was aged between 49 and 59 years. The data indicates that most teachers in Moroto and Napak districts are in their early to mid-career stages.

Research indicates that younger employees often exhibit higher turnover rates, necessitating targeted retention strategies. Implementing effective reward systems has been shown to significantly enhance teachers' commitment and reduce turnover. For instance, a study examining the impact of reward systems on employee turnover intention found that better financial and non-financial rewards have a strong impact on reducing turnover intention (Wijewantha & Nanayakkara, 2017). Therefore, by adopting comprehensive reward strategies, schools can improve retention rates among younger and mid-career teachers.

4.2.3. Professional grade

Table 4.4 ***professional grade of Respondents***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade V	28	54.9	54.9	54.9
	Bachelor's Degree holder	23	45.1	45.1	100.0
	Total	**51**	**100.0**	**100.0**	

Source: field data (2022)

The findings in Table 4.4 indicate that the majority of respondents, 28 (54.9%), were Grade V teachers, while 23 (45.1%) were Bachelor's degree holders. The data reveals that government secondary school teachers in Moroto and Napak districts largely possess professional qualifications at either diploma (Grade V) or undergraduate degree level. Although the table does not include Master's degree holders, the distribution suggests that most respondents had sufficient academic and

professional grounding to understand the key concepts under investigation—namely, rewards and teachers' commitment to work. This implies that the information obtained from respondents was considered credible and relevant to the objectives of the study.

4.2.4. Years of Service in teaching profession

Table 4.5 ***Years of service***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 4 years	09	17.6	17.6	17.6
	5 to 9 years	17	33.3	33.3	51.0
	10 to 14 years	16	31.4	31.4	82.4
	15 years +	09	17.6	17.6	100.0
	Total	**51**	**100.0**	**100.0**	

Source: field data (2022)

The findings in Table 4.5 revealed that the majority of respondents, 17 (33.3%), had served in the teaching profession for a period of 5 to 9 years. This was followed closely by 16 respondents (31.4%) who had served for 10 to 14 years, while 9 respondents (17.6%) had teaching experience of 0 to 4 years. An additional 9 respondents (17.6%) reported having 15 or more years of teaching experience. The data indicates that most teachers in Moroto and Napak districts are in the early to mid-stages of their teaching careers, with a substantial number having served less than 10 years. This distribution was attributed to the presence of a relatively youthful teaching workforce in the two districts, as earlier supported by the age bracket findings. The range in experience also suggests that the respondents possessed varied levels of exposure and insight into how reward systems affect their commitment to work.

4.3. Descriptive Statistics on financial and non-financial rewards

Objective 1 of this study sought to establish the influence of financial and non-financial rewards on teachers' commitment to work in government secondary schools. To achieve this, responses were presented with statements on financial rewards and indicated their level of agreement in each. Results of average scores recorder are presented in Table 4.6.

Table 4.6 Descriptive Statistics on financial Rewards

STATEMENTS	SD		D		A		SA		Mean	Std. Dev
	f	%	*f*	%	*f*	%	*f*	%		
Teachers get salary in time.	11	21.6	22	43.1	12	23.5	6	11.8	2.2549	.93473
Teachers receive good salary	18	35.3	27	52.9	04	7.8	2	3.9	1.8039	.74886
Teachers are happy with their salary.	18	35.3	28	54.9	03	5.9	2	3.9	1.7843	.72976
Teachers get pay rise every year.	13	25.5	33	64.7	04	7.8	1	2.0	1.8627	.63308
I always get bonus pay from the Head teacher	16	31.4	21	41.2	12	23.5	2	3.9	2.0000	.84853
Teachers are paid for extra work done (extra time)	02	3.9	18	35.3	25	49.0	6	11.8	2.6863	.73458
Overall mean									**2.0654**	

Source: field data (2022)

Legend		**Interpretation**
Strongly Disagree	**1.0-1.99**	**(low effect)**
Disagree	**2.00-2.50**	**(fair effect)**
Agree	**2.51- 3.00**	**(average effect)**
Strongly agree	**3.01-4.0**	**(Great effect)**

The findings in Table 4.6 reveal various perceptions of financial rewards among teachers in government secondary schools in Moroto and Napak districts. Regarding the timeliness of salary payments, 22 (43.1%) of the respondents disagreed and 11 (21.6%) strongly disagreed with the statement "Teachers get salary in time," while 12 (23.5%) agreed and 6 (11.8%) strongly agreed. The mean score of 2.25 and a standard deviation of 0.93 suggest that a considerable number of teachers experience salary delays.

On the adequacy of salaries, the majority of respondents—27 (52.9%) disagreed and 18 (35.3%) strongly disagreed with the statement "Teachers receive good salary." Only 4 (7.8%) agreed and 2 (3.9%) strongly agreed. The low mean of 1.80 indicates that most teachers perceive their salaries as inadequate. These findings suggest that low remuneration may negatively impact teachers' morale and commitment, contributing to frequent sit-down strikes and reduced work motivation.

Similarly, when asked whether teachers are happy with their salary, 28 (54.9%) disagreed and 18 (35.3%) strongly disagreed, while only 3 (5.9%) agreed and 2 (3.9%) strongly agreed. The mean score of 1.78 further supports widespread dissatisfaction with teacher salaries.

In response to whether teachers receive annual pay rises, 33 (64.7%) disagreed and 13 (25.5%) strongly disagreed with the statement. Only 4 (7.8%) agreed and 1 (2.0%) strongly agreed. The mean score of 1.86 implies that salary increments are rare or non-existent. The absence of regular pay rises reflects a lack of motivation and recognition, which could lower teachers' long-term commitment to the profession.

