

**THE INFLUENCE OF FRINGE BENEFITS ON COMMITMENT AND
MOTIVATION OF TEACHERS IN SELECTED PRIVATE
SECONDARY SCHOOLS IN WAKISO DISTRICT,
UGANDA**

BY

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**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER EDUCATIONAL POLICY, PLANNING
AND MANAGEMENT OF KYAMBOGO UNIVERSITY**

OCTOBER, 2013

DECLARATION

I, **Edna Jesca Namara**, solemnly declare that this dissertation titled "*The Influence of Fringe Benefits on Commitment and Motivation of Teachers in Selected Private Secondary Schools in Wakiso District, Uganda*" is my original work that has never been presented to any institution in whole or part for any academic award.

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APPROVAL

We certify that this dissertation titled "*The Influence of Fringe Benefits on Commitment and Motivation of Teachers in Private Secondary Schools in Wakiso District Uganda*" by Edna Namara has been under our supervision and is approved for submission.

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DEDICATION

In memory of Patricia Timubweine and Blandina Bwome (RIP) for their strong support for my education right from the time when that word was meaningless to me and to my siblings Jennifer, Kenneth, Brenda and Gloria for their positive encouragement to my study ventures.

ACKNOWLEDGEMENT

The Department of Education Policy, Planning and Management of Kyambogo University is possibly the most gifted in human resource. The fraternity of the lecturers strikes me as unique. I was lucky to undertake my studies under their patronage. I am grateful to Sr. Dr. Maria Goreti Kaahwa (DST) and Dr. Hilary Mukwenda Tusiime for using their expertise and skill to steer this work to completion. May God bless them for putting this work to solid shape. Mr. Kambaza was so resourceful when it came to making sense of my chapter four. His insight cannot be underscored. I thank him so much.

I appreciate the way the respondents in various schools of Wakiso District and the resourceful officials at Wakiso District headquarters welcomed and cooperated with me when I was doing my research. I also wish to thank the authors whose work backed this research study. I am grateful to my right hand 'girls' since the days of my youth; Mercy for typing, Harriet for editing and Jane for financial support and for the immeasurable help they have always given me and for the tons of love.

I am grateful to my husband, Godfrey Weijahe, Our children: David, Samuel, Patricia Grace, and our God children, Brenda and Samson, for putting up with my divided attention during my study time.

Above all, I thank the Lord Almighty for giving me life despite the stormy times I encountered when I was pursuing my course.

ABSTRACT

This study was on the influence of fringe benefits on commitment and motivation of teachers in Private Secondary Schools in Wakiso District. It particularly examined the ways in which fringe benefits are used to motivate teachers in Private Secondary Schools in Wakiso District. The study further investigated the ways in which fringe benefits are used to foster commitment in Teachers in Private Secondary schools in Wakiso District; and established the relationship between fringe benefits and commitment, as well as the relationship between fringe benefits and motivation of teachers in Private Secondary Schools. Data was collected from a total of 250 respondents consisting of 230 secondary school teachers, and fifteen (15) proprietors of Private Secondary Schools and five (5) district officials, using self administered questionnaires and interview guides. The findings of the study revealed that some private schools give a variety of fringe benefits to teachers as a way of motivating them. The study further indicate that the fringe benefits that are given in Private Secondary Schools in Wakiso range from accommodation, transport refund, housing, recognition, loan schemes incentives to undertake refresher courses. The study also revealed that fringe benefits are used to foster commitment in teachers of private secondary schools in Wakiso District. In the same way the study indicated that there is a strong relationship between fringe benefits and commitment. The study indicated that the teachers whose schools gave regular fringe benefits were more and strongly committed to those schools and motivated which wasn't the case in the schools where the fringe benefits were lacking. The study recommends that policy makers in the education sector should institute the fringe benefits practice as a standard measure for schools so that teachers work diligently. The study further recommends that schools embrace the act of acknowledging teachers through fringe benefits so as to improve bonding between them and their employers which leads to commitment. The study recommends the following areas for further study the Influence of fringe benefits on staff turnover and staff productivity.

TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.1.2 The Historical perspective.....	1
1.1.3 Theoretical perspective.....	2
1.1.4 The conceptual perspective.	3
1.1.5 The contextual perspective.....	4
1.2 Statement of the problem	5
1.3 Purpose of the study.....	5
1.4 Objectives This research was guided by the following objectives:.....	6
1.5 Research Questions	6
1.6 Significance of the study	6
1.7 Scope of the study.....	7
1.7.1 Geographical scope.	7
1.7.3Time Scope.....	7
1.9 Theoretical framework of fringe benefits, motivation and commitment of teachers.	8

1.10 Conceptual framework of fringe benefits, motivation and commitment of teachers.	9
CHAPTER TWO: LITERATURE REVIEW.....	11
2.0 Introduction.....	11
2.2 .1 Ways through which Fringe Benefits are used to induce motivation in Private Secondary Schools.....	11
2.2.2 Ways in which fringe benefits are used to foster commitment of teachers In Private Secondary Schools.	16
2.2.3 The relationship between fringe benefits and motivation, and commitment of teachers in Private Secondary Schools.....	20
CHAPTER THREE: RESEARCH METHODOLOGY	31
3.0 Introduction.....	31
3.1 Research Design	31
3.2 Target population.....	31
3.3 Sampling Techniques.....	32
3.4 Sample Size.	32
3.5 Instruments for Data Collection.	32
3.5.1 The questionnaire.....	33
3.5.2 Interview Guide.....	33
3.6 Validity and reliability of data collection instruments.	34
3.6.1 Reliability.....	34
3.6.2 Validity.....	34
3.6.3 Reliability of the questionnaire.....	35
3.8 Data Analysis	36
3.8.1 Quantitative Analysis.....	36
3.8.2 Qualitative Analysis	37
3.9 Ethical Considerations.....	37
1.8 Limitations. d.....	37
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	38

.....	38
4.0 Introduction	38
4.1 Gender of Respondents	38
4.2.2 Education Level	39
4.3 Research Question One:	40
4.4 Research Question Two:	48
4.5 Question Three:	51
CHAPTER FIVE :DISCUSSIONS, CONCLUSIONS AND	54
RECOMMENDATIONS	54
5.1 Introduction	54
5.2 Discussions	54
5.2.1 Ways through which Fringe Benefits are used to motivate teachers in Private Secondary Schools in Wakiso District	54
5.2.2 Ways in which fringe benefits are used to foster Commitment of Teachers in Wakiso Private Secondary Schools	55
5.2.3 The Relationship between Fringe Benefits and commitment; and Fringe benefits and motivation of Teachers in Private Secondary Schools in Wakiso District	57
5.3.3 Conclusions	58
5.4 Recommendations	58
5.4.1 Recommendations for Future Research	59
3. The Influence of Fringe Benefits on Commitment and Motivation of Teachers in Selected Government Aided Secondary Schools in Wakiso District	59
REFERENCES	60
Appendix 1: Introductory Letter	69
Appendix II: Questionnaire for Teachers	70
.....	72
Appendix III: Interview Guide for Education Officials'	76
Appendix IV: Interview guide for Proprietors	77

LIST OF TABLES

Table 3.1: Content Validity Index (CVI).....	39
Table 3.2 Reliability test findings	40
Table 4.1 Gender of Respondents'	38
Table 4.2 Age bracket of Respondents	39
Table 4.3 Highest education level attained.....	40
Table 4.4 Teachers responses on whether school gives	42
Table 4.5 Teachers' responses on fringe benefits given by schools.....	43
Table 4.6 Key informants' responses on fringe benefits given by schools	45
Table 4.7 Key informants responses on frequency of fringe benefits.....	47
Table 4.8 Extent to which fringe benefits influence job commitment and motivation	48
Table 4.9 Aspects that contribute to the level of teacher commitment.....	49
Table 4.10 Regression coefficients between teacher motivation, job Commitment and fringe benefits.....	56
Table 4.11 Correlations between fringe benefits and teacher motivation and Job commitment	57

LIST OF FIGURES

Figure 1: Conceptual frame work.....	9
Figure 2: Teachers responses.....	41
Figure 3: Teachers' responses on frequency.....	46

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

The development of a holistic individual in mind, soul, body and heart owes its origin from the quality of education an individual is initiated into. Teachers are key stake holders in imparting education. Therefore, the effort to support the teacher's situation in passing on education from one generation to another is very vital. This is because the making of an individual and a nation depends on the teachers who groom the children. It is in this light that the researcher chose this study area which examines the influence of fringe benefits on commitment and motivation of teachers in private secondary schools in Wakiso District.

1.1 Background of the study

The background to this study has for purposes of clarity been divided into four perspectives, hence the historical, theoretical, conceptual and contextual perspectives.

1.1.2 The Historical perspective

Historically, the problem of organizational factors of reward practices, commitment and motivation had dysfunctional consequences especially on who remains or leaves work (Johnson, Griffeth & Griffin, 2000). This implies that neither did fringe benefits exist for the worker while on job nor retirement package or termination benefits for previous employees ending their work time with a particular organization. This reduced the organizations' competitive position and it gave rise to numerous studies about motivation plans for organizations (Zimmerman and Darnold 2009). The researcher undertook this study about motivating teachers in Wakiso District because among the study undertaken in this districts non of this nature had been recorded. Milman (2003) and Milman and Ricci (2004) reported that empirical studies in America confirmed that hourly employee's motivation was predicted by performance management practices such as motivating staff with fringe benefits above monetary rewards. These studies found that employees who had positive experience with

regards to working committedly for long hours, a sense of job fulfillment and a higher level of performance satisfaction were those who were given tokens of appreciation and they usually kept on with their current employer. Lisa (1997) consents that reward systems date back to the 18th century when Taylor observed and developed theories and concepts of the economic man. He (Taylor) argued that man is primarily motivated by economic gain and therefore the prospect of more pay is sufficient to bring about an increase in the desired behavior. This research sought to find the relationship between fringe benefits and motivation and sets in motion further studies to be conducted on motivation and economic gain.

1.1.3. Theoretical perspective.

This study was underpinned by Maslow's need hierarchy theory which states that every individual has a need which manifests through a state of deprivation that should be fulfilled Armstrong (1996). As individuals deal with a state of deprivation, a drive is intrinsically stimulated. This drive creates tensions or drives to fulfill the need. The tensions lead the individual to actions. These actions are meant to drive the individual to drop the tension by satisfying them. However dropping of these tensions means dealing with them to satisfaction. This therefore leads the individual to work on the tensions and have them satisfied. In this study Fringe benefits are looked at as means through which the individual will seek to satisfy his needs. They will stimulate the individuals by making them work hard to solve their challenges. As a consequence, the individual will take on a goal directed behavior to make him able to arrive at satisfying that need. The satisfaction of the behavior to achieve the benefit will be overcoming the need and this will lead to commitment and motivation. Potential motivation is created by the needs and potential outcomes and the expectation that performance of a behavior will affect those needs and outcomes. Motivational arousal occurs, only when the required behavior is difficult, within ones capacity, and is justified by the magnitude of potential motivation. This means that teachers look at fringe benefits as a means to help them out of the difficult situation so they are triggered to respond positively to them. They provide an alternative way of saving in order to plan for bigger things which makes them acquire basic necessities as Maslow proposes in the need hierarchy theory. This research identified relevance in this theory and thus adopted it to mentor the study.

