

RELATIONSHIP OF WORKING SALARY, TEACHER RECOGNITION AND TEACHER COMMITMENT IN PRIVATE PRIMARY SCHOOL IN MUKUNGWE SUB-COUNTY, MASAKA DISTRICT. A CROSS-SECTIONAL STUDY.

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ABSTRACT.

Background:

Private education in Uganda had a limited presence during the pre-independence era. Missionary schools played a significant role in providing education to the general population. The study aims to assess the relationship between working salary, teacher recognition, and teacher commitment in private primary schools in Mukungwe Sub-county, Masaka district.

Methodology:

A descriptive, cross-sectional, and correlational survey design. A qualitative approach was employed in examining the non-numerical findings of the study such as gender and attitudes of the respondents on the study variables were coded and summarized to produce descriptive findings. The quantitative approach was used to analyze and interpret numerical data for meaningful findings.

Results:

Among the respondents, 53% were male, while 47% were female. There was a strong positive correlation between working salary and teacher commitment (Pearson Correlation = 0.749, $p = 0.001$). This indicates that as working salary increases, teacher commitment also tends to increase.

Similarly, there is a strong positive correlation between recognition and teacher commitment (Pearson Correlation = 0.683, $p = 0.000$). This suggests that when teachers feel recognized for their efforts, their commitment to their work also increases. Financial Constraints hindered teacher recognition eg “*We rarely recognize teachers due to constraints on our income. We only appreciate their efforts on parade where they are given a hand clap*”

Conclusion:

There was a strong positive relationship between working salary and teacher commitment indicating that as working salary increases, teacher commitment also tends to increase. A strong positive relationship between recognition and teacher commitment suggests that when teachers feel recognized for their efforts, their commitment to their work also increases.

Recommendations.

Private primary schools should ensure regular and timely payment of salaries to teachers, as it positively impacts their perceptions of working conditions and enhances commitment.

Keywords: Working salary, Teacher commitment, Teacher Recognition, Mukungwe Sub-County

Submitted: 2024-05-01 **Accepted:** 2024-06-07

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BACKGROUND.

Private education in Uganda had a limited presence during the pre-independence era with only Missionary schools playing a significant role in providing education. The focus was primarily on spreading religious teachings rather than financial motivation for teachers. In the 1990s, the Ugandan government, with support from international organizations, initiated education reforms. These reforms aimed at

improving the quality of education, including primary education. Private schools, both for-profit and non-profit, became increasingly prominent during this period (Evans & Yuan, 2018). Further, in the 1990s, Uganda underwent economic reforms and liberalization. This period saw an increase in private schools as the government encouraged private sector participation in education. Teacher motivation in private primary schools was likely influenced by the emerging competition between public and private

institutions (Grogan, 2006). The 2000s witnessed a surge in private primary schools as the government continued to promote privatization. The motivation of teachers in private schools was likely tied to factors such as salary structures, job security, and the overall economic climate. School management practices and the reputation of the institution also played crucial roles in motivating teachers (Tooley & Dixon, 2005).

A reasonable salary contributes to overall job commitment. When teachers feel adequately compensated, they are more likely to be satisfied with their jobs, leading to higher commitment. Job commitment is influenced not only by the amount of the salary but also by the perception of fairness and equity in compensation (Toropova, Myrberg, & Johansson, 2021). Private schools that offer additional benefits, such as opportunities for professional development, can enhance teacher commitment. Teachers are likely to stay committed to a school that invests in their growth and career advancement (Sahito & Vaisanen, 2020). The salary for teachers in private primary schools can vary significantly. For example, a New York City charter school announced a starting salary of \$140,000, which is more than double the national average (Crossman & Harris, 2006). However, private school salaries depend on various factors such as tuition and location. Historically, teachers have been willing to work in independent schools for less cash compensation than in public schools, but the compensation is beginning to catch up, with many boards of trustees setting the bar at 90% to 100% or more of the local public school salaries (Chamundeswari, 2013). Overall, while there is a trend of increasing salaries in private schools, the specific salary and commitment can vary based on the school and location.