Regarding bonus pay, 21 (41.2%) of the respondents disagreed and 16 (31.4%) strongly disagreed with the statement "I always get bonus pay from the Head teacher." Only 12 (23.5%) agreed and 2 (3.9%) strongly agreed. The mean of 2.00 suggests that bonus payments are generally not provided. These findings align with the observations of Ogomorach (1994), who recommended the provision of financial incentives such as bonuses to enhance job commitment, a practice apparently lacking in the study area.

When asked whether teachers are paid for extra work done (e.g., extra time), 25 (49.0%) agreed and 6 (11.8%) strongly agreed, while 18 (35.3%) disagreed and 2 (3.9%) strongly disagreed. The mean of 2.69 indicates a relatively more favorable perception compared to other items, though still only an average effect. This suggests that in some instances, compensation for extra work exists, but it is not consistent or widespread.

The overall mean score of 2.07 reflects a generally low perception of financial rewards among teachers in Moroto and Napak districts. According to the interpretation scale used in the study, this mean falls within the "fair effect" category, indicating that financial rewards have a limited positive effect on teachers' commitment to work. The findings imply that weak financial reward structures—characterized by delayed salaries, inadequate pay, lack of bonuses, and minimal pay increments—undermine teacher motivation and work commitment in government secondary schools in the two districts.

This implies dissatisfaction with salary disbursement, which may be attributed to bureaucratic inefficiencies in Uganda's public service systems. Supporting this view, Head Teacher H1 stated that,

> *"While salaries are typically disbursed by the 28th of each month, delays occasionally occur due to systemic bottlenecks within the Ministry of Public Service" (Personal interview, January 2025).*

This dissatisfaction was echoed by Head Teacher H3, who stated that,

> *"Teachers are among the least paid cadres in the government, and I am sure many are dissatisfied with it. I hope the situation will improve in future" (Personal interview, January 2025).*

4.3.1 Regression analysis on the influence of financial rewards on teachers' commitment to work

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114[a]	.013	-.007	2.03385

a. Predictors: (Constant), Financial Rewards

The findings from the regression analysis presented in Table above show that financial rewards have a very weak positive correlation with teachers' commitment to work (R = 0.114). The R Square value of 0.013 indicates that only 1.3% of the variance in teachers' commitment is explained by financial rewards. This suggests that financial rewards have minimal explanatory power in predicting the level of teachers' commitment in the sampled government secondary schools of Moroto and Napak districts.

Moreover, the Adjusted R Square is -0.007, implying that after adjusting for the number of predictors in the model, the explanatory power becomes slightly negative, which confirms that the model does not significantly improve the prediction of teachers' commitment beyond what would be expected by chance.

The Standard Error of Estimate (2.03385) reflects the average distance that the observed values fall from the regression line. A relatively high value in relation to the scale of the dependent variable further indicates poor model fit.

4.3. Descriptive Statistics on non-financial and non-financial rewards

Table 4.7 Descriptive Statistics on non-financial Rewards

STATEMENTS	SD		D		A		SA		Mean	Std. Dev
	f	%	*f*	%	*f*	%	*f*	%		
Teachers get medical allowances from school when sick.	15	29.4	30	58.8	04	7.8	2	3.9	1.863	.72165
Teachers are paid accommodation allowance every month.	07	13.7	14	27.5	26	51.0	4	7.8	2.529	.83314
Teachers get transport allowances every month.	18	35.3	26	51.0	04	7.8	3	5.9	1.843	.80926
Teachers are always praised for any good work they do at school.	01	2.0	15	29.4	28	54.9	7	13.7	2.804	.69339
Teachers get meals at school	00	00	00	00	44	86.3	7	13.7	3.137	.34754
The school provides teachers with means of transport to and from school every day.	21	41.2	26	51.0	03	5.9	1	2.0	1.686	.67794
Overall Mean									**2.310**	

Source: field data (2022)

Table 4. 2 Descriptive Statistics on non-financial Rewards

Legend		**Interpretation**
Strongly Disagree	**1.0-1.99**	**(low effect)**
Disagree	**2.00-2.50**	**(fair effect)**
Agree	**2.51- 3.00**	**(average effect)**
Strongly agree	**3.01-4.0**	**(Great effect)**

Table 4.7 presents findings on the extent to which teachers in Moroto and Napak districts receive non-financial rewards.

Findings show that 15 (29.4%) of the respondents strongly disagreed and 30 (58.8%) disagreed with the statement that teachers get medical allowances from school when sick, while only 4 (7.8%) agreed and 2 (3.9%) strongly agreed. The mean value of 1.863 indicates a low effect, suggesting that most schools do not provide medical allowances. This lack of health-related support could potentially affect teachers' health and availability for work.

Findings further show that 7 (13.7%) of the respondents strongly disagreed and 14 (27.5%) disagreed with the statement that teachers are paid accommodation allowance every month, whereas 26 (51.0%) agreed and 4 (7.8%) strongly agreed. The mean value of 2.529 falls within the fair effect range, implying that while a portion of teachers benefit from accommodation support, it may not be adequate or consistently applied across all schools.

It was also established that 18 (35.3%) strongly disagreed and 26 (51.0%) disagreed that teachers get transport allowances every month, while only 4 (7.8%) agreed and 3 (5.9%) strongly agreed. The mean of 1.843 shows a low effect, indicating that teachers largely do not receive transport facilitation. This may limit punctuality and increase absenteeism among staff.