1.1.4 The conceptual perspective.

The variables studied were conceptualized by identifying the major elements in the study and how they related to each other. The dependent variable here was fringe benefits from which the independent variables of commitment and motivation were accruing. According to Armstrong (1999) fringe benefits are those enticements given to teachers from the advantage of being in their schools with an aim of keeping them attracted to their job which in turn motivates them and they feel inspired to work harder. (Moore, Petty, Palich and Longenecker 2008) define fringe benefits as those supplements to compensation which are designed to be attractive and to motivate teachers. They include social security, vacation time, health insurance and retirement compensation. They play a fundamental role in building a motivated staff (It is beyond the scope of this study to analyze all employee benefits in detail because choice preference differs from country to country and individual to individual. This study and its findings however are believed to capture what is relevant to every private secondary school teacher in Uganda, and its neighboring countries. The dependent variables were identified as commitment and motivation. Motivation is what makes people act or behave in a way they do and one would determine highly motivated people through actions of self direction, extra effort and worthwhile work in terms of quantity and quality. Kelly (1974) defines motivation as a force that maintains and alters the direction, quality and intensity of behavior. When fringe benefits are given regularly, they maintain positive work attitudes of teachers. They cement the relationship and enhance a sense of belonging. In a private school setting, motivation manifests in teachers using their energy, passion and determination to achieve success; cooperation in overcoming problems, embracing change with no resistance, teachers readily accepting responsibilities and consistently achieving high performance. When a school has won the love of its teachers, then success takes precedent because the entire staff works in unison for a common goal. Success is shared and losses are shared. Therefore it is important that fringe benefits exist in every school system in order to keep teachers in a motivated and ready to work mood.

Mooday, Porter, and Steer (1982) define commitment as an attachment and a professed loyalty to a job. They describe three components of job commitment which are: identification with the goals and values of the organization, a desire to belong to the organization; and a willingness to display effort on behalf of the organization. According to Salancik (1977) job commitment can have three dimensions, the *Affective Commitment*: Psychological attachment to job and school organization *Continuance Commitment*: associated with leaving the job and *Normative Commitment*: the obligation to remain doing a particular job. Studies, show that fringe benefits have a significant relationship with Job commitment of teachers. The studies provide strong evidence that affective and normative job commitments are positively related to fringe benefits (Shore and Wayne, 1993). In a study done by Moore (1996) it was discovered that when employees received more fringe benefits, their job commitment tended to be higher Hong et.al (1995) also did a study that revealed that the more organizations improved the fringe benefits the more it strengthened the employees' work commitment, productivity and job performance. This shows that fringe benefits enhance commitment due to the motivation created by them.

1.1.5 The contextual perspective.

The Uganda Government White Paper (1992) says that teachers are entitled to medical, dental attention and drugs necessary for themselves and their families under the Uganda Health Services in all government hospitals. Unfortunately the teachers mentioned in this category are those in government service. This leaves the teacher in a private school uncared for. The natural comparison between the teacher in government service and that one in private school reduces the spirit of will among the latter group. This is so because both categories of teachers share the same career but some are favored while others are denied. Fringe benefits in private schools bridge this gap by offering the desired alternative and this makes the teachers more committed.

Most teachers in private secondary schools in Uganda are confronted by the challenge of inadequate payments and unfair monetary rewards. In return they work for the sake of survival, devoid of the love and devotion for their places of work. Some teachers dodge lessons, enter

class several minutes after the bell has gone and leave before the end of the lesson. They do not mark books for students, they do not reprimand students when they find them in unbecoming behavior and they do not give exercises for children to assess the extent to which they have understood the lesson. That said, they do not strive to complete the teaching syllabus. They do not prepare the children for the world ahead of them academically, socially and morally. The end result is children of wasted years with nothing to show for their long involvement in school. No grades, no morals and no aptitude. To the private schools in question they keep their ineffectual results year in, year out. They seldom progress but often regress. In the worst case scenario, they close down for failure to break even. If teachers were being given fringe benefits they would love their work. This would make their performance in private secondary schools better and they would feel proud of the schools they belong to. The proprietors, the parents and the entire nation would also benefit because they are all stakeholders in the education sector.

1.2 Statement of the problem

Wakiso District has so many upcoming private secondary schools. These secondary schools are run on individual basis. The study's main concern is how these private secondary schools remunerate their teachers, in order to keep them grossly committed and motivated to their job jurisdiction. In other districts of Uganda, most privately owned schools introduced a fringe benefits scheme to supplement the teachers welfare and also keep them motivated. However in Wakiso District, the privately owned schools are run on the proprietors wish, who may choose to give fringe benefits or not to give them to the teachers. The researcher believes that unequal distribution of fringe benefits in Wakiso District private owned schools may have diverse effects on the motivational and commitment rates among the teachers. It is therefore necessary to examine the effects of commitment among teachers in secondary schools of Wakiso District.

1.3 Purpose of the study

The purpose of this study was to find out the influence of fringe benefits on commitment and motivation of teachers in Private Secondary Schools in Wakiso District.

1.4 Objectives

This research was guided by the following objectives:

1. To find out ways through which fringe benefits are used to induce motivation in teachers in Private Secondary Schools in Wakiso District.
2. To find out the extent to which fringe benefits foster commitment of teachers in private secondary schools.
3. To find out the relationship between fringe benefits and motivation, and commitment of teachers in Private Secondary Schools.

1.5 Research Questions

The study was guided by the following questions:

1. In what ways are fringe benefits used to induce motivation in teachers in Private Secondary Schools in Wakiso District?
2. In what ways are fringe benefits used to foster commitment of teachers in Private Secondary Schools in Wakiso District?
3. Is there a relationship between fringe benefits and motivation, and commitment of teachers in Private Secondary Schools in Wakiso District?

1.6 Significance of the study

The findings of this study will help to increase motivation and commitment in private secondary school teachers. The study will help teachers to improve on their social status because fringe benefits supplement their salary as they are able to save part of their salary earnings to meet other obligations. To the policy makers in the Ministry of Education, the study might guide them to make informed decisions about how to keep committed and motivated teachers. The study might be of use to future scholars and offer relevant literature on teacher motivation and remuneration. To proprietors, it will provide a balanced way of achieving success which will gratify the teacher, the student, the parent, the proprietor and the nation. The study will contribute to the body of knowledge in regard to the theory on fringe Benefits vis-a-vis motivation and commitment of teachers, especially in Private Schools.

1.7 Scope of the study

The study was carried out in Wakiso District in selected private Secondary Schools. These schools are, Buloba High School, Standard High Zana, Alliance High School Nansana, St. Joseph Secondary School Nansana, St. Augustine Secondary School Wakiso, Hawa Secondary School, Namirembe Hillside Secondary School, Buddo Secondary School, Bwebajja Secondary School, Kisubi High School, St. Mary's Kitende Senior Secondary School's, Lawrence Citizens High School Cream land Campus, St Lawrence High School Horizon Campus, St. Mark Namagoma, Transform High School, Nile College, and Bright College Kitteretika.

The study was done under the guide of teacher remuneration for better performance. The basis of the study was to explore how fringe benefits can be used to improve school standards. This was done basing on the idea that fringe benefits can instill commitment and motivation into teachers.

1.7.1. Content Scope

The study focused on funding out ways through which fringe benefits are used to induce motivation to explore the extent to which fringe benefits foster commitment and also to find out the relationship between fringe benefits and motivation and commitment of teachers in private secondary schools.

1.7.2 Geographical scope.

The study was confined in Wakiso District because it has many upcoming private secondary schools. This district borders Kampala district where most of the proprietors that participated in this research work. Making appointments with them to meet for interaction was quite easy because it is within proximity. Since the research was not a one day encounter, it was convenient for the researcher to handle her work obligations, family and research at ease.

1.7.3 Time Scope.

The study was done in a period of 18 eighteen months, from February 2011 to October 2013.

1.9 Theoretical framework of fringe benefits, motivation and commitment of teachers.

This study was underpinned by Maslow's need hierarchy theory which states that every individual has a need which manifests through a state of deprivation that should be fulfilled Armstrong (1996). As individuals deal with a state of deprivation, a drive is intrinsically stimulated. This drive creates tensions or drives to fulfill the need. The tensions lead the individual to actions. These actions are meant to drive the individual to drop the tension by satisfying them. However dropping of these tensions means dealing with them to satisfaction. This therefore leads the individual to work on the tensions and have them satisfied. In this study Fringe benefits are looked at as means through which the individual will seek to satisfy his needs. They will stimulate the individuals by making them work hard to solve their challenges. As a consequence, the individual will take on a goal directed behavior to make him able to arrive at satisfying that need. The satisfaction of the behavior to achieve the benefit will be overcoming the need and this will lead to commitment and motivation. Potential motivation is created by the needs and potential outcomes and the expectation that performance of a behavior will affect those needs and outcomes. Motivational arousal occurs, only when the required behavior is difficult, within ones capacity, and is justified by the magnitude of potential motivation. This means that teachers look at fringe benefits as a means to help them out of the difficult situation so they are triggered to respond positively to them. They provide an alternative way of saving in order to plan for bigger things which makes them acquire basic necessities as Maslow proposes in the need hierarchy theory. This research identified relevance in this theory and thus adopted it to mentor the study.

1.10 Conceptual framework of fringe benefits, motivation and commitment of teachers.

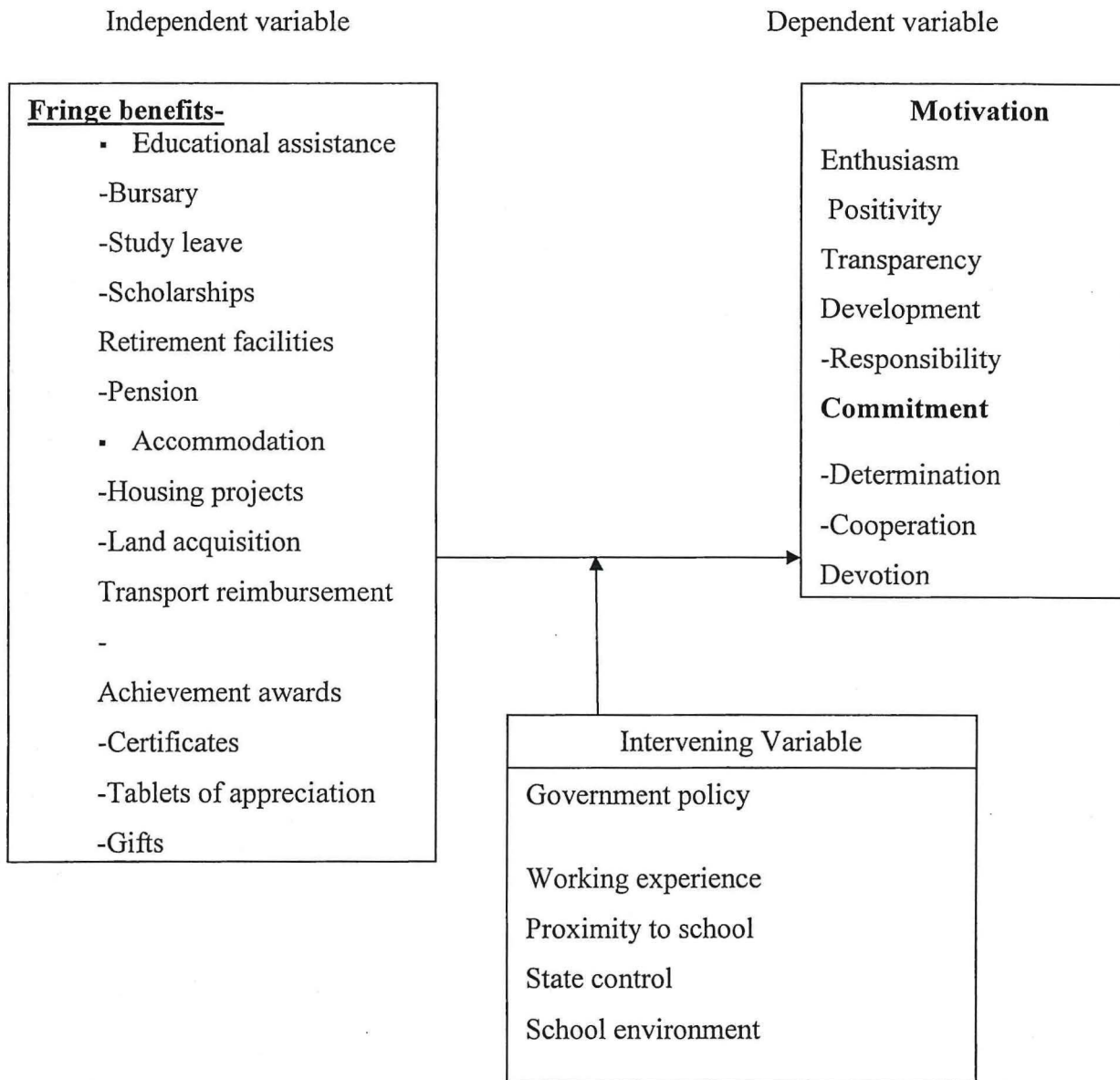


Figure.1: Diagrammatic representation of the way fringe benefits influence motivation.