Recognition and teacher commitment in private primary schools have been studied extensively, with various forms of recognition systems and factors influencing teacher commitment (Mwine, 2023). Recognition systems in schools and the workforce include monetary awards, non-monetary awards, and public recognition. These systems aim to enhance teacher satisfaction and retention, leading to higher levels of motivation, respect for the field, and emphasis on career development (Biney, 2020). The study aims to assess the relationship between working salary, teacher recognition, and teacher commitment.

METHODOLOGY.

Research Design.

The study was guided by a descriptive, cross-sectional, and correlational survey design. Further, the study employed both quantitative and qualitative approaches in collecting and analyzing data for this study.

The researcher used a descriptive survey design to explain the findings of the study based on averages, percentages, standard deviation, and frequency tables. The study was

cross-sectional since it collected data at a point in time from respondents and took a short period. The study was correlational since it used Pearson correlation to establish the relationship between the study variables in line with the study objectives.

A qualitative approach was employed in examining the non-numerical findings of the study such as gender and attitudes of the respondents on the study variables were coded and summarized to produce descriptive findings. The quantitative approach was used to analyze and interpret numerical data for meaningful findings.

Study setting.

The study was carried out on selected private primary schools in Mukungwe Sub County, Masaka District. Mukungwe is a sub-county in Masaka District, Uganda. It has 6 parishes and 73 villages. Masaka District is located in the Buganda Kingdom in southern Uganda, west of Lake Victoria. The district is bordered by Masaka City to the northwest and west, Kalungu District to the north, Kalangala District to the east, and Kyotera District to the southwest and south. The average altitude of the district is 1,115 meters (3,658 ft) above sea level. The study was carried out in selected private primary schools within Mukungwe Sub-county, Masaka District and these were Mk Junior School, Valley View Primary School, Good Shepherd Primary School, Victory Learning Primary School, Bright Grammar Primary School, Kasana Junior Primary School, Hope primary school, Kids pride primary school, KY primary school and Mother Janet primary school.

The study covered a period of 4 years ie from (2020- 2023). This period provided substantial information in line with the study objectives, especially on the level of participation in school activities, attendance to school tasks, and the level of intent to stay of teachers.

Study Population.

Sekaran (2003) defines a population as the entire group of people, events, or things that a researcher wishes to investigate. In Mukungwe Sub County, there are 15 private primary schools. However, this study only used 10 private primary schools. According to Bainey (2020), 50% of the population is a good representation of the population hence it guided the researcher to select 10 schools (66%). The study was carried out at Mk Junior School, Valley View Primary School, Good Shepherd Primary School, Victory Learning Primary School, Bright Grammar Primary School, Kasana Junior Primary School, Hope Primary School, Kids Pride Primary School, KY Primary School, and Mother Janet primary school.

The study used directors, teachers, and head teachers of the selected primary schools, as the respondents thus the study population. The study used 140 teachers, 10 head teachers, and 10 directors of the selected private primary schools as

the population hence 160 participants constituted the study population.

Table 1: Study population, Sample size, and sampling technique.

Category	Population Size	Sample size	Sampling technique
Teachers	140	93	Stratified random sampling
Headteachers	10	10	Census
Director	10	10	Census
Total	160	113	

Source: Masaka District Education Department (2023).

Sample Size.

Mugenda and Mugenda (2003) argue that it is impossible to study the whole targeted population therefore the researcher took a sample of the target population. A sample is a subset of the population that comprises members selected from the population. The sample size was determined using Krejcie & Morgan's (1970) table of determining sample size. At a 5% level of significance, 113 respondents were selected as the sample size of the study as shown in table 3.1 above. These included 93 primary teachers, 10 directors of private primary schools, and 10 head teachers of the selected private primary schools in Mukungwe Sub County, Masaka District.

Sampling Techniques.

The researcher used stratified sampling and census in determining the respondents of the study.

Stratified random sampling was used to select teachers from various primary schools based on years of service/experience. The teachers possess various homogeneous attributes.

Directors and head teachers were included in the sample size. This was aimed at providing a complete picture without the potential bias that could arise from sampling. Research Instruments

The researcher used a questionnaire and interview guide to collect primary data for this study and a documentary review method to collect secondary data for the study.

Questionnaires.

