

The Relationship Between Motivational Practices and Organizational Commitment Among Secondary School Teachers in Isingiro District

Earnest Ndinawe*, Herbert Ainamani**, Denis Kintu***

*(Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda
Email: earnestndinawe28@gmail.com)

** (Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda
Email: hainamani@kab.ac.ug)

*** (Faculty of Education, Arts and Media Studies, Bishop Stuart University, Uganda
Email: kintudenis@gmail.com)

Abstract

The study investigated the relationship between motivational practices and organizational commitment among secondary school teachers in Isingiro District. A cross-sectional survey design was employed, using a quantitative approach to collect and analyze data from 125 respondents, including district education office staff, head teachers, and teachers from three selected secondary schools. The results showed that teachers received financial motivation with a mean score of 3.70 and exhibited high organizational commitment with a mean score of 3.99. A positive correlation was found between motivational practices and organizational commitment ($r = 0.447$, $n=120$, $p = 0.000$). The study concluded that motivational practices significantly influence organizational commitment among secondary school teachers. Therefore, increasing motivational practices can enhance organizational commitment, and vice versa. Recommendations include developing and disseminating a clear plan for teacher promotions and constructing suitable teacher accommodations, to be implemented by the Ministry of Education and Sports in collaboration with school foundation bodies.

Key words: Relationship, motivational practices, organizational commitment, secondary school teachers.

Introduction

Nazir et al. (2016) argue that there is a close relationship between motivational practices and organizational commitment. They note that if successful performance leads to organizational motivational practices, such performance could serve as a motivational factor for employees. Under such conditions, employees can see that their efforts result in motivation. The notion of motivating teachers for "a job well done" has existed since the 19th century when piece-work systems were first implemented (Yego, 2013). Piece-work systems involve plans that directly associate an employee's level of pay with their output levels. From these piece-work systems, the traditional merit program evolved. The traditional merit program is based on performance appraisals that employers use to determine whether an employee deserves an increase in pay (Boachie-Mensah & Dogbe, 2011). It is globally understood that teacher commitment is crucial for achieving educational goals (Donohoo, 2018). Committed teachers will dedicate all their effort to their job and the organization. In Uganda, substantial efforts, such as inspections, salaries, arrival books, class attendance records, and deadlines, are often implemented to ensure teacher commitment (Olurotimi et al., 2015).

The study was conducted in secondary schools in Isingiro District, located in western Uganda. According to a report from the Isingiro District Education Officer (2018), during a meeting with head teachers, it was identified that teachers' commitment to their institutions was declining. This decline was evident in various aspects, including loss of confidence in management, refusal of responsibilities, failure to cover the syllabus on time,

absenteeism, high labor turnover, and teachers working part-time in multiple schools to supplement their basic salaries. These issues indicate a lack of commitment to their primary institutions, highlighting the need for the study. Although other factors may contribute to poor organizational commitment among teachers, the District Education Officer pointed to inadequate motivational systems. This was further evidenced by the UNEB results for 2017 and 2018. The report also noted that secondary teachers' commitment in Isingiro District had been poor for several years, as reflected in rampant absenteeism, tardiness, failure to assess students' work, leaving school before official dismissal time, and overall inactivity while at work. If these issues are not addressed, there could be increased failure to cover the syllabus in time, examination malpractice by students and teachers, and a general failure to achieve educational goals. Therefore, the current study aimed to establish the influence of motivational practices on the organizational commitment of secondary school teachers in Isingiro District.

Purpose of the study

To examine the relationship between motivational practices and organizational commitment among secondary school teachers in Isingiro District.

Literature Review

Motivational practices are crucial for organizational commitment. Gbenga and Yakub (2018) define motivational practices as economic gains, including salaries, bonuses, and fringe benefits. Kuranchie-Mensah and Amponsah-Tawiah (2016) emphasize that stable monetary motivation contributes to employee commitment, high job performance, and job stability. Tam and Chan (2018) identify that monetary motivational practices have a powerful effect on reducing worry and fear, leading to increased commitment. Financial motivational practices, such as cash payments, significantly influence organizational commitment (Koitalek, 2016). Dobre (2013) stresses that monetary motivational practices have the strongest energizing force, increasing employee commitment. Stringer et al. (2011) view financial motivational practices as monetary incentives offered to motivate employees and enhance job commitment. Ogomorach suggests that financial allowances, such as housing and medical allowances, should be offered to enhance job commitment.