Source: Self constructed using Armstrong (2005) ideas.

The independent variable is fringe benefits because it creates motivation in teachers in Private Secondary Schools. Figure 1; shows that fringe benefits lead to commitment and motivation of

teachers. The motivation comes in because the teachers get relieved from the costs of buying the fringe benefits or paying for them like in cases of water bills, electricity bills, and transport and accommodation bills. School fees for their children if the school accepts their children to study on bursary also lead to motivation. In another way, the school can decide to motivate the teachers by giving them sponsorship to upgrade. This can raise their qualifications and their confidence, and in turn it creates enthusiasm, positivity, transparency development and responsibility between the teachers and the school proprietors which is evidence of motivation. As the employees take on work with motivation, it goes hand in hand with commitment. This can be envisaged through the determination by the employees to work and produce success. The employees also liaise with each other on how to excel. This is done through cooperation and the undaunted energy that they exhibit as they work. These are pointers of a highly committed staff. Figure one indicates the correlation of fringe benefits and motivation and commitment. However, there can be variables which may promote or stand in the way between the two variables. These are the ones the research has labeled as intervening variables. Motivation and commitment will take place if the government policy, the administration of the school and the state control favours the fringe benefits scheme. The school cannot give fringe benefits to create the desired motivation and commitment if the state has for instance banned the practice. If a school is within a short range with the tertiary institution where it can afford to have its teachers access the social amenities then this would favour that arrangement. In the same way schools can support easily their teachers to enroll for further studies if it won't affect that teachers' teaching load in the school because it can be arranged that teacher x goes for further studies and stays on the timetable attending to her lessons. So where as private schools may wish to motivate their teachers, the intervening variables given may affect the process in either negative or positive ways.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review was made under the following themes: the ways through which fringe benefits are used to induce motivation in teachers, the ways in which fringe benefits foster commitment and the relationship between fringe benefits and commitment, and motivation of teachers in Private Secondary Schools in Wakiso District.

2.2 .1 Ways through which Fringe Benefits are used to induce motivation in Private Secondary Schools

Employee benefits can be defined as teacher sponsored stimulus other than wages that is partly or fully paid by employers, in a bid to enhance the financial security of teachers and their families (Redja, 2011). This means that the fringe benefits are meant to supplement the basic salary of the teachers so that they are able to meet the demands of everyday needs like utilities as their salaries cater for their life's aspirations.

Fringe benefits vary from place to place and from people to people. Among the fringe benefits that written literature can quote are life insurance, group medical expenses, paid holidays and vacations, medical leaves, accommodation, transport refund and many of the like (Dessler, 1976).

Beard (1977) identified holiday entitlements ,healthcare, accommodation, discounts on school products; for instance in cases when parents pay half bursary for biological children that wish to undertake their studies in the station schools, pension schemes and transport allowance or a company car for those who are not accommodated by the school. Some fringe benefits are tagged to individual achievement; in that an individual is given a benefit to merit his input. This is usually after an exemplary performance by such an individual. Such benefits motivate teachers (Armstrong, 1977).

Prasad (1997) observes that a fringe benefits scheme is a plan to motivate individuals for good performance. An incentive is most frequently built on monetary rewards (incentive pay or monetary bonus), but may also include a variety of non-monetary rewards and prizes. Private secondary schools in Wakiso district offer fringe benefits to awaken a natural spirit of willingness to work because they enable the teachers to progress through the demands of life. Gradually with the continued supply of fringe benefits, the teachers develop a spirit of approval and willingness of the school in which they work; and they feel proud to identify with it. They also nurture the love to groom and support its vision. They are comfortable and they cherish their workplaces which makes them motivated.

According to Pearce and Robinson (2000), leaders use fringe benefits to shape the organization's structure and vision. It may take a long time to realize the goals and vision of a school but usually a firm foundation has to be built and this does not happen overnight. Above other things the human resource in the school has to be kept happy and motivated. This is the major reason why employees remit fringe benefits time and again.

Winfield, Bishop and Porter (2000) explain that a key factor is that whatever reward that is made available, it should be felt fair, and those rewards that teachers expect to receive should provide the necessary motivation. Fringe benefits should not be withdrawn when conditions are not favorable for example when there is a bad harvest or a financial constraint because this will affect the level of motivation that the teachers in that school had. This will result in a fall in the performance of the school. So regular giving of fringe benefits sustains the motivational levels of teachers and they work harder.

Moore, Petty, Palich, Longenecker (2008) note that some schools have created teacher -stock ownership benefit plans, in order to give teachers a share of ownership in the school business. These plans may be structured in different ways for example teachers are given the mandate to run the school canteen and share the proceeds at the end of a certain period. This motivates teachers resulting in improvements in productivity because the teachers are working within a place they regard as their own.

It is important to note that not every economic reward is in form of direct cash pay. Implicative rewards are in form of fringe benefits and allowances. Keith (1981) says that rewards (fringe benefits) are more valuable to teachers because they have a psychological and social meaning. Whereas a monetary token or bonus is used up to buy something else, the rewards that are given do have a lasting impression on the receiver which keeps that person motivated.

Armstrong (2006) says that schools need to recognize what they want to achieve from the provision of each benefit and understand the motivational characteristics of each benefit for their teachers. For example fringe benefits such as company cars and large offices will address social status motives while the provision of pensions and private health care attempt to satisfy more security based motives. However, with Maslow's motivational hierarchy of needs, one can assert that every form of fringe benefit given to a teacher will have a motivational effect on them. Ringwood (2003) says motivation causes a condition that activates and gives direction to thoughts, feelings and actions. So fringe benefits are given to teachers to improve focus and foresight in an individual as they respond to their work.

Kreitner (1995) agrees with Ringwood but adds that motivation involves the free will to move things. Fringe benefits in this study are perceived as the inducements which create a self drive and lasting devotion in the teacher towards his job. This includes their positive attention and goal directed behavior towards school programs in order to achieve good results. Fringe benefits create in a teacher a state of intrinsic acceptance and devotion to work for the school because there is a satisfactory- work -established -relationship (motivation) between them and their employers.

Prasad (1997) says an incentive system has a limited meaning that excludes many kinds of inducements offered to people to perform work, or to work up to or beyond acceptable standards. It is related with payment plans which tie wages directly to standards of productivity or to the profitability of the school. A fringe benefits policy should exist for private secondary school teachers all through their work time in order to maintain a spirit of free will, and self

drive as they respond to routine duty so that productivity and profitability of the school is maintained. This will be a sign of motivation.

Zimmerer, Scarborough and Doug (2008) note that entrepreneurs know that fringe benefits can be powerful motivators. They go ahead to say that providing meaningful motivation does not have to be expensive. One way to motivate teachers is to ask them about what they would want to be motivated with. When they are involved in the process of motivating themselves they feel the employer has concern for them and they will step-up their work attitude.

Marzano and Waters (2005) indicate that leaders create an atmosphere of trust by acknowledging the concerns of their teachers, knowing what motivates them and knowing the necessary conditions for them to operate at levels of maximum effectiveness. Fringe benefits are a major concern for teachers because they transform the life of a teacher taking him to higher levels. When employers learn from teachers what fringe benefits to give them and they go ahead and give them, the teachers get motivated because they know they are treasured, a gesture they love to reciprocate.

The Uganda Human Rights Commission (2003) under the caption Poverty Eradication and Human Rights, defines poverty as 'lack of respect, lack of promotion and non fulfillment of human rights. People are not poor because they were born poor, they are poor because of unequal opportunities; they are poor because in the work place they are marginalized and /or disempowered. Fringe benefits bridge the poverty gap by creating compensation for the insufficient funds to pay for such items as school fees, medical charges, transport and accommodation. Given the fact that the employers purchase these items through cash payments, the contribution cannot be discredited. This is what creates motivation in teachers because they value fringe benefits as an addition to the salary that they get. However this goes a step further as it carries a tag of friendship through items and not money tokens.

Another way in which employers create permanent motivation among their teachers is by offering them a profit –sharing plan or performance based compensation. When teachers have a sense of ownership in a school, they develop a commitment as if they were owners (Rejda,

2011). This improves productivity because the teachers buy and own into the schools vision and mission which they are very willing to promote. For example if a school agrees to offer a hostel section to be run by the teachers, those teachers will always endeavor to find students for the school, teach them well so as to get more students into the school who will boost their project. This will lead to motivation.

Some private schools offer performance linked benefit schemes which are designed to reward effective teacher performance behavior and enhance teacher motivation. Fringe benefits influence teachers in various ways .They provide positive reinforcement and motivate teachers into achieving outstanding performance (Gomez, Meja, Balkan and Cardy 2002).

Wilson (1999) asserts that workers withhold a certain amount of effort that must be bribed from them by means of various incentives and pay programs. This indicates that there is some reserve energy that teachers can only emit after they have been acknowledged. Fringe benefits which are rewards given time and again are a prerequisite for motivation of teachers in Private Secondary Schools in Wakiso District.

Clive (1999) suggests that employers should adopt non financial reward programs like fringe benefits to motivate and retain teachers in a bid to sustain focused attention to work. This clearly shows that fringe benefits do influence motivation in teachers and this improves performance. However, Fox and Junta (1997) argue that it is what money can buy not the money itself that supplies its value. Money's symbolic power is not limited to its market value. As it has no intrinsic meaning of its own, it can symbolize almost any need an individual wants. If an individual is capable of using money to buy whatever they need, then money can also provide the merited motivation. In this case the fringe benefit can take form of monetary tokens and allowances.

Literature cited in this section indicates that there are many ways in which fringe benefits are used to induce motivation in teachers. Notable among these ways are; constant giving of fringe benefits to build a firm foundation, keeps teachers motivated. Motivation patterns address different hierarchical ladders as put by Maslow. Some form of motivation takes care of security concerns, others social status concerns, others self esteem others relationships and

others self actualisation. It doesn't matter what form the benefit addresses. Any kind of benefit motivates teachers. There are ways of motivating people in which the teachers are given stock ownership fringe benefits and profit sharing compensation. Fringe benefits help teachers to meet their goals therefore teachers feel the school which gives them is a place that answers their needs and so they become motivated. Fringe benefits are used to bribe the latent effort in the teachers in their response to school work which makes them motivated. Another way fringe benefits are used to induce motivation is to agree with the teachers and get to know which ways they would want to be motivated. This creates confidence in them and they feel treasured in those particular schools, which makes them motivated.

2.2.2 Ways in which fringe benefits are used to foster commitment of teachers In Private Secondary Schools.

Job commitment is a positive attitude reflecting a teacher's loyalty to the job. It is an ongoing process through which a teacher expresses his keen concern for the job and exhibits continued good performance. Job commitment is fostered by a number of factors, fringe benefits being among the most significant.

Fringe benefits in schools do cultivate good working conditions and they improve the teachers' commitment to the job and subsequently effective work performance. They create a conducive atmosphere which leads to commitment. Benton, Bailey, Noyella and Stanback (1991) advise that benefits should be added by schools to encourage teachers to stay. In rare cases, schools provide a well-rounded package of benefits including retirement plans. In many private secondary schools, however the rate of turnover is high. Teachers keep shifting from school to another; this is due to the absence of fringe benefits. If this practice is encouraged it may solve the high rate of turnover.