Findings revealed that 1 (2.0%) of the respondents strongly disagreed and 15 (29.4%) disagreed with the statement that teachers are always praised for any good work they do at school, while 28 (54.9%) agreed and 7 (13.7%) strongly agreed. The mean value of 2.804 reflects an average effect, suggesting that verbal or moral recognition exists to a moderate extent in most schools, and could have a positive influence on motivation if made more regular and structured.

It was found that all the respondents, 44 (86.3%) who agreed and 7 (13.7%) who strongly agreed, supported the statement that teachers get meals at school. None of the respondents disagreed. The high mean of 3.137 signifies a great effect, indicating

that meal provision is a strong component of non-financial rewards, likely enhancing teachers' satisfaction and attendance.

Findings show that 21 (41.2%) of the respondents strongly disagreed and 26 (51.0%) disagreed that the school provides teachers with means of transport to and from school every day, while 3 (5.9%) agreed and only 1 (2.0%) strongly agreed. The mean of 1.686 indicates a low effect, implying that transport facilitation remains largely unavailable, compelling many teachers to use personal or costly means to commute.

The overall mean score of 2.310 implies a fair effect of non-financial rewards on teachers' motivation and commitment. While certain non-financial rewards like meal provision and recognition are evident, the absence of critical support such as transport, medical, and accommodation allowances highlights existing gaps. The results suggest that enhancing non-monetary incentives could significantly improve teacher satisfaction, attendance, and overall work performance.

4.4.1 Regression analysis on the influence of non-financial rewards on teachers' commitment to work

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283[a]	.080	.061	1.96358

a. Predictors: (Constant), Non-Financial Rewards

Findings from the regression model summary show that the correlation coefficient (R = 0.283) indicates a positive but weak relationship between non-financial rewards and teacher commitment. This suggests that as non-financial rewards improve, there is a tendency for teacher commitment to also increase, albeit modestly. The R Square value (.080) implies that only 8.0% of the variance in teacher commitment can be explained by the non-financial rewards provided to teachers in the sampled schools. This is a relatively small proportion, indicating that non-financial rewards alone are

not strong predictors of teacher commitment, and other factors may contribute more significantly to influencing this outcome.

The Adjusted R Square (.061), which adjusts for the number of predictors in the model, further confirms that approximately 6.1% of the variability in teacher commitment is accounted for when non-financial rewards are considered. The small reduction from the unadjusted R Square shows that the model's explanatory power remains limited even after adjustment.

The Standard Error of the Estimate (1.96358) represents the average distance that the observed values fall from the regression line. A lower standard error would indicate better predictive accuracy; thus, this value suggests moderate variability around the predicted teacher commitment scores.

These results imply that while non-financial rewards such as meal provision, accommodation, and recognition had a slight influence on teacher commitment, they were not sufficient in isolation to drive high commitment levels. The findings therefore underscore the need for a multi-dimensional approach that includes both financial and non-financial motivators to holistically enhance teacher commitment.

4.4. Descriptive Statistics on career advancement on reward and teachers' commitment to work

Table 4.8 Descriptive Statistics on career advancement on reward and teachers' commitment to work

	SD		D		A		SA		Mean	Std. Dev
	f	%	*f*	%	*f*	%	*f*	%		
Teachers given opportunity for career advancement	4	7.8	14	27.5	27	52.9	6	11.8	2.686	.78715
Hard working teachers rewarded by promotion.	8	15.7	19	37.3	19	37.3	5	9.8	2.412	.87582
The school allow the teachers to go for trainings	1	2.0	5	9.8	36	70.6	9	17.6	3.039	.59869
Overall Mean									**2.712**	

Source: field data (2022)

Legend		**Interpretation**
Strongly Disagree	**1.0-1.99**	**(low effect)**
Disagree	**2.00-2.50**	**(fair effect)**
Agree	**2.51- 3.00**	**(average effect)**
Strongly agree	**3.01-4.0**	**(Great effect)**

Findings show that 4 (7.8%) of the respondents strongly disagreed and 14 (27.5%) disagreed with the statement that teachers are given opportunities for career advancement. However, a majority, 27 (52.9%) agreed while 6 (11.8%) strongly agreed. The mean value of 2.686 falls within the average effect range, suggesting that while opportunities for career advancement are acknowledged by a notable proportion of teachers, some still feel such opportunities are limited. This implies that schools moderately support career growth, which may positively influence teacher commitment.

Regarding whether hardworking teachers are rewarded by promotion, results indicate that 8 (15.7%) strongly disagreed and 19 (37.3%) disagreed. Another 19 (37.3%) agreed and 5 (9.8%) strongly agreed. The mean score of 2.412 lies in the fair effect range, implying that a considerable number of teachers do not believe that promotions are consistently linked to performance. This suggests that recognition through promotion is insufficiently applied, potentially demotivating staff and impacting their commitment levels.

On the statement that schools allow teachers to go for trainings, only 1 (2.0%) strongly disagreed and 5 (9.8%) disagreed, while a significant majority, 36 (70.6%) agreed and 9 (17.6%) strongly agreed. The high mean score of 3.039 indicates a great effect, meaning that teachers generally agree that training opportunities are available to them. This finding suggests that schools value continuous professional development, which can boost teacher morale and effectiveness.

The overall mean of 2.712 indicates an average effect of career advancement practices on teacher commitment. This implies that while some practices such as training are well implemented, others like promotion and broader career opportunities may need strengthening to fully enhance teacher dedication and long-term engagement.