Non-financial motivational practices, such as giving more responsibility, promotion, praise, and recognition, also influence job commitment (Kathure, 2014). Omolawal and Bawalla (2017) argue that non-financial motivational practices attract highly qualified and competent individuals committed to achieving organizational goals. Mohamad (2017) defines commitment as identification with and involvement in an organization's mission, values, and goals. Research highlights the importance of both financial and non-financial motivational practices. Afshar and Doosti (2016) encourage shift pay to compensate employees for inconveniences and hardships. Lancaster (2017) notes that inadequate salaries and lack of fringe benefits lead to low teacher commitment. In contrast, offering high salaries and fringe benefits minimizes discontent and increases commitment. Yousaf et al. (2014) identify non-financial factors, such as advancement, autonomy, and praise, as the most important motivators of employee performance.

Methodology

This study employed a cross-sectional survey research design and a quantitative approach. The study population consisted of district education officers (2), head teachers (3), and teachers (150) from three selected secondary schools in Isingiro District. The sample size was determined using Krejcie and Morgan's (1970) table for sample size determination. Self-administered questionnaires were used to collect primary data on motivational practices and teachers' organizational commitment from the respondents. Content validity was established through pre-

testing of the questionnaire and interview guide, along with technical approval from supervisors. To ensure reliability, the internal consistency method was used. The researcher pre-tested the instruments on a selected sample of respondents who were not part of the main study. The samples were correlated using Cronbach's alpha analysis (Mohamad et al., 2015). Quantitative data was analyzed by correlating scores of the independent variable with scores of the dependent variable. To test the hypotheses, the researcher used a significance level of 0.05, generated by the SPSS program. For values less than 0.05 (significant), the hypothesis was rejected.

Results

Table 1: Descriptive statistics for motivational practices in secondary schools

Statements on financial motivational practices	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	Variance	SD
I receive my salary on time	6 (5.0%)	10 (8.3%)	17 (14.2%)	68 (56.7%)	19 (15.8%)	3.70	4.02	388.5
The salary I receive tallies with my qualification	5 (4.2%)	11 (9.2%)	18 (15.0%)	67 (55.8%)	19 (15.8%)	3.70	3.95	373.7
I am happy with the salary structure	2 (1.7%)	12 (10.0%)	24 (20.0%)	58 (48.8%)	24 (20.0%)	3.75	3.41	279.1
I get a pay increment every year	7 (5.8%)	14 (11.7%)	18 (15.0%)	62 (51.7%)	18 (15.0%)	3.56	3.58	307.4
I always receive remedial bonus from Head teacher	6 (5.0%)	12 (10.0%)	18 (15.0%)	65 (54.2%)	19 (15.8%)	3.66	3.80	346.7
I share the profits generated from school projects	5 (4.2%)	10 (8.3%)	14 (11.7%)	73 (60.8%)	18 (15.0%)	3.74	4.38	460.3
Projects held in my school are useful towards uplifting my welfare.	6 (5.0%)	10 (8.3%)	17 (14.2%)	70 (58.3%)	17 (14.2%)	3.68	4.15	413.2
I am paid for extra time worked	6 (5.0%)	11 (9.2%)	17 (14.2%)	66 (55.0%)	20 (16.7%)	3.69	3.89	363.1
I get medical allowances every month	5 (4.2%)	12 (10.0%)	17 (14.2%)	68 (56.7%)	18 (15.0%)	3.68	4.01	385.1
I receive transport allowances every month	5 (4.2%)	14 (11.7%)	17 (14.2%)	65 (54.2%)	19 (15.8%)	3.66	3.80	345.8
I am paid accommodation allowances every month	4 (3.3%)	7 (5.8%)	12 (10.0%)	73 (60.8%)	24 (20.0%)	3.88	4.48	481.2
Overall mean score						3.70	3.95	376.7

I=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, f=frequency, SD=standard deviation

The overall mean score of 3.70 suggests that teachers in secondary schools in Isingiro District receive financial motivational practices.