Another way in which fringe benefits foster commitment in teachers is through providing teacher satisfaction in those schools. If a school has a reputation for teacher dissatisfaction, it is a disincentive for the community to trust it with its children, fearing that the services given are likely to be of low standard (Kreitner 1995). Many times teachers grumble over the inefficient

salary that schools give them. They feel they don't get the worth of their effort. This makes them withdrawn and they withhold their effort to work for such schools. However, when schools supply fringe benefits, the teachers realize that the school appreciates them. This raises their morale and they work committedly. In turn their repaired attitude ensures the community that there is harmony in the school and they send forth the children sure that they will be taught well. This is supplemented by Gennard and Graham (1997) in their observation that unresolved dissatisfaction gives rise to teacher frustration, deteriorating interpersonal relationships, low morale, and high labor turn over, increased teacher absenteeism and increased sabotage by teachers. This shows a crumbling school system. The solution lies in a regular effective fringe benefits policy in schools because it keeps teachers contented and committed.

Jeffrey (1998) asserts that the more schools share profits with their teachers whether in salaries or benefits or bonuses or stock discounts to keep them committed the more profit will accrue to the school. This is so because the way management treats the teachers is exactly the way the teachers will treat the clients. If the teachers are given fringe benefits, they will become committed and exhibit good performance. In turn the parents and students will get vested interest in the school and they will flock in. This is development which every proprietor aims at.

Another scholar Helen (2002) observes that for most people, the basic meaning of work is tied to economic necessity (money for food, housing, education, health upkeep) for the individual and for society. However, additional connotations of work are more subjective especially to what work provides other than money-achievement, social involvements, honor and others of that sort. Fringe benefits provide a steady way of perfecting work relations which produces good results because the teachers have all the commitment that is necessary to make remarkable performance.

Fringe benefits promote commitment in private schools because they instill spontaneous work responses among teachers. This happens because when teachers are given fringe benefits, their

lives get transformed intrinsically. They begin to appreciate themselves and feel that they are people of worth and reputation. They get high self esteem which prompts them to create an impact on the society around them in order to justify their status. This makes them committed. Gonza (2009) asserts that the teacher is the most important determinant of quality education therefore if one wants to improve the quality of education he should first improve the quality of teachers. So proprietors should endeavor to put the welfare of their teachers at the forefront if they must expect satisfactory work from them. Baugh and Joe (1982) argue that effective job satisfaction can be created in teachers if they are given fringe benefits and this can determine their decisions to stay in their job places even if budgetary limitations do not favor salary increments. Therefore fringe benefits foster commitment in teachers.

Stuart (1998) says that every manager should learn that to be a manager means to establish credibility rather than relying on formal authority build subordinate commitment rather than seek subordinate control and lead a team rather than manage individuals. Fringe benefits have a feel of friendship which they foster by dissolving the ladders of management without breaking the chain of command. Teachers working in such an environment cooperate and work amicably thereby promoting the cause of the school because they are committed.

Barrow (2004) observed that things which get measured get done but those that are rewarded get done over and over again. The reward need not be financial. This brings fringe benefits in the limelight as a form of non financial reward that will enable repeated action of commitment. Drennan and Pennington (1999) observe that a company which pays even 5% above average can attract better people and expect above average performance in return. This leads to higher productivity which in turn off sets and often supersedes the extra cost. This creates an attraction, better retention and motivation of staff.

Zane in Houston (2000) says the contemporary teacher tends not to be as loyal as the earlier teacher because job practice and experience is often acquired independently of the school institution. So if schools were able to offer fringe benefits the teachers would in the long run stay longer and have the desired loyalty because they would be committed

Ubom (2001) in a study that he did among teachers discovered that extrinsic fringe benefits, such as allowances for teaching well increased teachers' effectiveness. This implies that extrinsic benefits evolving from the working environment can be significant influencers of job commitment than actual intrinsic ones. This is because they stimulate a greater effectiveness because they meet basic needs. They advise that administrators and education policy makers need to place greater emphasis on understanding teachers' job commitment needs and design a fringe benefits system which can satisfy teachers and meet their career goals. This is because commitment facilitates good performance.

This objective clarifies that the presence of a fringe benefit system in any school heightens commitment levels of teachers. In many ways they feel inclined to serve the school because their needs are answered, they are working in a transparent environment, they have self esteem. They provide satisfaction in the teachers which makes them loyal to the schools; they straighten up work affairs and check disagreements. Fringe benefits supplement financial inadequacies and evoke natural work responses by raising high esteem in the teachers and this makes teacher's work with renewed commitment. This section of literature seem to indicate that fringe benefits in schools cultivate a state of continued commitment in the teachers. In a nutshell teachers identify with the school as a school of their dreams because they do not yearn for another. This keeps them committed to school programmes which lead to success.

2.2.3 The relationship between fringe benefits and motivation, and commitment of teachers in Private Secondary Schools

Fringe benefits are used in schools because they motivate teachers to achieve high work performance. According to Stockard and Jean (2004), fringe benefits are the commonest employee motivation strategy used in schools. Fringe benefits are based on needs fulfillment theories. Needs fulfillment theories indicate that teachers will expend energy to enable them to fulfill their needs.

Brehem and self, cited in Craig, and Pinder (2008), assert that potential motivation is created by needs and potential outcomes and the expectation that performance of a behavior will affect those needs and outcomes. Motivational arousal occurs only when the required behavior is difficult within ones capacity and is justified by the magnitude of the potential motivation. This scholar means that fringe benefits should be able to help teachers to solve problems which they would not have otherwise solved. That done, teachers will love and respect their job because it is a means of their livelihood. This will lead to commitment and motivation.

According to Maslow's theory of needs hierarchy in Armstrong (2005), employees will seek to satisfy their needs at five stages of human needs arranged in respective order. The order rises from bottom to top. Each need must be first addressed for the next one to proceed. The moment someone aspires to fulfill the next need then, it means the previous need has already been gratified.

The first need that should be addressed is physiological. This caters for a person's basics to live. This theory elaborates that a person needs water, food, shelter and air in order to live. Without these, any other fulfillment is void. The second need is safety. This is to ensure that the person is free from any danger in terms of threat, illness and pain. So as proprietors think about motivating their staff, they should address this cause. Need three is belongingness. This deals with the search for love, affection, and interaction with other people. Need number four is esteem. This includes self worth in terms of personal achievement, recognition and respect from others. The topmost need is self actualization. This highlights the need for self – fulfillment. It aims at using one's potential to the fullest. Maslow realized that a person is

motivated by these needs in their order and satisfying one need leads one to the next need in the ladder. This is why the researcher feels that an investigation into the relationship between benefits and motivation must find out what it is that drives an individual into the desired behavior. While administrators are addressing the issue of motivation and rewards, they would find good guidance in the needs hierarchy as put up by Maslow.

Fringe benefits in secondary schools in Uganda are based on the recommendations of the Uganda Government White Paper (1992). The white paper (1992) under “Teachers Conditions of Service” says that the government recognizes the poor and unattractive terms and conditions of service for the teaching profession in this country. Hence, it recommended the improvement in the quality of teachers’ conditions of service so as to improve the quality of their work performance. Schools were encouraged to provide fringe benefits to teachers in order to motivate them and raise their levels of commitment because this would in turn improve the quality of their school products.

Chapman (1994) says in order to make sure that no child is left behind; school districts across the country will need to develop successful strategies both to support new teachers and to keep veteran teachers in place. Teachers have different types of needs, they have intrinsic and extrinsic needs. Fringe benefits also cater for extrinsic and intrinsic needs. This improves the welfare and motivation of teachers.

Marzano and Waters (2005) note that the needs for teachers keep changing and one’s need at a time may never be the same for the other. For example a working mother may prefer a flexible work schedule and may work harder to obtain flexibility, while a 55year old in hope for a better retirement package may be a key contributor at a time when other people are slowing down. Unfortunately many proprietors have limited rewards, and a few schools allow rewards to be tailored to meet individual needs.

If proprietors were asked to rank their benefits, the rankings would be unique. This means that it is important to establish needs and wants of teachers because they differ in accordance with the schools culture, its traditional approach & the type of people it employs (Armstrong

(1999). In light of this observation, proprietors should agree with their staff in private secondary schools to find out the list of the needs in their priority list so that their needs are answered and in this way they will be committed and motivated.

In a survey done by Henley Management College (1988) the rewards and benefits regarded by more than 50% of the sample as extremely or very important were development benefits such as loan and pension schemes. This shows that people's preferences differ and they are broad. So Proprietors should consult their teachers to find out their choice preference of fringe benefits and this would make them motivated. Proprietors should adopt a broad way of thinking and include non financial rewards as benefits, because they facilitate an individual thereby motivating them.

Motivation is a purely human problem. People differ from one another in interests, emotions, needs, and goals, from time to time. Thus methods used to motivate teachers cannot always remain the same. Methods will differ from individual to individual and even for the same individual from time to time. Therefore the school should know how to motivate its teachers and boost their ego as well as uplifting their lives by varying the fringe benefits that it offers to its staff (Bezuidenhout 2000)

Teachers in private schools depend on luck and their needs are answered if at all with no criteria and consultation. A teacher can be given a benefit he does not find befitting. It is in this light that Glinow (2003) observed that Companies must pay attention to the needs and reward preferences of individual employees. They should develop more individualized reward systems so that teachers who perform well are offered a choice of rewards.

Zane (1998) quoted in Houston (2002) says when designing strategies and programs to enhance teacher motivation; the employers should consider new values that are important to the contemporary teacher. What may have been motivational to teachers fifteen years ago may no longer be motivational. Armstrong (1999) observes that there is a complexity of benefits provision, and a wide variety of policies that schools adopt. He advises that, a benchmarking exercise should be done to reveal other good practices or world class educational institutions

from which to obtain information on benefit policies and practices. The information would give rationale, components, costs and impact created on teachers' commitment and motivation and the extent it attracts and retains quality staff. This would regulate the rate of staff turn over and it would reduce on the bulk of demotivated teachers in private secondary schools in Wakiso District.

Nsubuga (1987) commented that skill, intellectual ability, and a good command of subject matter are the basis for the good grades. However, in exchange for their input, the teachers should also be well catered for in terms of payments and their security should be guaranteed. It should be noted that what affects a teacher will indirectly affect performance therefore, to get topmost input proprietors of private secondary schools should be willing to give topmost treatment and the inclusion of fringe benefits in their strategic plan would make teachers committed and motivated which would lead to good grades.

Benner (2000) observed that teachers feel demoralized and de-motivated to work in a school where chances for upgrading to effect personal growth are minimal. In his study about teachers among high school teachers in the United States, Hargreaves (1994) discovered that teachers are bound to quit their jobs in cases where their institutions do not offer learning opportunities for professional growth. In rare cases, some private secondary schools support teachers in their endeavor to upgrade. They keep them on the payroll and some assist them to meet their education bills. When these teachers have completed their courses, they have all the reason to stay working for such a school and they do so with diligence. This is commitment and motivation.

Nsubuga (2009) argues that the teacher is the most important determinant of quality education. This is because the teacher is the main man imparting knowledge and skills. He holds the key to the passing or failing of the students. The quality of education he has will determine the content he passes on to his students. Some private schools deny the teachers a chance to upgrade in order to acquire new knowledge and skills. This affects their own schools because when teachers upgrade, they get more knowledge, skills, exposure and interaction

which makes them better people. There is also improved relationship between the teachers and proprietors which makes teachers more committed and motivated.