4.4.1 Regression analysis on the effect of career advancement on teacher commitment to work

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373[a]	.139	.121	1.89971

a. Predictors: (Constant), Career Advancement

Findings show that the model yielded a correlation coefficient (R) of .373, indicating a moderate positive relationship between career advancement and teachers' commitment to work. The R Square value of .139 suggests that 13.9% of the variation

in teachers' commitment to work is explained by career advancement practices such as promotion, training, and growth opportunities provided by the school.

The Adjusted R Square (.121), which accounts for the number of predictors in the model, confirms that even after adjusting for potential bias, 12.1% of the variation in the dependent variable is still attributable to career advancement. This adjusted value is slightly lower than R Square, which is common in social science research where multiple external factors influence outcomes.

The standard error of the estimate (1.89971) indicates the average distance that the observed values fall from the regression line. A lower value would suggest a better model fit, and while this figure is within acceptable bounds, it implies there are other unmeasured factors affecting teacher commitment.

The model implies that enhancing career advancement opportunities—such as offering training, facilitating promotions based on merit, and providing growth pathways—could positively influence teachers' motivation and their long-term commitment to their work. However, since the explained variance is moderate, other factors beyond career advancement should be considered to develop a more comprehensive strategy for improving teacher commitment.

4.4. Descriptive Statistics on teachers' commitment to work

Table 4.9 Descriptive Statistics on commitment

STATEMENTS	SD		D		A		SA		Mean	Std. Dev
	f	%	*f*	%	*f*	%	*f*	%		
Teachers like there school and do everything in it wholeheartedly.	1	2.0	18	35.3	27	52.9	5	9.8	2.706	.67213
Teachers always come to school in time.	0	0.0	12	23.5	33	64.7	6	11.8	2.882	.58812
Teachers always seek for permission whenever they have issues for absence.	0	0.0	10	19.6	34	66.7	7	13.7	2.941	.58006
Teachers cover the syllabus in time.	2	3.9	22	43.1	25	49.0	2	3.90	2.529	.64352
Teachers always attend staff meetings and assemblies.	2	3.9	03	5.9	40	78.4	6	11.8	2.980	.58276
Teachers prepare scheme of work and lesson plans in time.	1	2.0	14	27.5	29	56.9	7	13.7	2.824	.68428
Overall Mean									**2.810**	

Source: field data (2022)

Table 4. 3 Descriptive Statistics on commitment

Legend		**Interpretation**
Strongly Disagree	**1.0-1.99**	**(low commitment)**
Disagree	**2.00-2.50**	**(fair commitment)**
Agree	**2.51- 3.00**	**(average commitment)**
Strongly agree	**3.01-4.0**	**(Great commitment)**

Findings show that the majority of respondents agreed that teachers like their school and do everything wholeheartedly, as indicated by 27 (52.9%) agreeing and 5 (9.8%)

strongly agreeing. However, 18 (35.3%) disagreed. The mean score of 2.706 reflects a moderate level of commitment in this area, suggesting that while many teachers are positively disposed towards their schools, a notable proportion still express dissatisfaction.

With regard to punctuality, 33 (64.7%) of the respondents agreed and 6 (11.8%) strongly agreed that teachers always come to school on time, with none disagreeing. The resulting mean of 2.882 indicates a generally positive perception, implying that most teachers are punctual in their duties.

On the matter of accountability in absence, findings show that 34 (66.7%) agreed and 7 (13.7%) strongly agreed that teachers seek permission when they have issues necessitating absence. No respondent strongly disagreed. The mean value of 2.941 further suggests that most teachers are responsible and adhere to administrative procedures regarding attendance.

Regarding syllabus coverage, 25 (49.0%) of the respondents agreed and 2 (3.9%) strongly agreed that teachers complete the syllabus in time. However, 22 (43.1%) disagreed. The mean score of 2.529 indicates an average effect, reflecting that while some teachers meet syllabus requirements, a significant number face challenges in doing so.

Findings also show that teachers are consistent in attending staff meetings and assemblies, as supported by 40 (78.4%) agreeing and 6 (11.8%) strongly agreeing. Only 5.9% disagreed. The mean score of 2.980 points to strong commitment to school-wide organizational practices.

On preparation of schemes of work and lesson plans, 29 (56.9%) agreed and 7 (13.7%) strongly agreed, while 14 (27.5%) disagreed. The mean value of 2.824 confirms that a substantial majority of teachers plan for their lessons in a timely manner, although improvement is still needed among a few.

The overall mean score of **2.810** signifies that teachers generally exhibit an average level of commitment to work, as per the thematic areas assessed. This includes positive attitudes toward their roles, timely attendance, professional responsibility in

covering content and preparing lessons, and adherence to school regulations. The findings imply that although the commitment level is encouraging, it has not reached the highest tier; hence interventions such as better incentives and recognition may be necessary to further enhance teacher dedication.

4.5 Results on Regression Analysis teacher commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410[a]	.168	.115	1.90655

a. Predictors: (Constant), Non-Financial Rewards, Financial rewards, Career Advancement

The model summary presents the results of a multiple linear regression analysis conducted to examine the extent to which financial rewards, non-financial rewards, and career advancement predict teachers' commitment to work.

The R value is .410, which represents the multiple correlation coefficients. This value indicates a moderate positive correlation between the combined independent variables (financial rewards, non-financial rewards, and career advancement) and the dependent variable (teachers' commitment). This implies that as the levels of rewards and career advancement increase, teachers' commitment tends to increase moderately. The R Square (R^2) value is .168, meaning that approximately 16.8% of the variance in teachers' commitment is explained jointly by the three predictors in the model. This indicates that the model has a modest explanatory power.

The Adjusted R Square is .115, which adjusts the R Square value to account for the number of predictors relative to the sample size. This suggests that when generalizing the model to the population, 11.5% of the variability in teachers' commitment can be attributed to financial rewards, non-financial rewards, and career advancement, after adjusting for model complexity.