The questionnaire was used as a tool that will aid the gathering of information during the survey. A questionnaire is defined as a carefully designed tool for collecting data by specification of research questions. It is a research instrument that gathers data over a large sample and it gives important information about a population that's why many quantitative researchers use it as the main method of collecting data. In addition, a questionnaire can collect a large amount of information in a reasonable quick space of

time and at the same time minimizes bias on the side of the researcher and respondents (Mugenda and Mugenda 2003). In this study, the researcher used a questionnaire to gather data from teachers of the selected private primary schools. Open-ended and closed-ended questions were used to access first-hand information. Close-ended questions were used to give respondents alternative answers and to avoid wasting time in thinking (Mugenda and Mugenda, 2003).

Interview Guide.

An interview guide is a written list of questions, open or close-ended, prepared for use by an interviewer in a person-to-person interaction. This may be face-to-face, by telephone, or by other electronic media. In this study, the researcher used an interview guide to collect data from Directors and Headteachers of private primary schools. Face-to-face questions were orally asked to the respondents. This method was employed because it allowed the collection of a lot of information regarding the study objectives.

Documentary Review Checklist.

These were mainly secondary sources. Information was sourced from documents related to the area of study. These documents were studied and critically reviewed while keeping the ethical standards in mind. They were used to examine the effectiveness; relevance and appropriateness of the language including those related to the policies and background information of the organization mainly attendance, participation, and loyalty of teachers.

Research Procedure.

The study was conducted in a planned way in which the researcher first obtained an introductory letter from the University which she took to the head teachers of the selected private primary schools. The researcher gave out his questionnaires and also arranged for interview sessions with respondents. The researcher then collected the questionnaires after two weeks.

Validity and Reliability.

Validity.

Validity refers to the accuracy of data obtained in the study to represent the variables in the study. Several methods were used during the process of data collection to ensure quality data for the research. Personal prejudices and biases were avoided, systematic and accurate recording of observations was made, listening carefully, and establishment of trust with the interviewee will be employed to ensure validity.

The research instruments were given to third parties for expert judgment and were validated with the help of the supervisor. A Content Validity Index (CVI) was used to measure the accuracy of the research instrument using the formula:

The researcher established the Content Validity index as 0.85 which she compared with 0.7 as proposed by Amin (2005) who posits, that a research instrument is valid if the Content Validity Index is greater than 0.7.

Reliability.

Reliability is a measure of the degree to which a research instrument yields consistent data results or data after a repeated result (Mugenda & Mugenda 2003). This refers to how consistent the research instrument is in collecting the

intended information. Amin (2005) contends that the instrument is reliable when it produces the same results when it is used repeatedly hence ensuring dependability and precision. To ensure reliability, the researcher pre-tested the questionnaires on 5 respondents before going to the field, and Cronbach's coefficient alpha (a) was used to compare findings from the first and the second test which was 0.84 as calculated using the SPSS program. This was compared with 0.70 as suggested by (Amin, 2005), and declared that the research instruments were reliable.

Data Analysis and Processing.

Qualitative and quantitative data was analyzed, interpreted, arranged, and tabulated. Quantitative data was analyzed using SPSS software. Results were presented in the form of frequency tables and interpreted accordingly.

Univariate analysis was carried out for individual variables using mean, frequency tables, graphs, and standard deviation. Correlation analysis was carried out using the Pearson correlation coefficient to establish the relationships. Regressions analysis was used (multiple regressions) to establish the relationship between teacher motivation and teacher commitment in private primary schools in Masaka District

RESULTS.

Table 2: Response Rate.

Respondents	Sample size	No. of questionnaires returned	Response rate (%)
Teachers	93	87	93.5%
Headteachers	10	8	80%
Director	10	5	50%
Total	113	100	88.5%

According to the findings in table 2, the total response rate for the study was 88.5%, calculated by dividing the total number of questionnaires returned (100) by the total sample size (113). This indicates a relatively high level of participation from the target population.

Among the 93 teachers sampled, 87 returned their questionnaires, resulting in a response rate of 93.5%. This is the highest response rate among the three groups, indicating a high level of engagement and interest among the teachers. Out of the 10 head teachers surveyed, 8 returned their questionnaires, yielding a response rate of 80%. While slightly lower than the response rate for teachers, it still reflects a significant level of participation.