Ros and Richard (1992) quoted in Kreitner, (1996) advise that every time an employer runs a project, they should be generous in their appreciation in ways that mean something to the people concerned. Those people will soon learn to trust that the employer will reward them even if he does not spell out the benefit in advance. This scholar was concerned with benefits that may not necessarily take on a schedule. What matters most according to him is building a relationship between the teachers and the employers. The moment the workers stand firm on trust, the teachers are already committed and motivated but this state of affairs must be kept wakeful lest the motivation gets lost.

Katzenbach & Smith Quoted in Ringwood (2003) advises employers to empower their staff by giving them knowledge so that they can acquire life skills. This refers to offer of scholarships to teachers so that they add to the knowledge they had before. This leads to self-esteem, growth and self actualization which are components of Maslow concept of motivation.

Maicibi (2005) observes that in order for a country to develop its economy, it must have a healthy population. Investment in human capital can overcome many characteristics of the labor force that can act as impediments to greater productivity. Such characteristics include the labor force's poor health. The health scheme is put in such a way that the workers of such a school and their immediate family are given health insurance. This reduces the worker's burden from the worry of sickness, long journeys and long queues in hospitals which get into the time of school activities. Among other things, it caters for need number two of Maslow's hierarchy of needs. It ensures the teacher is safe from disease and therefore able to handle his duties. This is commitment and motivation.

The use of fringe benefits in the motivational process begins with proprietors knowing teachers' needs because needs act as energizers that make a person more vulnerable to motivational efforts Kypriananou, in Stewart (1999).

Teachers have needs and desires which breed tensions in them, making them uncomfortable. Believing that certain behavior can overcome this feeling, the teachers respond by directing their behaviors towards the goal that will reduce this state of tension. For example, private secondary school teachers who seek to advance may try to work on major problems facing the school with a hope of gaining more recognition by senior managers as well as attaining the school goals. When they are recognized through promotion and salary raise, they receive the motivation sensor that their advancement and behavior has paid off. Their input increases because they are more committed.

Managerial motivational strategies must start with the needs of people. If these needs can be met, the chances are that the individual or group will be more motivated. The task here is to determine what managerial motivational policies can be related to these needs in order to maximize the contribution of the individual.

Hertzberg (1968) remarked this about the relationship between benefits and motivation. "I can charge a person's battery and then recharge it, and then recharge it again. But it is only when he has his own generator that we can talk about motivation. He then needs no outside stimulation, because he has the capacity to do it himself." This shows how fringe benefits empower an individual to get committed and motivated.

La fasto and Larson (2000) remarked that knowingly or unknowingly, a reward revitalizes the performance culture of a school. At that moment, the recipient and his or her accomplishments are held as the desired standard. Leaders should take the responsibility to recognize and reward superior performance. It is a way of giving substantive meaning to the word excellence and heightening the appetite for success. Murnane and Olsen (1989) state that although the teachers' salaries may not be adequate, they feel attached to their jobs if their working conditions are favorable. Fringe benefits add to good working conditions therefore the practice should be upheld to have full time committed and motivated staff.

Meja, Balkin and Cardy (2003) observe that people with a high need for achievement are not motivated primarily by money but they do value money as a source of feedback and a representation of goal achievement. In other words money is a way of 'keeping score' of their successes. "While tangible money is not considered a motivating factor by many scholars it is a relevant motivator because it is the one which enables the teachers to address their needs. Money reward may symbolize self worth and the value placed on a teacher by their employer. To different people, money reinforces motivation because the individual associates its receipt with the needs such as finishing a project, promotion which is intrinsic motivation, and ability to meet family challenges, which is growth (Winfield, Bishop and Porter 2000).

Stoner, Daniel and Gilbert (2002) state that if rewards are consistent with school goals and objectives, they can structure and motivate teachers to be committed to the school and stay longer. This explains the reason why benefits should be condensed into a policy for schools in order to maintain quality staff and create quality standards.

Maicibi (2005) argues that supplementary benefits tend to trap teachers into remaining with a particular organization in that they cannot afford to leave once they have accumulated big loans, sizeable pensions, long cumulative annual vacation and extensive sick leave benefits. The researcher agrees with this view given the fact that the accumulation of these benefits means that there has been a smooth running state of affairs for quite a while. The workers have been treated humanely by involving them into projects to elevate their lives, but most especially they have been intrinsically motivated into staying committed to this place. So it is true fringe benefits motivate workers and improve bonding between the teachers and proprietors in private secondary schools.

Gebremedhin and Schaeffer (1999), point out that people feel stressed when they have no control over the situation that causes stress. People are encouraged to go beyond an average performance if their talents are recognized, enhanced, utilized and if they are given the necessary authority to decide how to carry out its tasks. Empowered teachers respond with more commitment to the goals of a school. This makes them exploit their talents to full potential. This is a manifestation of commitment and motivation.

Larry (1994) argues that when teachers are provided for, they do good work. When their needs are identified and addressed, they will carry out their expectations and comply with teaching behavior. Many times teachers bear the blame for bad results. They are scorned for poor performance results as if they are the ones who handle the pen. Few of them however are given the equivalent reward of their sweat, when the students under their hands make it. 'This creates an imbalance which leads to low motivation.

Teacher Education Materials (1993); report that human beings look for the satisfaction of their needs through work. If a teacher has a personal need for recognition or praise, he will perform well to be recognized and praised by the staff, head teacher, and the students. This improves esteem and relationships which is a commendable way to tap teachers' commitment and motivation.

Maicibi (1993) further argues that teachers' identification with and commitment to the school are very essential if the school must succeed. This is because without them the principal would not manage to run the school. Fringe benefits do motivate and improve commitment in teachers in private secondary schools. For better running of school programs teachers in Wakiso District should be added more fringe benefits. In return for good services, employers should put emphasis on ensuring a pleasant working environment to provide a comfortable working place for the staff (Srinivas, Kandula 2010). Fringe benefits are some of the things that make a working place pleasant, so if they are put in place, in private secondary schools, they would make teachers happy. This would result in commitment and motivation.

Armstrong (1996) says that employers need to attract quality teachers by offering them fringe benefits which in turn increase their levels of development, thus enabling them to obtain more job satisfaction, commitment and motivation. This is fundamental because it helps the school to achieve its purpose when value is added to its key resource.

La fasto et al(2000) remark that teachers get what they encourage. It is important to clarify the cost benefit ratio for people to participate collaboratively. If employers are not rewarding

effective teamwork then they should not expect it to happen. Employers should make sure they reward the outcomes they desire. This observation shows that schools and their teachers act on give and take basis. What the school injects in the human resource will manifest in the making of credible results. Rewards and benefits therefore are an important component in creating a committed and motivated staff.

McKachie (1982) states that when a lot of emphasis is put on salary increments ,aims at competition from external pressure and putting heavy evaluation for punishments and rewards, it is likely to reduce the effectiveness of teaching by members over their life time. Proprietors of schools should aim at creating a conducive working atmosphere and desist as much as possible from the use of force. Instead they should woo their staff into action through giving incentives and rewards. These act as a check list to the individual teacher and lead him to work without feeling that he is being forced to go there. This can be reached at when teachers have been led into commitment and motivation by fringe benefits.

Good management involves recognizing individual's needs and motivations and trying to ensure work can meet those needs in realistic ways. This is in line with what Andriondack (1998) stresses when he says that workers and managers who have no life other than work are on the path to burn out. They do not do themselves any good and may damage the school by setting unrealistic expectations for other workers. Fringe benefits like holidays trips and picnics go along way into rejuvenating the work will of teachers. In addition to this, they create a good kinship among the teachers of a school thereby leading to commitment and motivation.

Airworthy (2008) says in many private secondary schools in Wakiso district, there is inadequate provision and use of non –monetary rewards like staff recognition, provision of training and development opportunities and fringe benefits .This results into low morale and commitment among those teachers.

Burns (1978) cited in Marzano et al (2005:13) defines leadership as “the act of inducing followers to act for certain goals that represent the values and the motivation –the wants and the needs, the aspirations and expectations of both leaders and followers.” So it is such a

healthy practice to give teachers benefits that will enhance and boost their commitment and motivation levels.

Armstrong (1998) asserts that happy and satisfied workers will naturally perform better job than the distressed. The leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations". This stresses the need to include reward policies in private schools among their workers, in order to keep them committed and on track. Jersey (1985) states that any approach that restricts a teacher's opportunities for need fulfillment demands strong justification on humanistic grounds. This is synonymous to abuse of human rights because it is exploiting teachers by expecting them to produce results yet cupping their emotions and drives.

Baugh, William and Joe (1982) supplement the above view by saying that fringe benefits can be effective in creating job satisfaction in teachers and perhaps influencing their decisions to remain in their jobs especially where budgetary constraints militate against the wage increments. If a proprietor is unable to motivate his teachers, he should be able to explain to them the handicap he has so that they understand him. Otherwise the employees who feel they deserve to be motivated will not take it in good faith. Employing such a discontented lot can yield undesirable side effects which will affect the progress of the school.

This objective clarifies that there is a strong relationship between fringe benefits and commitment, and motivation of teachers in private schools. When fringe benefits are given to teachers, they feel gratified. Teachers are committed when they get fringe benefits because they get empowered and therefore become tuned to work. This leads to commitment and motivation. Fringe benefits provide a string of attachment to schools. The teachers feel as if they own the school, it becomes their school not their proprietors school. They work with all the positivity as if they were working on their own projects because they are committed and motivated. Fringe benefits facilitate long term bonding between the members of staff and the administrators. This makes them work as one body because they have a shared attitude to work. This improves commitment and motivation. Some fringe benefits like holiday and partying help teachers to stress out on the bulk of burnout they had during the term. They

offload fatigue and get rejuvenated work zeal. This prepares them afresh for the following term .They return to school ready to focus on new programmes with a rekindled spirit and a feeling of oneness. This is a manifestation of commitment and motivation. They are happy and ready to do any assignment that will benefit the school. They work for the progress of the school.

Literature cited in this chapter indicates that fringe benefits increase commitment and motivation because teachers feel obliged to work in a school that meets their needs. When the school provides for their needs, the teachers in turn promote the school's needs. They enjoy working and they become loyal. This feeling goes on as long as Fringe Benefits are constantly being remitted. Literature in this chapter also indicates that fringe benefits induce motivation in teachers and this builds a firm foundation for a positive work place. Patterns of motivation address different hierarchical ladders which develop an individual as a whole thereby keeping them motivated and interested in work. This literature has revealed that it is a good way of motivating teachers if they are asked to suggest the forms of fringe benefits to be rewarded with because in that way each teacher's needs will be answered. From the cited literature it can also be deduced that Fringe benefits keep teachers empowered and tuned to work because it bribes the latent effort in every individual. This literature has also established the following facts: Fringe benefits provide long term bonding between entrepreneurs and teachers. They keep a shared attitude and harmony in school. The shared fellowshiping, partying and social gatherings help members to stress out and purge and get ready for fresh school assignments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, research instruments, teacher population, the sample size and sampling procedure. It also addresses procedures for data collection and data analysis.

3.1 Research Design

The design was a cross-sectional descriptive survey in which both qualitative and quantitative approaches were used. Since the researcher could not reach every teacher in Wakiso District due to the time and costs involved, this method was found convenient in collecting data. The researcher got adequate information from the chosen sample size because it provided the views of all the other teachers given that the topic was pertinent to all teachers.

3.2 Target population

The target population comprised of teachers that were selected from fifteen (15) private secondary schools, (15) proprietors of the schools and (5) district officials from Wakiso District Headquarters. Study records indicated that the total number of teachers in the 15 schools was 683, plus 15 proprietors and 5 education officials from the district gave rise to a total population of 703 respondents. Teachers were included because they are the ones who get fringe benefits, Proprietors were included because they own the schools and they sanction the implementation of any policies with financial implications such as fringe benefits. Officials at the district education office, the District Education Officer (DEO), District Inspector of Schools (DIS), District Personnel Officer (DPO), the District Education Planning officer (DEPO) and the District officer in Charge of Secondary Education (DICS) were included because they supervise the implementation of appropriate management policies in the schools. This implies that all the key informants had school management experience at school and district level. The population included a cross section of respondents so as to provide detailed

information that would make it easy for the findings to be generalized.(Mugenda & Mugenda, 1999).