The Standard Error of the Estimate is 1.90655, which provides an estimate of the average distance between the observed values and the regression line. A lower standard error reflects a better-fitting model, though in this context, the value shows moderate deviations between predicted and actual commitment scores.

The findings suggest that financial rewards, non-financial rewards, and opportunities for career advancement collectively contribute to explaining teachers' commitment to work, although the magnitude of their contribution is modest. This implies that while these factors are important, other variables not included in this model may also significantly influence commitment, such as leadership style, workload, school environment, and personal motivation.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents a discussion of the results arranged with regard to the objectives of the study. The study sought to influence of rewards on teachers' commitment to work in government secondary schools in Moroto and Napak districts in Karamoja.

5.1 Financial rewards and teachers' commitment to work

The study sought to examine the influence of financial rewards on teachers' commitment to work in government secondary schools in Moroto and Napak districts. Descriptive statistics indicated a generally low perception of financial incentives. Majority of teachers disagreed or strongly disagreed with statements related to salary adequacy, timeliness, and satisfaction, reflected in low mean scores ranging from 1.78 to 2.25. Notably, a mean score of 1.80 for salary adequacy and 1.78 for salary satisfaction reveal widespread discontent among teachers. These findings imply that delayed and insufficient remuneration may demotivate teachers, affecting their commitment to work. The absence of regular pay raises (mean = 1.86) and limited bonus incentives (mean = 2.00) further highlight structural weaknesses in the reward system. Only the item on compensation for extra work recorded a relatively favorable score (mean = 2.69), suggesting inconsistency in reward practices.

Regression analysis confirmed the descriptive findings by showing a weak positive but insignificant relationship between financial rewards and commitment (R = .114). The R Square value of 0.013 indicates that financial rewards explain only 1.3% of the variance in teachers' commitment. The negative adjusted R Square (-.007) and high standard error (2.03) further suggest that the model had very limited predictive power.

These findings corroborate Ogomorach (1994), who emphasized the role of financial incentives in promoting job commitment. The implication is that weak financial reward systems undermine teacher motivation and suggest the need for more

strategic reforms in teacher compensation policies.

5.2 Non-Financial rewards and teachers' commitment to work

The study examined how non-financial rewards influence teachers' commitment to work in government secondary schools in Moroto and Napak districts. Descriptive findings (Table 4.7) revealed a mixed perception of non-financial incentives among teachers. The majority of respondents (88.2%) disagreed that schools offer medical allowances, resulting in a low mean of 1.863. Similarly, a substantial proportion (86.3%) disagreed with the provision of monthly transport allowances, reflected in a low mean of 1.843. Lack of such essential support services may limit teacher attendance, health, and work engagement.

Conversely, the item on meal provision scored highly (mean = 3.137), with 100% agreement, indicating it is a widely appreciated incentive. Verbal praise also registered an average effect (mean = 2.804), suggesting that recognition practices exist but could benefit from increased consistency. The mean score for accommodation allowance (2.529) showed a fair effect, implying partial and inconsistent implementation. Transport facilitation to and from school recorded the lowest mean (1.686), reinforcing logistical challenges faced by teachers in the region.

The overall mean score of 2.310 suggests a fair effect of non-financial rewards on teacher commitment. Regression analysis further revealed a weak positive relationship ($R = 0.283$), with non-financial rewards explaining only 8% of the variance in teacher commitment ($R^2 = 0.080$). The adjusted R^2 of 0.061 confirms limited predictive strength.

These results indicate that while certain non-financial incentives, such as meal provision and recognition, positively affect teacher commitment, their impact is limited when applied in isolation. A more integrated approach is essential to enhance teacher motivation and dedication.

5.3 Career advancement on reward and teachers' commitment to work

The study assessed the extent to which career advancement influences teachers' commitment in government secondary schools in Moroto and Napak districts. As

presented in Table 4.8, most respondents (52.9% agreed and 11.8% strongly agreed) acknowledged that opportunities for career advancement are provided, yielding a mean score of 2.686, which falls within the average effect range. This suggests that career advancement is moderately supported in schools, though a proportion of teachers still feel such opportunities are limited.

However, regarding promotion as a reward for hard work, only 47.1% of respondents agreed or strongly agreed, while a notable 53.0% disagreed or strongly disagreed. The mean score of 2.412 indicates a fair effect, suggesting that performance-based promotion is not widely practiced or perceived as equitable. This inconsistency may demotivate teachers and hinder their long-term commitment.

In contrast, the statement on training opportunities showed strong positive feedback. A majority (70.6% agreed and 17.6% strongly agreed) affirmed that schools allow teachers to attend training programs, resulting in a high mean of 3.039. This reflects a great effect, implying that continuous professional development is encouraged and valued, which can boost competence and work satisfaction.

The overall mean score of 2.712 reflects an average influence of career advancement on teacher commitment. Regression analysis showed a moderate positive relationship ($R = .373$), with career advancement explaining 13.9% of the variance in teacher commitment ($R^2 = .139$). While career advancement contributes positively, the findings indicate that it alone cannot sustain high levels of commitment without complementing factors like fair promotion practices and broader recognition frameworks.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter entails the summary of findings, conclusion and recommendations of the study.

6.1 Summary of findings

The study explored how financial rewards, non-financial rewards, and career advancement influence teachers' commitment in government secondary schools in Moroto and Napak districts. Findings on financial rewards revealed low satisfaction levels, particularly regarding salary adequacy (mean = 1.80) and timeliness (mean = 1.78). Compensation for extra work received a relatively better score (mean = 2.69). Regression analysis showed a weak and statistically insignificant influence between financial rewards and commitment (R^2 = 0.013), suggesting limited influence.