Among the 10 directors approached, only 5 returned their questionnaires, resulting in a response rate of 50%. This is

notably lower compared to the response rates for teachers and head teachers.

In conclusion, the high response rates among teachers and head teachers suggest that these groups were generally more willing to participate in the study. This indicates a higher level of interest or perceived relevance of the research topic to their roles within the private primary schools in Masaka district.

Demographic Characteristics of the Respondents.

The researcher used gender, age, marital status, and level of education as demographic characteristics of the respondents and the findings are as follows.

Table 3: Demographic Characteristics of the Respondents.

Characteristic	Frequency	Percent
Gender		
Male	53	53%
Female	47	47%
Total	100	100%
Age (years)		
20-35	51	51%
36-50	37	37%
51+ years	12	12%
Total	100	100%
Marital status		
Single	32	32%
Married	63	63%
Separated	3	3%
Widowed	2	2%
Total	100	100%
Level of education		
Certificate	38	38%
Diploma	48	48%
Bachelors	14	14%
Total	100	100%
Length of service		
0-3 years	34	34%
4-7 years	51	51%
8+ years	15	15%
Total	100	100%

Based on the demographic characteristics presented in Table 3 for the study on teacher motivation and commitment in private primary schools in Masaka district, the following were observed.

Gender.

Among the respondents, 53% were male, while 47% were female. This indicates a slightly higher representation of male teachers in the sample. The gender distribution reflects a reasonably balanced representation, which suggests that the study's findings may apply to both male and female teachers in private primary schools in Masaka district.

Age.

The majority of respondents (51%) were in the age range of 20-35 years, followed by 37% in the age range of 36-50 years, and 12% aged 51 years and above. The distribution suggests a relatively younger workforce within the private primary schools in Masaka district, with a significant proportion falling within the 20-35 age range.

Marital Status.

The largest proportion of respondents (63%) were married, followed by 32% who were single, 3% separated, and 2% widowed. The high percentage of married respondents may indicate stability and commitment, which could potentially influence their motivation and commitment levels in their teaching roles.

Level of Education.

In terms of educational qualifications, 48% of respondents had a diploma, 38% had a certificate, and 14% had a bachelor's degree. The majority of respondents had either a diploma or a certificate, indicating that many teachers in private primary schools in Masaka district may have completed vocational or technical training programs.

Length of Service.

Regarding length of service, 51% of respondents had been in service for 4-7 years, 34% for 0-3 years, and 15% for 8 years or more. The distribution suggests a relatively experienced teaching workforce, with a significant proportion having served for 4-7 years.

In conclusion, the demographic characteristics provide insights into the composition of the teaching workforce in private primary schools in Masaka district. The relatively young age distribution indicates a dynamic workforce, while the predominance of married respondents suggests potential influences of family responsibilities on teacher motivation and commitment. The educational profile, with a majority having diplomas or certificates, highlights the importance of vocational and technical training in preparing teachers for their roles. The distribution of length of service indicates a mix of experienced and relatively new teachers, which may have implications for their levels of job satisfaction, motivation, and commitment.

Working Salary in Private Primary Schools in Masaka District.

To explore the relationship between working salary and teacher commitment in private primary schools in Masaka district, the researcher used descriptive analysis of responses that were captured using a Likert 5-point scale where 1- Strongly Agree (SA), 2- Agree (A), 3-Not sure (NS), 4- Disagree (D), 5-Strongly Disagree (SD), Mn- Mean, Std-standard deviation.

Table 4: Working Salary in Private Primary Schools in Masaka District.

Statement	Mean	Standard deviation
Teachers and staff are usually paid a regular salary every month.	1.6	0.4
Teachers are given health insurance cover	4.2	0.7
Teachers are paid a salary based on the level of education	1.3	0.2
Teachers with limited experience receive entry-level salaries.	1.2	0.3
Private schools offer bonuses for commitment and extra hours	2.2	0.2
Salary provides teachers with financial stability	2.8	0.5
Salary signifies recognition and appreciation of teachers	2.1	0.3
Salaries enable teachers to invest in their continuous professional development	1.4	0.4
Adequate teacher compensation reduces turnover	2.3	0.6
Working salary is subjected to high deductions and taxes	1.7	0.4
Average	2.1	0.4

Based on the descriptive analysis of the relationship between working salary and teacher commitment in private primary schools in Masaka district, as captured in Table 4, the following were observed.