3.3 Sampling Techniques

A number of sampling techniques were used to select the final sample. In order to have a representative sample, Multi-sampling was used. Teachers were picked being the direct beneficiaries of the fringe benefits and also the ones on which the toll of motivation and commitment affects. Proprietors of schools were chosen for their vote in implementing the fringe benefits policy for better grades in their schools. Key informants from the district were chosen for their roles of monitoring, advising and evaluating policies that improve the education sector. This sampling strategy enabled the researcher to select a more representative sample in a cost effective way. It also helped to do away with bias linked to gender, age and level of education. Stratified random sampling was used to select the teachers. This enabled the researcher to collect data from teachers and proprietors of varied working experiences in urban and rural private secondary schools in Wakiso District. Purposive sampling was used to select key informants because they would give relevant information for the study.

3.4 Sample Size.

The sample size was determined from the population of 703 using Morgan& Krujcie's (1970) sample determination tables. According to this table a population of 703 gives rise to a sample of 248 respondents. This figure was then rounded up to 250. Therefore, a total of 250 respondents were used.

3.5 Instruments for Data Collection.

Two research instruments were used, namely questionnaire and interview guide. Administering the instruments was done by the researcher. The instruments that were responded to were collected for data analysis by the researcher.

3.5.1 The questionnaire

Questionnaires were used to obtain information from teachers. The questionnaire was structured to allow the collection of specific data. The researcher used structured type of questionnaire because it yields definite responses which are easy to quantify. Using questionnaires also allowed the respondents some time to reflect on answers to avoid hasty responses (Mugenda and Mugenda, 1990).

The questionnaire had three sections. Section A measured the demographic variables of the respondents which influenced the validity of the findings section B, measured fringe benefits practice, and section C the influence of fringe benefits on motivation and job commitment. For all items in sections B and C respondents responded on a five-point scale for which 1 represented strongly disagree, and 5 represented 'strongly agree'. A questionnaire for teachers and proprietors was developed by the researcher and this formed the basis of the instruments used. Most of the questions required direct answers based on the five –point scale for quantitative data. Other questions were open ended questions which the respondents were asked to provide their opinions on. This enriched the research with information of qualitative nature.

3.5.2 Interview Guide

An Interview guide was used to collect in-depth information from key informants who were selected from school proprietors, and district officials. The interview questions focused on the major themes of the study (Kvale and Brinkmann, 2009). Interview guides were also used because they give an opportunity to the researcher to probe and obtain detailed information on the research question (Amin, 2005). In addition, interviews guides helped to triangulate the information collected by questionnaires, thus giving validity to the data collected. During the session respondents spoke while the researcher recorded the responses. This was done in order to collect a variety of responses that were given in the heat of the discussion (Kvale and Brinkmann, 2009; Mugenda and Mugenda, 1999).

3.6 Validity and reliability of data collection instruments.

Before going into the field to embark on the study, the researcher first ensured that the instruments to be used were of good quality. They were first tested for their reliability and validity.

3.6.1 Reliability

In order to collect reliable data, a pilot study was done. Data was collected from ten teachers. This data was used to test the logical application properties of the questionnaire. This helped the researcher to identify ambiguities, misunderstanding or inadequacies Amin (2005). The logical and relevance properties of the instruments that were tested are described in the section below.

3.6.2 Validity

The validity of the questionnaire and interview guide was tested. According to Amin (2005), validity refers to the extent to which an instrument measures what it claims to measure. In order to ensure this, first, the content validity of an instrument was ensured. This was done because Davillis (2003) affirms that respondents are less likely to complete and return questionnaires perceived to be inappropriate. The items in the instruments were not too few so as to make the respondents feel like they were wasting their time and they were not so many so as to elude their concentration. The researcher also ensured that the instruments had simple wording and clarity. Regarding content validity, two experts were approached to evaluate the questionnaire for its content validity.

Items that were found to be ambiguous and those judged to be inappropriate were either eliminated or adjusted as recommended by (Amin (2005). Two items were eliminated and four were rephrased. In the content validity test, the validity of each item was evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. The average content validity index (CVI) was then measured using the formula:

$$\text{Content validity index (CVI)} = \frac{\text{Number of items declared valid (19)}}{\text{Total number of items}} \quad (31)$$

$$= 0.612$$

Social desirability effect, the tendency for respondents to guess what might be socially acceptable and respond according to this was avoided by confirming that the respondents' answers were kept strictly confidential and therefore, expressed their true feelings against the statements. For this reason no names were asked to be noted down. Therefore, the attempt of the respondents to make a good impression was minimized (Saughnessy & Zechmeister, 1997). Finally, the layout of the questionnaire was condensed in two pages so that multiple pages would not act as a de-motivator for the respondents to comply with the surveys' most important requirement; the willingness of the respondents to respond in a motivated and genuine manner.

3.6.3 Reliability of the questionnaire

Pilot data was used to help in enhancing the reliability of the instruments. Data from ten teachers was entered in the Statistical Package for Social Sciences (SPSS) and a Cronbach alpha coefficient test of reliability was calculated. The variables with an alpha correlation coefficient of at least 0.7 were taken to be reliable (Ahuja, 2005). Table 3.2 indicates that all the alpha coefficients were above 0.7.

Table 3.2: Reliability Test Findings

Variable	Alpha coefficient
Items on fringe benefits measured	0.76
Items on motivation of teachers measured	0.89
Items on commitment of teachers measured	0.71
Average	0.77

Findings revealed that the alpha coefficients of the sub variables making the independent variable of job satisfaction were; Fringe benefits = 0.76 Effect of benefits on Motivation, = 0.89, commitment = 0.71. All Cranbach alpha coefficients were above 0.70 which indicated that the questionnaire was reliable enough to be used as a research instrument.

According to Sarantakes (1997) the strength of the relationship in the correlation was indicated by the position of the co-efficient in its continuum which ranges between -1 and +1. In this case, very low was represented by 0.20, low 0.21-0.40, moderate 0.41 -0.70 high 0.71-0.91 and very high is above 0.91. after computation, the value of 0.77 was got which indicated a high reliability of the instruments used in the study.

3.7 Procedures of data collection

The researcher secured a letter of introduction from the Head of Department Educational Planning Management, Kyambogo University to enable her to proceed with the study. This was after the researcher's proposal had been approved. She sought permission from the Education Officer Wakiso District. The researcher created rapport with the respondents and assured them that her research was only for academic purposes. Questionnaires were given to the respondents from the respective schools. The questionnaires were collected after one week. The data was later coded, analyzed and the report was compiled.

3.8 Data Analysis

Information from the questionnaire and observation check list was sorted, edited and analyzed. Responses from the questionnaire were analyzed quantitatively while responses from the interview guide were analyzed qualitatively.

3.8.1 Quantitative Analysis.

After data was collected, it was edited and coded. It was entered in SPSS (statistical package for social scientists) version 13. Means, standard scores and frequency tables were used to assess the ways in which fringe benefits are used to foster commitment and motivation ,the extent to which fringe benefits affect commitment and motivation, and the relationship between fringe benefits and teacher motivation and job commitment in Private Secondary School teachers in Wakiso district. A Pearson correlation coefficient was used to measure the magnitude and direction of the relationship between fringe benefits and teacher motivation and job commitment.

3.8.2 Qualitative Analysis

Qualitative responses were placed into themes in line with the study objectives. Responses that fell in the same category were grouped together to form themes. These themes were centering on The Ways in Which Fringe Benefits induce motivation among teachers the ways in which Fringe Benefits foster commitment and The relationship between fringe benefits and commitment, and motivation

3.9 Ethical Considerations

Ethical issues that pertained to the methods of data collection were observed. These involved confidentiality and informed consent. The researcher assured respondents that their responses would only be used for research purposes. The researcher also first obtained permission from the people in charge of the schools and the respondents themselves before conducting the research. Respondents were assured that they were free to withdraw from the study in case they felt uncomfortable about the research questions.

1.8 Limitations. The geographical area of the study involved a lot of expenses and transport. The study was costly in terms of movement transport to and from all the schools involved in the study because Wakiso District is forged in a unique shape surrounding Kampala District. So following its confines was quite challenging but exciting. Some private schools were suspicious of the intentions of this research. Some closed their offices and denied the researcher entry. To the schools which accepted to work with the researcher, adequate assurance was given to convince them that the study was entirely a study undertaking and nothing more.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The concern of this study was to explore the influence of fringe benefits on commitment and motivation of teachers in Private Secondary Schools in Wakiso District. The study examined the ways in which fringe benefits are used to motivate teachers in Private Secondary Schools in Wakiso District, the ways in which fringe benefits foster job commitment of teachers in Private Secondary Schools and the relationship between fringe benefits and commitment, and motivation of teachers in Private Secondary Schools in Wakiso District. Data was collected from a grand total of 250 respondents where, 230 were secondary school teachers, 15 were school proprietors and 5 were officials from ministry of Education Headquarters, Wakiso District. Data presentation was done according to research questions. Demographic information of respondents that was used to interpret the findings was handled prior to presenting the data on the study objectives. This included the gender, age, education and number of years respondents have worked in the profession. The findings are indicated below.

4.1 Gender of Respondents

The research study used both gender in discriminatively. The proportions are displayed in . Table 4.1

Table 4. 1 Respondents' Gender.

Gender	Teachers		Key informants		Total	
	Freq	%	Freq	%	Freq	%
Male	129	91.5	12	8.5	141	56.4
Female	101	92.6	8	7.3	109	43.6

Table 4.1, shows that the majority of the respondents (141) were males who made a percentage of 56.4 while females were the minority (109) with a percentage of 43.6. This shows that there was a disparity bias between the gender of the respondents whereby the males formed a bigger group.

Table 4.2 Age of Respondents

Age Category	Teachers Frequency	Key informants Frequency	Total
25-35	72		72
36-45	112	06	118
46-60	46	14	60
	230	20	250

Table 4.2, reveals that the majority of the respondents (118) were aged between 36 to 45 years, followed by those in the age bracket of 25-35 years (72) and finally by those in the age bracket of 46-60 years (60). All participants were mature enough to understand issues related to the research variables so they were dependable as far as giving reliable information was concerned. Participants were selected from a variety of age brackets, which removed the bias of a particular age opinion.

4.2.2 Education Level

The research established levels of education attained by the respondents as indicated in the table 4.3.

Table 4. 3: Education Level Attained

Education level	Teachers	Key informants	Total
	Frequency	Frequency	
Diploma	50		50
Degree	84	7	91
Postgraduate diploma	50	4	54
Masters	46	9	55
Other		-	
Total	230	20	250

Table 4.3 revealed that majority of respondents (91) were Bachelor's Degree holders followed by Masters Degree holders (55), then by Post graduate diploma holders (54) and Diploma holders with (50). The respondents were all highly qualified, therefore they gave reliable data because the methods used to collect data from them were not strange to them. They were also able to read the language and interpret the questions in the instruments. Their education status shows that respondents were educated enough to be able to appreciate the value of fringe benefits and motivation of teachers so as to give reliable information.

4.3 Research Question One: In what ways are Fringe Benefits used to motivate Teachers in Private Secondary Schools in Wakiso District?

The study was to find out if there were ways in which the teachers in Private Secondary Schools in Wakiso District were given benefits as a means to motivate them. Teachers were first of all asked if they are given fringe benefits at school. The findings are indicated below.