Non-financial rewards presented mixed outcomes. Teachers expressed dissatisfaction with medical (mean = 1.863) and transport allowances (mean = 1.843), while meal provision received high approval (mean = 3.137). Verbal praise (mean = 2.804) and accommodation allowances (mean = 2.529) were moderately rated. However, transport facilitation was notably weak (mean = 1.686). Regression results indicated a weak positive influence (R^2 = 0.080), implying that non-financial incentives alone are insufficient for sustained commitment.

Career advancement showed more positive perceptions, especially regarding training opportunities (mean = 3.039), though promotion practices were poorly rated (mean = 2.412). The overall mean (2.712) suggests a moderate impact. Regression results confirmed a moderate positive influence (R^2 = 0.139), highlighting career advancement as the most influential factor among the three, though still insufficient on its own to guarantee strong teacher commitment.

6.2 Conclusion

From the findings above, the study made the following conclusions

6.2.1 Financial rewards on teachers' commitment to work

The findings indicate that financial rewards have a very limited impact on teachers' commitment in government secondary schools in Moroto and Napak districts. With an R Square value of 0.013, only 1.3% of the variation in teachers' commitment is explained by financial incentives such as salary adequacy, pay timeliness, and bonus provision. This minimal predictive power suggests that the current financial reward structures are ineffective in driving teacher motivation and engagement. Therefore, the conclusion is that unless significant improvements are made in remuneration policies, financial rewards alone will not meaningfully influence teachers' commitment to their work.

6.2.2 Non-financial rewards on teachers' commitment to work

The analysis of non-financial rewards revealed a slightly stronger but still limited influence on teacher commitment. With an R Square value of 0.080, non-financial rewards account for only 8% of the variance in teachers' work commitment. While initiatives such as meal provision and verbal recognition show some positive effects, the overall model demonstrates that these rewards, when applied in isolation, are insufficient. The conclusion is that non-financial rewards contribute modestly to teacher commitment and must be part of a broader, more consistent strategy to be effective.

6.2.3 Career advancement on rewards and teachers' commitment to work

Career advancement emerged as the most influential factor among the three examined, with an R Square value of 0.139. This indicates that 13.9% of the variation in teachers' commitment is explained by practices such as professional training, promotion opportunities, and structured growth pathways. Although this level of explanatory power is still moderate, it suggests that investment in career development holds greater potential for enhancing teacher commitment. Therefore,

the conclusion is that promoting professional growth through fair and transparent career advancement mechanisms can positively affect teacher dedication, though it should be complemented by other motivational factors for greater impact.

6.3 Recommendations

From the discussions above, the researcher made the following recommendations

6.3.1 Financial rewards and teachers' commitment to work

Government and school management should revise the current remuneration structure to ensure timely, adequate, and performance-based pay for teachers. The very low R Square value (0.013) indicates that financial rewards in their current form contribute minimally to teacher commitment. Therefore, regular salary reviews, performance bonuses, and timely payments should be institutionalized to enhance motivation. Furthermore, introducing hardship allowances in remote areas like Moroto and Napak could improve retention and morale.

6.3.2 Non-financial rewards and teacher's commitment to work

Although non-financial incentives showed slightly more influence (R Square = 0.080), their application remains inconsistent. School administrators should implement a more comprehensive and uniform package of non-financial benefits, including transport facilitation, medical allowances, and housing support. Emphasis should also be placed on cost-effective motivational strategies such as regular verbal recognition, staff appreciation days, and participatory leadership to foster a positive work environment and increase teachers' psychological engagement.

6.3.3 Career advancement on rewards and teachers' commitment to work

With the highest R Square value (0.139), career advancement was the most influential factor on teacher commitment. The Ministry of Education and school authorities should prioritize continuous professional development through in-service training, workshops, and sponsorship for further studies. Additionally, promotions should be

transparent and merit-based to ensure fairness. Creating clear career progression paths and mentorship programs will further strengthen teachers' sense of professional purpose and long-term commitment.

6.4 Areas for further study

Based on the findings and limitations of this study, the following areas are recommended for further research:

1. Explore how reward practices differ between urban and rural settings and how these differences influence teacher commitment, considering contextual disparities in resources, infrastructure, and administrative support.
2. Longitudinal Study on the Impact of Career Advancement on Teacher Retention
3. Another study could focus on how head teachers and school administrators influence the design and implementation of reward systems and the extent to which their leadership styles impact teacher commitment.
4. Examine how factors such as age, gender, experience, and academic qualifications mediate the relationship between rewards and commitment to work.
5. Given the partial success of non-financial incentives in this study, further inquiry is needed into low-cost recognition methods (e.g., certificates, praise, awards) and their practical implications for improving teacher morale and productivity.

REFERENCES

Abu-Tineh, A. M., Romanowski, M. H., Chaaban, Y., Alkhatib, H., Ghamrawi, N., & Alshaboul, Y. M. (2023). Career advancement, job satisfaction, career retention, and other related dimensions for sustainability: A perception study of Qatari public school teachers. Sustainability, 15(5), 4370. https://doi.org/10.3390/su15054370

Anwar, K., Kasyful, M., Widyanti, R., Adawiah, R., & Triyuliadi, U. (2021). The effect of work motivation and commitment on teacher performance. International Journal of Science and Society, 3(4), 106–118. https://doi.org/10.54783/ijsoc.v3i4.397

Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). London: Kogan Page.