Table 2: Descriptive statistics for non-financial motivational practices in secondary schools

Statements on non-financial motivational practices	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	SD	Variance
I am always praised for any good work I do at school	5 (4.2%)	9 (7.5%)	16 (13.3%)	66 (55.0%)	24 (20.0%)	3.79	3.97	377.9
I work in good physical working conditions at school	4 (3.3%)	9 (7.5%)	17 (14.2%)	65 (54.2%)	25 (20.8%)	3.82	3.92	368.4

My school administration recognizes the good work I do	1 (0.8%)	10 (8.3%)	23 (19.2%)	56 (46.7%)	30 (25.0%)	3.87	3.48	289.8
My head teacher organizes appropriate gifts for good work I do	6 (5.0%)	14 (11.7%)	17 (14.2%)	60 (50.0%)	23 (19.2%)	3.67	3.51	296.1
My presence is recognized by the head teacher	5 (4.2%)	12 (10.0%)	17 (14.2%)	63 (52.5%)	23 (19.2%)	3.73	3.73	333.1
I expect a promotion anytime this year	4 (3.3%)	8 (6.7%)	13 (10.8%)	71 (59.2%)	24 (20.0%)	3.86	4.33	449.8
Extra responsibilities I hold at school are appreciated	5 (4.2%)	8 (6.7%)	16 (13.3%)	68 (56.7%)	23 (19.2%)	3.80	4.09	401.7
My head teacher attends to my social and professional problems	5 (4.2%)	9 (7.5%)	15 (12.5%)	64 (53.3%)	27 (22.5%)	3.83	3.91	366.7
The school provides me with accommodation	4 (3.3%)	10 (8.3%)	16 (13.3%)	66 (55.0%)	24 (20.0%)	3.80	3.96	376.9
The school provides me with means of transport to and from school every day	4 (3.3%)	12 (10.0%)	16 (13.3%)	63 (52.5%)	25 (20.8%)	3.78	3.77	341.5
The school provides me with medical treatment	3 (2.5%)	5 (4.2%)	11 (9.2%)	71 (59.2%)	30 (25.0%)	4.00	4.50	485.6
I get leave whenever I have a serious problem	2 (1.7%)	4 (3.3%)	10 (8.3%)	70 (58.3%)	34 (28.3%)	4.08	4.57	502.1
Overall mean score						3.84	3.98	382.5

1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, f=frequency, SD=standard deviation

The overall mean score of 3.84 suggests that non-financial motivational practices are provided to secondary school teachers in Isingiro District.

Table 3: Descriptive statistics for indicators of organizational commitment of secondary school

Organizational Commitment of Secondary School Teachers	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Mean	SD	Variance
I am part and parcel of my school	3 (2.5%)	7 (5.8%)	15 (12.5%)	69 (57.5%)	26 (21.7%)	3.90	4.23	429.2
I do everything at school whole-heartedly	2 (1.7%)	7 (5.8%)	16 (13.3%)	68 (56.7%)	27 (22.5%)	3.93	4.18	419.5
I am always at school	0 (0.0%)	8 (6.7%)	22 (18.3%)	60 (50.0%)	30 (25.0%)	3.93	3.73	334.6
I seek permission before absence from work	4 (3.3%)	12 (10.0%)	16 (13.3%)	63 (52.5%)	25 (20.8%)	3.78	3.77	341.5
I cooperate with the head teacher	3 (2.5%)	10 (8.3%)	16 (13.3%)	68 (56.7%)	23 (19.2%)	3.82	4.08	399.7
I cooperate with other members of staff	2 (1.7%)	6 (5.0%)	12 (10.0%)	74 (61.7%)	26 (21.7%)	3.97	4.59	505.4
I give reports on time for assignments given to me at work	2 (1.7%)	6 (5.0%)	15 (12.5%)	72 (60.0%)	25 (20.8%)	3.93	4.42	468.2
I do work excitedly irrespective of payment given	2 (1.7%)	7 (5.8%)	14 (11.7%)	68 (56.7%)	29 (24.2%)	3.96	4.24	432.1
I accept duties assigned to me	2	8	15	69	26	3.91	4.22	428.1