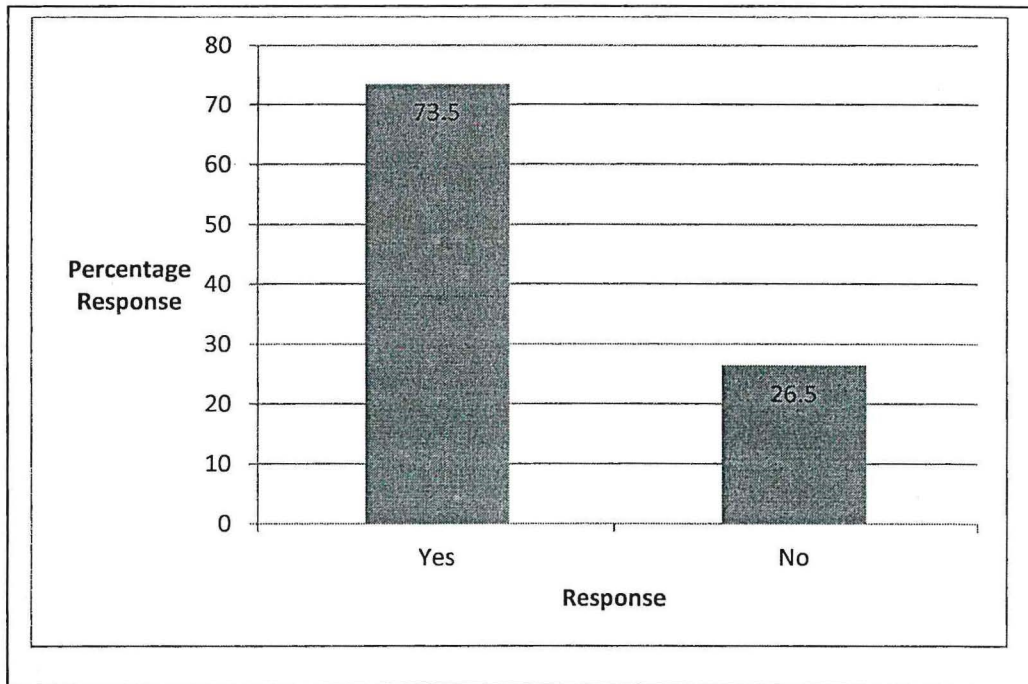


Figure 2: Teachers' Responses on whether the school gives them fringe benefits

Figure 2 indicates that the majority (73.5%) of teachers agreed that they are given fringe benefits. Only (26.5 %) said they are not given fringe benefits. This implies that generally, schools know the role of fringe benefits in motivating teachers and they do their best to provide these benefits. The respondents also said that the benefits are given to make them agreeable to the school in terms of accepting work responsibilities in addition to the salary they get. They also acknowledged the fact that fringe benefits set precedent for better work because they get compelled to work harder when they are given fringe benefits.

Table 4. 4 Teacher’s Responses on Fringe benefits given by school

Teachers’ responses	Frequency	Valid percent
My school gives me extra duty allowance	111	48.2
My school supports me to get loans	4	1.7
I get maternity/paternity and sick leave	3	1.3
I get free treatment from the School clinic	4	1.7
My school does not give us any fringe benefits	73	31.7
My children are on bursary scheme	14	6.08
I save with NSSF scheme	3	1.3
My school gives me a house	1	4
Other (specify)	17	7.3
Total	230	100

Table 4.5 shows that teachers mentioned a total of 7 types of fringe benefits given to them by their schools. These are extra duty allowances, loans, maternity and sick leave, free clinic services, bursary scheme, NSSF saving scheme and a school house. The majority (48.2%) mentioned extra duty allowances. The extra duty allowances were in form of weekend

teaching, evening teaching and good performance allowances. Teachers also mentioned bursaries for their children (6.08%) loans (1.7%), free medical treatment in school clinic (1.7%), leave (1.3%) and national social security fund saving scheme (1.3%). A large proportion (31.7%) of teachers revealed that their schools do not give them any fringe benefits. Teachers also mentioned other ways in which their schools motivate them. One of those ways was recognition whereby the excelling teacher is verbally appreciated in front of his colleagues and the other way was promotion. This shows that a big proportion of teachers in Wakiso are not given fringe benefits to motivate them. It also indicates that it is likely that proprietors in Wakiso Secondary Schools do not know that there is a big relationship between fringe benefits and motivation and commitment of teachers. The bottom line is that it is possible that the performance of Private Secondary Schools in Wakiso is greatly compromised by the inefficient existence of fringe benefits.

The researcher also explored the key informants' views on the fringe benefits given to teachers in secondary schools. The findings are indicated below.

Table 4. 5: Key Informants' Responses on Fringe benefits given by schools

Key Informants' responses	Frequency.	Valid percent
School should give allowances to teachers.	7	35
Schools should give a house to teachers on their staff.	2	10
Schools should pay water and power bills for teachers on their staff	3	15
Schools should give bursary for biological children of their teachers.	3	15
Schools should give teachers on the staff free meals	3	15
Other (specify)	2	10
Total	20	100

With regard to key informants, they mentioned a total of 5 fringe benefits. They were allowances (35%), in form of transport for part-time teachers, good performance and teaching extra lessons allowance. Other fringe benefits mentioned included, meals (15%), both breakfast and lunch, housing (10%), paying utility bills (15%) such as water and electricity and paying tuition for teachers' children (15%). The findings indicate that most of the benefits mentioned are tagged to performance, implying that they are given to increase motivation and work performance. There was agreement between teachers and key informants about the fringe benefits given. Agreement was on allowances and housing and tuition or bursary for children. The difference was in loans, leave and saving scheme mentioned only by teachers and meals and paying bills mentioned only by key informants.

The key informants were School proprietors and District Officials working with Ministry of Education and Sports. They also acknowledged the fact that private schools do give fringe benefits with an aim of improving working spirit in teachers. They also said that fringe benefits do motivate teachers into making better grades although they said that the pattern of giving out fringe benefits is irregular. They also said the irregular pattern breeds irregularities in performance and it creates a highly commercialized atmosphere in the school which makes teachers strive to perform in anticipation of monetary rewards but when the monetary rewards slacken then the teachers get de-motivated and they boycott the school programmes. The key informants reported that it is a good idea to give fringe benefits like housing, sick leave and bursary because they bond teachers to their schools. Some of them elucidated that if a school gives bursary to a teacher's child, that teacher will stay for approximately six years, since his child would have to complete O and A levels there. As the years go by, the teacher will work harder in order to make his child pass. This group of respondents also pointed out that fringe benefits in form of food supplements are also a source of motivation for teachers. The proprietors admitted that they know fringe benefits play a big role in motivating teachers but they said it is quite an expensive venture for them to manage well. They observed that the pitfalls in regular benefits lead to poor grades due to reduced commitment of teachers.

Table 4.6 Teachers responses on whether their school uses fringe benefits to Increase work performance

ITEM	YES		NO		OTHERS		TOTAL	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
My school uses fringe benefits to increase work performance.	143	62.2	59	25.7	28	12.1	230	100

Table 4.7 shows that the majority of the teachers (62.2%) said that their school uses fringe benefits to increase commitment of teachers. (25.7%) said their schools do not use fringe benefits to motivate performance.(12.1%)said their schools use other means to motivate teachers but not fringe benefits. This means many schools are aware of the influence that fringe benefits have on commitment and motivation of teachers in Wakiso Private Secondary Schools. Table 4.8 shows responses indicating the frequency of fringe benefits given by schools.

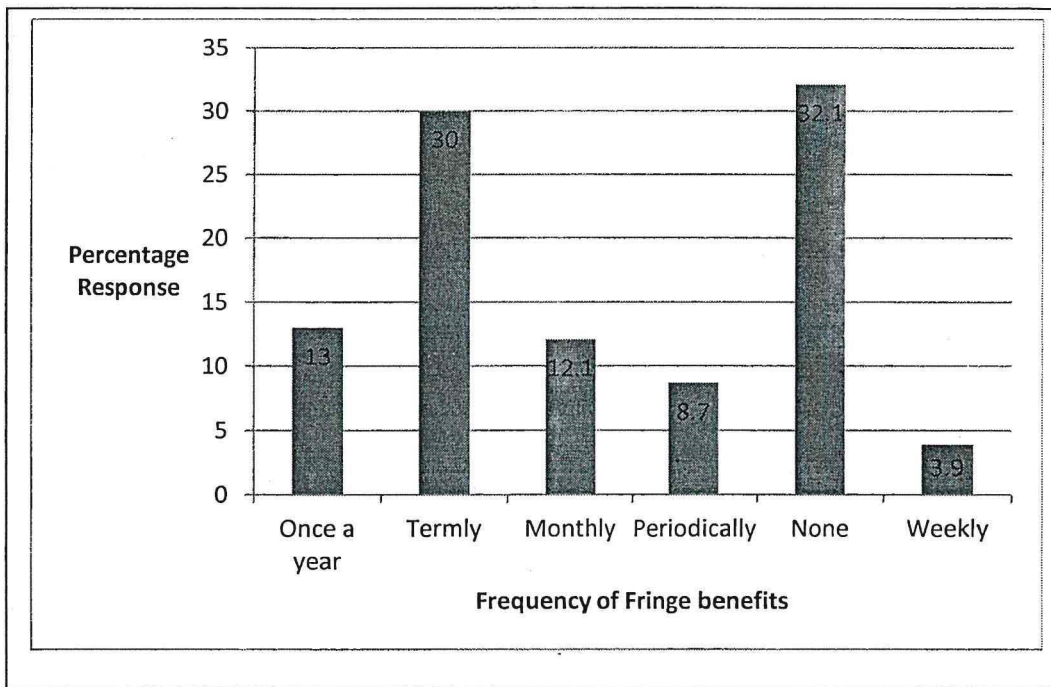


Figure 3: Teacher's Responses on Frequency of Fringe benefits given by the school

In Figure 3., teachers revealed that benefits are given once a year (13.0%), followed by those who said that they are given on termly basis (30%), then by those who said they are given on monthly basis (12.1%), (6.7%) periodically and (3.9%) who said they are given on weekly basis. A large proportion of teachers (32.1%) indicated that they are not given any benefits. This indicates that a big number of teachers in Wakiso Private Secondary Schools are working under cases of low cases of motivation. The result is poor grades. If proprietors adopt the use of fringe benefits as a way to motivate the teachers then the standards will rise because teachers will be positively attracted to work.

Table 4. 7: Shows Key Informants' Responses on Frequency of Fringe benefits given by schools

Key Informants' responses	Freq.	Valid percent
Schools give benefits to teachers on monthly basis	02	10
Schools give benefits to teachers periodically	12	60
Schools give benefits to teachers once a year	06	30
Total	20	100

Table 4.7 shows that the majority of key informants (60%) said that fringe benefits were given periodically which also implies that the pattern fluctuates, (30%) said that benefits are given once a year and (10%) said that the benefits were given on monthly basis. Some proprietors said that benefits were given once a year while some District officials said once a month.

In a seating session between the researcher and the district officials, the officials expressed views which indicated that they believed the proprietors of schools gave fringe benefits to their teachers. The research revealed that Head teachers were blackmailed to say their schools offered fringe benefits. The Head teachers in an effort to protect their jobs, lied about fringe benefits to the officials at the ministry. They disclosed that they believed fringe benefits were given to teachers on monthly basis contrary to what the research findings revealed as periodically. However this indicated that the proprietors are aware of the importance of fringe benefits in motivating teachers. Therefore it can be deduced that proprietors mete out fringe benefits periodically in order to keep the teachers in their school motivated.

4.4 Research Question Two: In what ways are fringe benefits used to foster commitment of teachers in Private Secondary Schools in Wakiso District.

The second question of the study sought to find out the influence of fringe benefits on job commitment of teachers in Private Secondary Schools. The level of fringe benefits and job commitment was first measured by the value of the mean scores.

Table 4.8 showing the extent to which fringe benefits influence job commitment and motivation.

Variable	N	Mean	STD
Fringe benefits	250	30.9	3.28
Job Commitment	250	32.2	2.31
Teacher Motivation	250	33.1	1.9

Key

N =number of respondents.