The statement "Teachers and staff are usually paid a regular salary every month" received a mean score of 1.6 with a standard deviation of 0.4. This indicates that respondents generally strongly agree that they receive their salaries regularly, which suggests that consistent payment practices contribute to positive perceptions of working conditions and potentially enhance teacher commitment.

The statement "Teachers are given health insurance cover" received a mean score of 4.2 with a standard deviation of 0.7. The relatively high mean score indicates disagreement among respondents, suggesting that many teachers do not receive health insurance coverage as part of their employment benefits. This lack of health insurance coverage could potentially impact teacher commitment by affecting their sense of security and well-being.

Statements related to how salaries are determined, such as "Teachers are paid salary based on the level of education" and "Teachers with limited experience receive entry-level salaries," received mean scores of 1.3 and 1.2, respectively, indicating strong agreement. This suggests that respondents

believe that salaries are fair and based on factors such as education level and experience, which could positively influence teacher commitment by fostering a sense of equity and fairness.

The statement "Private schools offer bonuses for commitment and extra hours" received a mean score of 2.2, indicating agreement among respondents. While not as high as some other statements, this suggests that additional incentives beyond basic salary are provided in some private schools, which could contribute to increased teacher commitment.

Statements regarding the role of salary in providing financial stability and signifying recognition and appreciation received mean scores of 2.8 and 2.1, respectively. These scores indicate general agreement among respondents, suggesting that salary is perceived as important for both financial stability and recognition, which are factors that can influence teacher commitment positively.

Statements related to salary enabling investment in continuous professional development and reducing turnover received mean scores of 1.4 and 2.3, respectively. These scores suggest that respondents strongly agree that salary facilitates professional development but are less convinced

about its role in reducing turnover. Investing in professional development can enhance teacher commitment by fostering growth and skill improvement.

The statement "Working salary is subjected to high deductions and taxes" received a mean score of 1.7, indicating agreement among respondents. High deductions and taxes could potentially impact teacher satisfaction and commitment by reducing take-home pay.

Overall, the findings suggest that aspects such as regularity of salary payments, fair determination of salaries, additional incentives, and recognition through salary contribute positively to teacher commitment in private primary schools in Masaka district. However, challenges such as the lack of health insurance coverage and high deductions and taxes may pose barriers to optimal teacher commitment. Addressing these challenges and continuing to prioritize fair and competitive salary structures, along with additional incentives and benefits, can further enhance teacher commitment and ultimately contribute to the overall quality of education in private primary schools in Masaka district.

During the interview with one of the directors for private primary schools, he said: "We pay salaries of all the staff by 24th of every month. We also give them advance in case of hardships or unforeseeable problems". The director mentioned that salaries are paid by the 24th of every month, indicating a commitment to timely payment practices. This aligns with the literature, which emphasizes the importance of regular salary payments in fostering positive perceptions of working conditions and potentially enhancing teacher commitment (Ingersoll, 1997).

Also, a head teacher said "Salaries for teachers are paid promptly in addition to their bonuses and allowances. However, during the holidays, teachers who stay around are the only ones paid. The director also mentioned providing salary advances in case of hardships or unforeseeable problems, which can be seen as a supportive measure to assist teachers during challenging times. This may contribute to a sense of security and well-being among teachers, potentially enhancing their commitment to their roles.

Another director said, "This private primary school is sometimes constrained and is unable to pay teachers' salaries, especially in holidays thus we pay teachers for only 9 months in a year". The head teacher indicated that during holidays, only teachers who stay around are paid. This practice of selective payment during holidays may create disparities among teachers and could potentially impact morale and commitment, especially for those who do not receive payment during holidays. Another director mentioned constraints on salary payments, stating that the school is unable to pay teachers' salaries during holidays, leading to payment for only nine months in a year. This practice may pose challenges for teachers in terms of financial stability and could potentially affect their commitment, especially if they perceive it as unfair or unreliable.