	(1.7%)	(6.7%)	(12.5%)	(57.5%)	(21.7%)			
I prepare my schemes of work in time	1 (0.8%)	10 (8.3%)	15 (12.5%)	67 (55.8%)	27 (22.5%)	3.91	4.10	404.0
I always attend to my students when they need help	1 (0.8%)	3 (2.5%)	10 (8.3%)	75 (62.5%)	31 (25.8%)	4.10	4.81	554.6
I prepare my lesson plans in time	-	2 (1.7%)	9 (7.5%)	77 (64.2%)	32 (26.7%)	4.16	4.98	595.1
I am serious on responsibilities assigned to me	-	2 (1.7%)	9 (7.5%)	78 (65.0%)	31 (25.8%)	4.15	5.02	604.3
I cover the syllabi in time	1 (0.8%)	5 (4.2%)	9 (7.5%)	71 (59.2%)	34 (28.3%)	4.10	4.64	516.4
I am concerned with students performance	-	3 (2.5%)	11 (9.2%)	73 (60.8%)	33 (27.5%)	4.13	4.73	536.8
I work with minimum supervision from the head teacher	1 (0.8%)	4 (3.3%)	10 (8.3%)	80 (66.7%)	25 (20.8%)	4.03	5.00	601.2
I always attend staff meetings.	-	3 (2.5%)	8 (6.7%)	77 (64.2%)	32 (26.7%)	4.15	4.98	595.6
Overall mean score						3.99	4.45	480.4

1=strongly disagree, 2=disagree, 3=undecided, 4=agree, 5=strongly agree, f=frequency, SD=standard deviation
 The overall mean score of 3.99 suggests a high level of organizational commitment among secondary school teachers in Isingiro District.

Table 4: Correlation between motivational practices and organizational commitment of secondary school teachers in Isingiro District

Correlations			
		Motivational practices	Organizational commitment
Motivational practices	Pearson Correlation	1	.447**
	Sig. (2-tailed)		.000
	N	120	120
Organizational commitment	Pearson Correlation	.447**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

The study revealed a moderate positive correlation between motivational practices and organizational commitment among secondary school teachers in Isingiro District ($r = 0.447$, $n = 120$, $p = 0.000$). The highly significant correlation ($p < 0.01$) indicates a strong statistical relationship between the two variables. Notably, the positive correlation suggests that as motivational practices increase, teachers' organizational commitment also tends to increase, and vice versa.

Discussion

The study found a moderate positive correlation between motivational practices and organizational commitment among secondary school teachers in Isingiro District ($r = 0.447$, $n = 120$, $p = 0.000$). This statistically significant correlation suggests that motivational practices, particularly monetary incentives, contribute to employee commitment, high job performance, and stability. These findings align with previous research by Kuranchie-Mensah & Amponsah-Tawiah (2016), Tam & Chan (2018), Koitalek (2016), and Dobre (2013), who emphasized the impact of monetary motivational practices on organizational commitment.

The study also supports the notion that fair monetary motivational practices, such as shift pay and fringe benefits, can enhance employee commitment by catering to their basic needs and minimizing discontent. Afshar & Doosti (2016) noted that inadequate salaries and a lack of fringe benefits can lead to low social status and lack of commitment among teachers. In contrast, offering high salaries and fringe benefits can increase their social status and commitment to work. These findings highlight the importance of motivational practices in enhancing organizational commitment among secondary school teachers.

