Headteachers' Reward Systems and Teacher Work Engagement in Secondary Schools in

Mbale Municipality

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Declaration

I do hereby declare that this dissertation was my original piece of work and has never been submitted to any educational institution for any award. Where the works of other authors have been cited, due acknowledgement has been made.
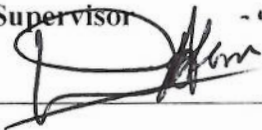
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Research Approval

The study reported in this dissertation was conducted under our guidance and supervision, and the dissertation was submitted for examination with our approval as the supervisors.

Sign: _____ Date: __19/09/2017__

Dr. Denis Sekiwu

Supervisor

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Supervisor

Dedication

I dedicate this study to my mother Phoebe Atim (RIP) who provided a stepping stone for my academic career. The work is also dedicated to my guardian George William Ecodu who paid my school fees during my primary and secondary school years. The study is further dedicated to my wife Stella Sandra Aero who accepted to stand by me irrespective of the financial inadequacies during the study period. Again, the work is dedicated to my children Priscilla Cecilia, Rachel, Miriam, Faith Phoebe, Rebecca, and Elizabeth who endured my limited fathers' love during the study period.

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Table of Contents

Abstract

This study investigated the relationship between Headteachers Reward Systems and Teacher Work Engagement in secondary schools in Mbale Municipality, Uganda. The objectives of the study included determining the level at which Headteachers' Reward Systems are used in secondary schools, determining the level of Teacher Work Engagement in secondary schools, and examining the relationship between Headteachers' Reward Systems and Teacher Work Engagement in secondary schools in Mbale Municipality. The study sought to examine the relationship between Headteachers' Reward Systems and Teacher Work Engagement in secondary schools in the Municipality. The study used sequential explanatory mixed method design. In identifying the sample size the study used purposive, simple and stratified sampling technique. The study used questionnaires and interview schedules, as tools of data collection from respondents. The study population was 467 and the sample size of respondents used included 06 head teachers, and 209 teachers. The mean, frequencies, percentages, standard deviation and the Pearson correlation analysis were used to analyze data. The study established that the use of Headteachers' Reward Systems in secondary schools in Mbale Municipality is at moderate level (M = 13.1626, SD = 3.75462); Teacher Work Engagement is at very high level in Mbale Municipality secondary schools(M = 65.0640, SD = 10.80250); and there was a positive significant relationship between Headteachers' Reward Systems and Teacher Work Engagement in secondary schools in Mbale Municipality (r = 0.377, p < 0.01). The study therefore recommended headteachers to further increase the spectrum of the rewards that they offer; the headteachers' reward schedule be made more frequent, thereby allowing the teachers to experience more rewards and constant appraisal; and Headteachers must identify the different types of needs of individual teachers and be able to meet them so as to enhance TWE.

Chapter One

Introduction

Introduction

This chapter covered background of the study, problem statement, purpose of the study, objectives, research questions, scope, significance of the study, conceptual framework, and hypotheses.

1.1 Background

Teachers are a fundamental resource in any school because the work of teachers can influence performance which is important for the success and survival of educational organizations (Okumbe, 1998). However, their performance is highly dependent on how they are rewarded and the reward systems in place in any school that determines, in the end, their level of work engagement (Nsubuga, 2010).

Work engagement can be defined as a positive and persistent state of mind (Schaufeli & Bakker, 2004) that includes a personal interest in one's work as well as satisfaction and enjoyment from the work itself (van Beek, Hu, Schaufeli, Taris, & Schreurs, 2012; van Beek, Taris, & Schaufeli, 2011). Consistent with this definition, scholars like Schaufeli, Salanova, González- Romá and Bakker (2002 p10) define work engagement as 'a positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption'.

Worldover, work engagement levels are posing a threat to the performance of employees and the organizations at large. A recent study by a global consulting firm found that four employees out of ten are not engaged worldwide (AON Hewitt Report, 2012). According to Gallup, only 30% of U.S. teachers are engaged in their work. This shocking statistic inspired further research into the above question. While only 30% of teachers are engaged in their work,

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