Bawalla, Oluwatoyin & Adenugba, Adebimpe. (2021). Financial rewards and job commitment among public secondary school teachers in Ogun State, Nigeria. Dhaulagiri Journal of Sociology and Anthropology, 15(1), 72–81. https://doi.org/10.3126/dsaj.v15i01.41928

Copley, L. (2024). Hierarchy of needs: A 2024 take on Maslow's findings. Positive Psychology. Retrieved from https://positivepsychology.com/hierarchy-of-needs/

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.

Dessler, G. (2020). Human resource management (16th ed.). Boston: Pearson.

Frimin, H. S., & Sikawa, G. Y. (2023). Monetary rewards and work commitment among teachers in rural public secondary schools in Rombo district, Tanzania. Journal of Management and Science, 13(2), 32-37.

Huang, X., Chen, G., Zhao, H., & Li, L. (2020). Managing teacher absenteeism: Evidence from policy interventions in low-income contexts. International Journal of Educational Development, 78, 102241.

https://doi.org/10.1016/j.ijedudev.2020.102241

Kasozi-Mulindwa, S., & Musoke, R. M. (2019). Non-monetary rewards and teachers' performance: Experiences from Uganda. ICERI2019 Proceedings, 11612.

Kassim, I., & Onyango, D. (2022). Role of non-monetary incentives on teachers' job performance in public secondary schools in Ilemela District. Journal of Educational Studies, 255–264.

Kassim, I., & Onyango, D. (2022). Role of non-monetary incentives on teachers' job performance in public secondary schools in Ilemela District, Mwanza, Tanzania. Journal of Research Innovation and Implications in Education, 6(2), 255-264.

Kline, P. (2015). Principles and practice of structural equation modeling (4th ed.). Guilford Press.

Mart, C. T. (2013). Commitment to school and students. International Journal of Academic Research in Business and Social Sciences, 3(1), 336. https://doi.org/10.6007/IJARBSS/v3-i1/605

Maslow, A. H. (1954). Motivation and personality. New York: Harper & Row.

Ministry of Education and Sports. (1992). Teachers' Code of Conduct. Kampala, Uganda.

Mugenda, O. M., & Mugenda, A. G. (2013). Research methods: Quantitative and qualitative approaches (2nd ed.). ACTS Press.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2020). Fundamentals of human resource management (8th ed.). New York: McGraw-Hill Education.

Nyinamasiko, A., & Edoru, J. M. (2022). Teacher rewards and their performance: A case study of selected secondary schools in Southern Division, Kabale Municipality. Kabale University Research Journal (KURJ), 1(4), 39–54.

Olum, S., Okello-Uma, I., Tumuhimbise, G. A., & Ongeng, D. (2017). The relationship between cultural norms and food security in the Karamoja sub-region of Uganda. *Journal of Food and Nutrition Research,* 5(8), 564-571.

Omagwa, P., Mokaya, S. O., & Omondi, M. (2016). The influence of rewards and career development practices on employee commitment among teachers in public secondary schools in Kenya. The International Journal of Humanities & Social Studies, 4(5). Retrieved from https://www.internationaljournalcorner.com/index.php/theijhss/article/view/126670

Schimmack, U. (2023). Maslow's hierarchy of needs: An empirical perspective. Replication Index. Retrieved from https://replicationindex.com/2023/12/18/maslows-hierarchy-of-needs-an-empirical-perspective/

Ssali, G. (2011). Rewards and job commitment of primary school teachers in Mityana District. A dissertation submitted to the Graduate School in partial fulfillment of the requirements for the award of the Degree of Master of Arts in Educational Management, Makerere University.

Wijewantha, P., & Nanayakkara, G. (2017). *The impact of reward system on employee turnover intention: A study on logistics industry of Sri Lanka*. International Journal of Scientific & Technology Research, 6(9), 67-72.

Appendices

Appendix A: self-administered questionnaire on rewards and teachers' commitment to work in government secondary schools in Moroto and Napak districts of Karamoja sub region in North Eastern Uganda.

Dear respondent.

Greetings,

You have been selected to take part in the above titled research study. This study is partial requirement in the fulfillment for the award of master's degree in Educational planning and administration of Uganda Christian University. Your positive response to this questionnaire will go a long way in ensuring success of the study. Kindly assist in answering the questions as per the instructions given at the beginning of each section. Please note that your responses are purely for academic research only and will be treated with utmost confidentiality. Above all your name is not to be written anywhere. Please you are required to fill the questionnaire in one hour's time.

Thank you.

Yours faithfully,

……

TINO JOSEPHINE

RESEARCHER.

SECTION A: BACKGROUND INFORMATION.

A1. Sex

1. Male ☐ 2. Females ☐

A2. Age.

(1). 19 – 28 ☐

(2). 29 – 38 ☐

(3). 39 – 48 ☐

(4) 49 – 59 ☐

A3. Professional Grade

(1) Grade V ☐ (2). Bachelor's Degree holder ☐ (3). Masters holder ☐

A4. How long have you served in the teaching profession?

(1). 0 to 4 years ☐

(2). 5 to 9 years ☐

(3). 10 to 14 years ☐

(4) 15 years + ☐

SECTION B: INDEPENDENT VARIABLE REWARDS

Please in this section, choose from the alternatives given that is strongly agree, agree, strongly disagree, disagree respectively.

B1: Financial rewards

Please tick the option that suits you.