Conclusion

The study established a significant influence of motivational practices on the organizational commitment of secondary school teachers in Isingiro District. The findings suggest a positive relationship between motivational practices and organizational commitment, indicating that as motivational practices increase, organizational commitment also tends to increase, and vice versa. This implies that enhancing motivational practices can lead to a corresponding increase in organizational commitment among secondary school teachers.

Recommendations

To enhance organizational commitment among secondary school teachers in Isingiro District, it is recommended that teachers strengthen their collective voice through professional organizations like UNATU and UPSTU to improve their bargaining power. The Ministry of Education and Sports, in collaboration with school foundation bodies, should develop and disseminate a clear plan for teacher promotions and construct suitable teacher accommodations. Additionally, school administrations should implement effective motivational strategies, such as recognizing and rewarding committed teachers with gifts and accolades, to boost their commitment and job satisfaction.

References

- Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
- Amponsah-Tawiah (2013). The employment relationship and inequality: How and why changes in employment practices are reshaping motivational in organizations. *Academy of Management Annals*, 7(1), 61-121.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.
- Chan, M. (2014). The relationship between motivational systems and job satisfaction: A case study at teachers' service commission-Kenya. *European Journal of Business and Social Sciences*, 3(1), 59-70.
- Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.

- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European journal of teacher education*, 40(3), 291-309.
- Dobre, O. I. (2013). Employee motivation and organizational performance. *Review of applied socio-economic research*, 5(1).
- Doosti, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of educational change*, 19(3), 323-345.
- Dysvik, A., & Kuvaas, B. (2013). Intrinsic and extrinsic motivation as predictors of work effort: The moderating role of achievement goals. *British Journal of Social Psychology*, 52(3), 412-430.
- Gbenga, B. O., & Yakub, N. F. (2018). Motivational System and Public Secondary School Teachers' Performance. *Covenant Journal of Business and Social Sciences*.
- Kathure, D. (2014). *Influence of non-financial motivational on employee commitment at Kenya tea development agency* (Doctoral dissertation, University of Nairobi).
- Koitalek, J. N. (2016). *Influence of compensation policy on employee commitment at teachers service commission in Kenya* (Doctoral dissertation, University of Nairobi).
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kuranchie-Mensah, E. B., & Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management (JIEM)*, 9(2), 255-309.
- Lancaster, R. W. (2017). *A comparison of student-centered and teacher-centered learning approaches in one alternative learning classroom environment*. Arkansas State University.
- Mohamad, M. M. et al., (2015). Measuring the validity and reliability of research instruments. *Procedia-Social and Behavioral Sciences*, 204, 164-171.
- Mohamad, N. A. (2017). The Influence of organizational commitment on Omani public employees' work performance. *International Review of Management and Marketing*, 7(2), 151-160.
- Nwaozor, H. O., & Thompson, C. C. (2020). Principals' motivational management strategies as a correlate to staff performance in secondary schools in delta state, Nigeria. *Unizik Journal Of Educational Management And Policy*, 3(1).
- Omolawal, S. A., & Bawalla, O. G. (2017). Performance and Motivational Systems in Organization. *Human Resource Management Journal*, 9(1), 73-82.
- Saeed, B. B. (2019). Promoting employee's proenvironmental behavior through green human resource management practices. *Corporate Social Responsibility and Environmental Management*, 26(2), 424-438.
- Stringer, C., Didham, J., & Theivananthampillai, P. (2011). Motivation, pay satisfaction, and job satisfaction of front-line employees. *Qualitative Research in Accounting & Management*.
- Tam, K. P., & Chan, H. W. (2018). Generalized trust narrows the gap between environmental concern and pro-environmental behavior: Multilevel evidence. *Global Environmental Change*, 48, 182-194.
- Tubasise, E. (2018). *Survival strategies of teachers in government aided primary school in Bushenyi Town Council* (Doctoral dissertation, Makerere University).
- Yousaf, S., Latif, M., Aslam, S., & Saddiqui, A. (2014). Impact of financial and non-financial motivational on employee motivation. *Middle-East journal of scientific research*, 21(10), 1776-1786.