Also, during the interview with one teacher, she said "Most private primary schools in Masaka district pay salaries during the term and do not pay during holidays. Further, the ones that pay, pay based on a part-time basis". The teacher mentioned that most private primary schools in Masaka district do not pay salaries during holidays, and those that do pay on a part-time basis. This variability in payment practices across schools may influence teachers' perceptions of fairness and equity in compensation, which are factors known to impact teacher commitment (Toropova, Myrberg, & Johansson, 2021).

Teacher Recognition in Private Primary Schools in Masaka District.

To explore the relationship between recognition and teacher commitment in private primary schools in Masaka district, the researcher used descriptive analysis of responses that were captured using a Likert 5-point scale where 1- Strongly Agree (SA), 2- Agree (A), 3-Not sure (NS), 4-Disagree (D), 5-Strongly Disagree (SD), Mn- Mean, Std-standard deviation.

Table 5: Recognition in Private Primary Schools in Masaka District.

Statement	Mean	Standard deviation
Teachers are rewarded with financial bonuses as a recognition for better performance	1.3	0.5
Private primary schools recognize teachers by providing opportunities for professional development	4.2	0.3
Private primary schools publicly recognize outstanding teachers through awards	4.4	0.3
Private primary schools recognize exceptional teachers by offering promotion to leadership positions	2.5	0.7
Regular and constructive feedback from school administrators and peers also serve as recognition for teachers	2.2	0.2
Recognizing teachers also comes in the form of providing them with the necessary resources and support to excel in their roles	2.1	0.1
Teachers are given personalized gifts	2.6	0.7
Schools establish programs that honor outstanding teachers by naming a "Teacher of the Month".	2.4	0.2
Teachers receive performance-based rewards	2.2	0.3
Schools present teachers with certificates to recognize their dedication	2.6	0.4
School administrators often express appreciation for teachers through verbal recognition	2.8	0.5
Average	2.6	0.4

Based on the descriptive analysis of the relationship between recognition and teacher commitment in private primary schools in Masaka district, as presented in Table 5, the following were observed.

The statement "Teachers are rewarded with financial bonuses as recognition for better performance" received a mean score of 1.3 with a standard deviation of 0.5, indicating strong agreement. This suggests that financial incentives for performance are highly valued and may contribute to increased teacher commitment.

The statement "Private primary schools recognize teachers by providing opportunities for professional development" received a mean score of 4.2 with a standard deviation of 0.3, indicating strong agreement. Professional development opportunities are highly valued and are likely to enhance teacher commitment by fostering growth and skill improvement.

The statement "Private primary schools publicly recognize outstanding teachers through awards" received a mean score of 4.4 with a standard deviation of 0.3, indicating strong agreement. Public recognition through awards is highly valued and can significantly contribute to teacher commitment by boosting morale and motivation.

The statement "Private primary schools recognize exceptional teachers by offering promotion to leadership positions" received a mean score of 2.5 with a standard deviation of 0.7. While still indicating agreement, the slightly lower mean score suggests that promotion to leadership positions may be less common or less influential in enhancing teacher commitment compared to other forms of recognition.

The statement "Regular and constructive feedback from school administrators and peers also serve as recognition for teachers" received a mean score of 2.2 with a standard deviation of 0.2. Constructive feedback is valued but may be less influential in enhancing teacher commitment compared to other forms of recognition.

Statements regarding providing necessary resources and support, as well as giving personalized gifts, received mean scores of 2.1 and 2.6, respectively. These scores indicate agreement but suggest that these forms of recognition may be less influential in enhancing teacher commitment compared to other forms.

Statements related to the establishment of recognition programs, such as naming a "Teacher of the Month" or presenting teachers with certificates, received mean scores of 2.4 and 2.6, respectively. These scores indicate agreement but suggest that these recognition programs may be moderately valued compared to other forms of recognition.

The statement "School administrators often express appreciation for teachers through verbal recognition" received a mean score of 2.8 with a standard deviation of 0.5, indicating agreement. While verbal appreciation is valued, it may be perceived as less tangible compared to other forms of recognition.

The findings suggest that financial bonuses for performance, opportunities for professional development, and public recognition through awards are highly valued forms of recognition that can significantly enhance teacher commitment in private primary schools in Masaka district.

While other forms of recognition such as feedback, resource support, personalized gifts, and establishment of recognition programs are also valued, they may have a relatively lesser impact on teacher commitment.