No		Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA)
	Financial Rewards				
B1	Teachers get salary in time.				
B2	Teachers receive good salary				
B3	Teachers are happy with their salary.				
B4	Teachers get pay rise every year.				
B5	I always get bonus pay from the Head teacher				
B6	Teachers are paid for extra work done (extra time)				
	Non-financial rewards				
B.1.1	Teachers get medical allowances from school when sick.				
B.1.2	Teachers are paid accommodation allowance every month.				
B.1.3	Teachers get transport allowances every month.				
B.1.4	Teachers are always praised for any good work they do at school.				
B.1.5	Teachers get meals at school				

B.1.6	The school provides teachers with means of transport to and from school every day.				

SECTION C: CAREER ADVANCEMENT ON REWARD AND COMMITMENT

OF TEACHERS TO WORK.

No		Strongly disagree	Disagree	Agree	Strongly agree
D1	Teachers given opportunity for career advancement				
D2	Hard working teachers rewarded by promotion.				
D3	The school allow the teachers to go for trainings				

SECTION D: DEPENDENT VARIABLE COMMITMENT

No		Strongly disagree	Disagree	Agree	Strongly agree
C.1	Teachers like there school and do everything in it wholeheartedly.				
C.2	Teachers always come to school in time.				
C.3	Teachers always seek for permission whenever they have issues for absence.				
C.4	Teachers cover the syllabus in time.				
C.5	Teachers always attend staff meetings and assemblies.				
C.6	Teachers prepare scheme of work and lesson plans in time.				

Thank you so much for taking part in this exercise. God bless you.

APPENDIX B: INTERVIEW GUIDE FOR HEADTEACHERS AND DEPUTIES.

1. Do you receive salaries in time?
2. Does your school offer any financial rewards to teachers?
3. What type of financial rewards do your teachers get?
4. How do these financial rewards influence teacher's commitment to work?
5. Does your institution offer non-financial rewards?
6. What types of non-financial rewards are offered in your institution?
7. How do these non-financial rewards influence teachers' commitment to work?
8. What else makes teachers committed to their work?

Thank you for taking part in this exercise.

UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To THE HEADTEACHER
MOROTO HIGH SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. TINO JOSEPHINE
Of Registration Number; BJ211MUC/MED/1239 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
REWARDS AND TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN MOROTO SNAPAK DISTRICTS OF KARAMOJA SUB-REGION IN NORTH-EASTERN UGANDA
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar

UGANDA CHRISTIAN UNIVERSITY
07 JUN 2022
ACADEMIC REGISTRAR

DEPUTY HEADTEACHER
ADMINISTRATION
30 FEB 2023
MOROTO HIGH SCHOOL

P. O Box 189, Mbale, Uganda, Tel: +256 454 436 222, E-mail: directormbale@ucu.ac.ug

UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To THE HEADTEACHER

NADUNGET S.S

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. TINO JOSEPHINE
Of Registration Number; BJ21/MUC/MED/1239 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
BOARDS AND TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN MOROTO SNAPAH DISTRICTS OF KARAMOJA SUB-REGION IN NORTH-EASTERN UGANDA
and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

UGANDA CHRISTIAN UNIVERSITY 07 JUN 2022 ACADEMIC REGISTRAR

NADUNGET SEED SEC. SCH 12 AUG 2022 P.O. BOX 83, MOROTO (U)

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar

P. O Box 189, Mbale, Uganda, Tel: +256 454 436 222, E-mail: directormbale@ucu.ac.ug

UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To HEAD TEACHER
MOROTO PARENTS S-S

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. TINO JOSEPHINE
Of Registration Number; RJ21/MMCL/MED/1239 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
PARENTS AND TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN MOROTO SNAPSHOT DISTRICTS OF KARAMOJA SUB-REGION IN NORTH-EASTERN UGANDA
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar

UGANDA CHRISTIAN UNIVERSITY
07 JUN 2022
ACADEMIC REGISTRAR

Received and Permission granted for your research

HEADTEACHER
MOROTO PARENTS'
SECONDARY SCHOOL
P.O.BOX 40, MOROTO

07/06/2022.

P. O Box 189, Mbale, Uganda, Tel: +256 454 436 222, E-mail: directormbale@ucu.ac.ug

UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To THE HEADTEACHER
ST. ANDREWS LOTOME.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. TINO JOSEPHINE
Of Registration Number; BJ211MMC/MED/1239 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
REWARD AND TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN MOROTO SNAPAR DISTRICTS OF KARAMOJA SUB-REGION IN NORTH-EASTERN UGANDA
and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar

UGANDA CHRISTIAN UNIVERSITY
07 JUN 2022
ACADEMIC REGISTRAR

HEADTEACHER
ST ANDREW'S SEC SCH -LOTOME
06 OCT 2022
SIGN:.....
P.O BOX 44, MOROTO.

5/10/2022

P. O Box 189, Mbale, Uganda, Tel: +256 454 436 222, E-mail: directormbale@ucu.ac.ug

UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To HEAD TEACHER
KANGOLE GIRLS SS.

KANGOLE GIRLS' S.S. Date: 15/Aug/2022 Sign: HEADTEACHER P. O. BOX 55, MOROTO

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. TINO JOSEPHINE
Of Registration Number; BJ211/MUC/MED/1239 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION
He/ she is required to carry out an academic research on the topic
BOARD AND TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN MOROTO SNAPAL DISTRICTS OF KARAMOJA SUB-REGION IN NORTH-EASTERN UGANDA
and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)
Ag.Academic Registrar

UGANDA CHRISTIAN UNIVERSITY 07 JUN 2022 ACADEMIC REGISTRAR

P. O Box 189, Mbale, Uganda, Tel: +256 454 436 222, E-mail: directormbale@ucu.ac.ug