Overall, a combination of tangible rewards, professional development opportunities, and public recognition can effectively contribute to enhancing teacher commitment in private primary schools in Masaka district.

During the interview with one of the directors, he said “We recognize teachers through gifts during the end-of-year staff party and also reward them after excelling in primary leaving exams. We also promote teachers to senior positions and increase their salary based on the academic performance of pupils over time”. The director mentioned recognizing teachers through gifts during the end-of-year staff party and rewarding them for excelling in primary leaving exams. Additionally, promotion to senior positions and salary increases based on pupils' academic performance over time are mentioned. These practices align with the literature, which emphasizes the importance of tangible rewards and advancement opportunities in fostering teacher commitment (Evans & Yuan, 2018)

Another director said “We reorganize teachers by awarding exceptional performers at the end of the academic year. This is determined by the number of Distinctions obtained by the pupils in standardized examinations, especially PLE. Another director highlighted a system of recognizing exceptional performers among teachers based on the academic achievements of pupils, particularly in standardized examinations like the Primary Leaving Examinations (PLE). This practice of linking teacher recognition to student outcomes is common and can serve as a motivator for teachers to excel in their roles (Clark & White, 2020).

One of the head teachers also said “We rarely recognize teachers due to constraints on our income. We only appreciate their efforts on parade where they are given a hand clap. In contrast, one head teacher mentioned constraints on recognizing teachers due to limitations on the school's income. The only form of recognition mentioned was a simple appreciation of teachers' efforts during parades, where they are given a hand clap. This minimal form of recognition may not be sufficient to foster a sense of appreciation and commitment among teachers, especially if they perceive it as inadequate or insincere (Zheng, Shi, & Liu, 2020).

Table 6: Correlational Findings on the Relationship Between Working Salary and Recognitions with Teacher Commitment.

		Working salary	Recognitions
Teacher commitment	Pearson Correlation	0.749**	0.683**
	Sig. (2-tailed)	0.001	0.000
	N	100	100

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

Based on the correlational findings presented in Table 6 regarding the relationship between working salary, recognitions, and teacher commitment in private primary schools in Masaka district, the following were observed.

There was a strong positive correlation between working salary and teacher commitment (Pearson Correlation = 0.749, p = 0.001). This indicates that as working salary increases, teacher commitment also tends to increase.

Similarly, there is a strong positive correlation between recognition and teacher commitment (Pearson Correlation = 0.683, p = 0.000). This suggests that when teachers feel recognized for their efforts, their commitment to their work also increases.

Higher working salaries, along with recognition for their work and opportunities for advancement, contribute significantly to fostering greater commitment among teachers. This implies that addressing these factors can potentially lead to increased teacher satisfaction, motivation, and retention within private primary schools in the Masaka district.

In conclusion, the correlational findings underscore the significance of working salary, recognition, and opportunities for advancement in shaping teacher commitment, highlighting the need for strategic efforts to address these factors within private primary schools in Masaka district.

Table 7: Regression Analysis of Teacher Motivation and Teacher Commitment in Private Primary Schools in Masaka District.

Model	R	R Square	Adjusted R Square		
	0.906 ^a	0.821	0.812		
	0.696 ^b	0.484	0.485		
	0.826 ^c	0.682	0.612		
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	3.051	.000		3.130	.000
	4.856	.002	.10	4.551	.001
	3.214	.001	.11	3.611	.000
	2.209	.001	.13	4.284	.002

a. Dependent Variable: *Teacher commitment in private primary schools*

Model A has an R-square value of 0.821, indicating that 82.1% of the variance in teacher commitment (dependent variable) can be explained by working salary. Model B has an R-square value of 0.484, indicating that 48.4% of the variance in teacher commitment can be explained by teacher recognition.

In Model a, the predictors (teacher motivation factors) significantly contribute to teacher commitment, as indicated by the significant T values ($p < 0.05$). The standardized coefficients suggest that each predictor variable (e.g., recognition,) has a positive influence on teacher commitment. Similarly, in Model b and Model c, the predictors also significantly contribute to teacher commitment, as indicated by the significant T values ($p < 0.05$). However, the strength of the relationships and the specific predictors vary across the models. In conclusion, the regression analysis suggests that teacher motivation factors, such as recognition, and other relevant variables included in the models, play a significant role in shaping teacher commitment in private primary schools in Masaka district.

School administrators and policymakers should pay attention to factors that enhance teacher motivation, as they are likely to positively impact teacher commitment, ultimately leading to improved academic achievements.

Further research may be needed to explore additional predictors and refine models to better understand the complex relationship between teacher motivation and commitment in the context of private primary schools in Masaka district.

Model

$$Y = 3.13 + 4.551S + 3.611R + 4.284G$$

Where

S means Working salary

R means Teacher Recognition

G means Opportunities for growth

In summary, there was a significant relationship between working salary and teacher commitment (r -value = 0.749, p -value = 0.001).

Similarly, there was a significant relationship between recognition and teacher commitment (r -value = 0.683, p -value = 0.000).

DISCUSSION OF FINDINGS.

To examine the relationship between working salary and teacher commitment. To achieve this, a null hypothesis of no significant relation between working salary and teacher commitment was tested. The results revealed that there was a significant relationship between working salary and teacher commitment. This implies that working salary increases influence teacher commitment. The finding is consistent with Ingersoll (1997) who found that fair salary determination fosters positive perceptions of working conditions and enhances teacher commitment. Likewise, Evans & Yuan, 2018 et. al. (2021) asserted that financial security influences teacher commitment. More so, this finding aligns with the findings of Evans & Yuan (2018) that salary facilitates professional growth and development, which can enhance teacher commitment. Boateng (2023) also found out in his study that a negative impact of high deductions in salaries on teacher well-being and commitment.

To examine the relationship between recognition and teacher commitment. To achieve this, a null hypothesis of no significant relation between recognition and teacher commitment was tested. The results revealed that there was a significant relationship between recognition and teacher commitment. This suggests that when teachers feel recognized for their efforts, their commitment to their work also increases. The study is consistent with Evans & Yuan (2018) who found a strong positive correlation between recognition and teacher commitment, suggesting that when teachers feel recognized for their efforts, their commitment to their work increases.

Overall, the literature and the findings from the study emphasize the significance of recognition in enhancing teacher commitment in private primary schools. By

implementing diverse and effective recognition systems, schools can foster a positive work environment, boost teacher morale, and ultimately improve overall school performance.

CONCLUSION.

There was a strong positive relationship between working salary and teacher commitment indicating that as working salary increases, teacher commitment also tends to increase. A strong positive relationship between recognition and teacher commitment suggests that when teachers feel recognized for their efforts, their commitment to their work also increases.

RECOMMENDATIONS.

Private primary schools should ensure regular and timely payment of salaries to teachers, as it positively impacts their perceptions of working conditions and enhances commitment.

Private primary schools should address challenges such as the lack of health insurance coverage and high deductions and taxes by exploring options for providing comprehensive benefits and optimizing tax structures to increase take-home pay.

Private primary schools should implement a variety of recognition programs, including financial bonuses for performance, opportunities for professional development, and public awards, to acknowledge and motivate teachers.

ACKNOWLEDGEMENT.

I would like to express my sincere gratitude to my supervisor, Dr. Sendagi Muhammad, for his invaluable guidance, encouragement, and expertise throughout this research. Your insightful feedback and unwavering support have been instrumental in shaping this study and my academic journey.

I am deeply indebted to my sister, Namubiru Florence, whose unwavering belief in my abilities and constant encouragement have been a source of strength and inspiration. Your unwavering support has been a beacon of light during both the triumphs and challenges of this research endeavor.

I extend my heartfelt appreciation to Reverend Father Francis Kigundu for his spiritual guidance, prayers, and moral support. Your wisdom, encouragement, and blessings have provided me with the strength and courage to persevere in my academic pursuits.

To all those who have contributed in various ways, whether big or small, to the completion of this research study, I offer my sincerest thanks. Your support has been invaluable and deeply appreciated.

With profound gratitude.

LIST OF ABBREVIATIONS.

COVID -19	Coronavirus disease 2019
CVI	Content Validity Index
SPSS	Statistical Package for Social Sciences

SOURCE OF FUNDING.

This study was not funded.

CONFLICT OF INTEREST.

There was no conflict of interest declared.

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