Min =minimum scores

Max =maximum scores

Std =standard deviation.

Table 4.10 shows that there were moderate levels of job commitment (mean =32.2, sd =250), teacher motivation (mean =33.1, sd =1.9) and fringe benefits (mean =30.9,sd =3.28). For all these variables, the mean scores were higher than the median scores (Teacher motivation, mean =33.1, M =32.3; Job commitment, mean =32.3, M =31.3; fringe benefits mean =30.9, median =29.1 The standard deviation scores indicate heterogeneity in the respondents answers. This implies that the responses were evenly dispersed hence covering a wide range of views.

The researcher also explored the aspects in each of the variables that contributed to the scores indicated above. Frequency analysis was done for each of the items that made up the variable.

The researcher explored the percentage response on each of the items. Items that had a high percentage of the strongly agree and agree were taken to be the strongest contributors. The findings are indicated below.

Table 4.9: Aspects that contribute to the level of Teacher Commitment

I am committed to my job because my school provides me with:	% response					Mean response
	SD	D	NS	A	SA	
Food rations on termly basis	18.9	19.8	14.2	29.7	17.5	1.9
Lunch every working day	1.9	1.4	0	33.0	63.7	3.1
Accommodation	13.6	26.4	6.1	25.5	28.3	3.1
Transport	17.5	34.4	9.4	19.3	19.3	4.1
Retirement package	37.7	25.9	27.4	7.1	1.9	3.2
Free medical services	29.7	30.7	18.9	17.0	3.8	2.1
verbally and written appreciation	12.6	27.4	6.1	25.5	28.3	2.4
Awards and prizes	27.7	32.7	17.9	19.0	2.8	2.2
Support for further studies	39.7	23.9	27.4	7.1	1.9	3.1
Free professional development seminars	28.7	29.7	19.9	17.0	4.8	2.5

KEY

SD = strongly disagree

D = disagree

NS = not sure

A = agree

SA = strongly agree

The mean responses from respondents reveal that they are committed. Every mean score that is above 2.5 is interpreted as significant and therefore has a positive impact on the respondents commitment. Table 4.9 shows that teachers who are given lunch, accommodation, retirement package, support for further studies and free development seminars are committed to their job. The teachers who are given transport are highly committed because their mean scores rank

highest. In an interview with the teachers, they disclosed that when they are given transport, they get highly motivated. This tallies with their mean scores which scored highest.

In another related development, teachers showed that when they are given verbal and written appreciation, free medical services and awards and prizes they do not get committed at all. This is because those fringe benefits are not given on regular basis for example awards and prizes do not usually form a regular pattern. For verbal and written appreciation, the teachers said they also take long to get them and even then they said those items do not create an impact on the individual. They are only acts of a passing moment which phase out so quickly. Free medical services do not commit teachers to their work places because usually the clinic has very simple and cheap drugs which provide no great impact. About food rations on termly basis, the teachers said those services are not existent in their schools therefore they can not commit them to their jobs.

A small fraction of teachers said they felt committed and motivated. These disclosed that they embrace the aspect of holding responsibilities in the school, they have a sense of belonging, and they have lively team spirit. They also said they welcome any kind of change in the school because they believe such a change is for the better. They also disclosed that they have been enriched by their positions in those schools and they have had various achievements like getting married, building personal homes, paying fees for family and siblings and also enrolling for higher levels of education to polish up their lives. These views were in agreement with those of the proprietors. However, the findings indicate that most teachers are not committed.

Table 4.10 showing regression coefficients between teacher motivation, Job commitment and fringe benefits (N=250)

Dependent Variable	Independent Variable	R	Adjusted R square	Coefficients	P-Value
Teacher motivation	Fringe benefits	0.68	.052	17.4, 0.34	.020
Job commitment	Fringe benefits	0.53	0.41	11.8, 0.28	.040

* Significant at the 0.05 level (2-tailed).

As indicated in the Table 4.10, fringe benefits significantly contribute to teacher motivation (P=0.02) and determines 52 % (adjusted R square) of it. Fringe benefits also significantly contribute to job Commitment of teachers (p=0.04) and determines 41% (adjusted R square) of it.

Views from teachers indicate that they are significantly committed when they are given fringe benefits to support further studies, retirement package, transport, accommodation and lunch. Unfortunately, these benefits are not given in most private schools of Wakiso District .This means that teachers are not committed for the lack of the desired benefits to instill commitment in them. This implies that they work with limited commitment because they are not given all the fringe benefits. It can therefore be deduced that adequate fringe benefits can be used to faster commitment in teachers. The challenge on ground is that this policy has not yet taken root in private secondary schools in Wakiso District.

4.5 Question Three: What is the relationship between fringe benefits and commitment, and fringe benefits and motivation of teachers in Private secondary schools in Wakiso District?

The next study question was asking if there is a relationship between fringe benefits and commitment, and motivation of teachers. Pearson correlation coefficients were calculated

using Statistical Package for Social Scientists (SPSS) to establish the magnitude and direction of relationship between fringe benefits and teacher motivation and job commitment. The findings are indicated in Table 4.13.

Table 4.11 showing correlations between fringe benefits and Teacher motivation and Job commitment

dependent Variable	Independent Variable	R	P-Value
Teacher motivation	Fringe benefits	.68	0.01*
Job commitment	Fringe benefits	.54	0.02*

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.13 indicates that the relationship between teacher motivation and fringe benefits was high, positive ($r=.68$, $P= 0.01$) and significant. This implies that teacher motivation increases when fringe benefits are increased. The relationship between job commitment and fringe benefits was moderate, positive ($r= 0.54$, $P= 0.02$) and significant implying that as fringe benefits are increased, job commitment of teachers also increases. The answer to this research question shows that there is a relationship between fringe benefits and motivation, and commitment because the teacher's responses were all indicating that there is significant motivation and commitment between the three variables.

The findings in this chapter reveal that most proprietors of private schools understand that fringe benefits are important elements in motivating teachers. The motivation makes the teachers committed because they are bound to their schools. The motivation makes them feel committed because they do not take for granted the gesture of their proprietors giving them fringe benefits. In turn they step up their work spirit. The findings also reveal that fringe benefits at times do not take a regular pattern and this breaks the commitment levels. The findings in this chapter also point to the fact that some proprietors do not give the merited consideration of fringe benefits. They tend to underscore the influence it has on commitment, and motivation. That said, the most alarming fact is that some proprietors for reasons best known to them decide not to give fringe benefits to their teachers thereby pronouncing a

death sentence to excellent grades, effective teaching and implementation of school curriculum for as long as benefits lack in such schools. A conclusion can be reached from the findings that there is a chain connection fringe benefits, commitment and motivation.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents a discussion of findings, presented in Chapter Four. The discussion leads to a number of conclusions and recommendations. The study was about fringe benefits and motivation of teachers in selected schools in Wakiso District. This study was done under the guidance of three lead objectives. The ways through which Fringe Benefits are used to induce motivation in Private Secondary Schools in Wakiso District, the ways Fringe Benefits foster commitment in teachers, and the Relationship between Motivation; and commitment of teachers in Private Secondary Schools.

5.2 Discussions

5.2.1 Ways through which Fringe Benefits are used to motivate teachers in Private Secondary Schools in Wakiso District

The study revealed that there are many ways in which fringe benefits are used to motivate teachers. They range from giving teachers lunch, transport, accommodation, and bursary for teachers' children, loan schemes, saving schemes, and allowances in order to help them to supplement their salary because it is not sufficient. The teachers interpret it as a privilege but not a right and in return they work diligently and embrace the mission of the school. However some schools don't use fringe benefits to influence motivation in schools. They simply give a salary which makes the work so mechanical, devoid of the love a teacher should have for his work place. The study disclosed that most of the fringe benefits given are extrinsic. The study also revealed that there is absence of fringe benefits like holiday leaves for teachers, pension schemes and health insurance. This contradicts Beard (1977) who observes that holiday entitlements, health care, accommodation, discounts on company products are some of the fringe benefits that teachers would identify with and work with motivation. Armstrong (1977) agrees with Beard and confirms that fringe benefits do increase commitment and motivation among teachers in private secondary schools in Wakiso District.

The study revealed that these fringe benefits are given out time and again in order to keep the teachers motivated. This is in line with Oakland (1995) when he observes that individual contributions and achievements should be rewarded with a variety of recognition awards which serve both as “thank you’ and as evidence that management cares.

La fasto, et al; (2001) observe that balancing resources and demands presents a difficult dilemma that ultimately creates a push –pull nightmare between the teachers and employers. Whether this is obvious or understated, the pleas are the same. “it must be done” versus “give us more resources.” So school proprietors in Wakiso District Private Secondary Schools should endeavor to keep their teachers motivated in order to reap good results.

It is very important for employers in private schools to stretch their quest beyond their schools so as to get a feel of how other organizations remit their fringe benefits so as to keep motivated teachers. This is called benchmarking. Oakland, et al; (1995) advise that benchmarking between schools is a healthy practice because the operating experience is shared, and many issues concerning quality production processes like giving fringe benefits are viewed from different angles until the superior one is adopted.

5.2.2 Ways in which fringe benefits are used to foster Commitment of Teachers in Wakiso Private Secondary Schools

This study revealed that the commitment pointers are distinct among the teachers. Talking to the various groups some consented that they are committed. The ratings of the aspects of fringe benefits that showed levels of commitment revealed that lunch, accommodation, transport retirement package and support for further studies scored highest. This shows that they contribute highly in fostering commitment in Teachers in Private Secondary Schools in Wakiso District. They said they have no wish to leave the schools where they work because they feel at peace.

This same category also said they feel acknowledged and the different ladders between teachers are only for administration reasons. This makes the teachers off load the burden of being “bossed “around which creates class differences thereby reducing the team spirit that would be enjoyed by all. This is in line with Oakland et al (1995) when they say that every teacher including senior management should be a member of a team .This creates friendly

competition as well as a sense of loyalty and commitment to one's peers. In addition to loyalty, the act of formal schools acting informally in their work places boosts commitment. Donner and Kinni (1999), remark that if you remember a colleague's name and pay a compliment, you indicate that that person made an impression on you. When you remember one's name then you add to their feeling of importance. This fosters commitment. Fringe benefits which are given out to every teacher in a school instill cohesion in the work place and this leads to commitment.

In schools where fringe benefits were frequently administered, the teachers said they had accumulated a host of achievements like personal cars, houses, satisfactory education levels and they did not have a feeling of leaving their work places. This shows they are highly motivated. These same teachers said they had no problem taking on new responsibilities because they felt they had a duty to work for the progress of the school. They also indicated that there has never been a threat of a problem looming in their midst because they handle problems as a group and even reacting to change is never a threat. This proved to the researcher that there is a relationship between fringe benefits and commitment of teachers in Wakiso District.

On the other hand, the majority of teachers in Private Secondary School are not committed at all. They shared with the researcher that they are there for a season, they hope to find better places which can reward and acknowledge them better. They said they never celebrate the success of their students. Secondly they do not hold responsibilities time and again because the line between them and the administrators is so big, so the teachers are intimidated by the class difference.

In the interview with the teachers, they shared that they felt sidelined due to a rigid hierarchical system. They said they are treated with stringent rules which had temporary connotations. They said this makes them have a resigned attitude as far as promoting goals is concerned. All they care for is doing work and getting paid in a give –take situation. They said this compromises their commitment greatly because they feel like labour providers but not stake holders in the school setting. This compliments Carryforth (1997) in his observation that when

people are paid by the hour, a quality reduction takes form of a lowered performance, while bonus conditions to those who feel underpaid tend to increase the quantity of their input while decreasing quality.

5.2.3 The Relationship between Fringe Benefits and commitment; and Fringe benefits and motivation of Teachers in Private Secondary Schools in Wakiso District

This study established that there is a strong relationship between benefits and commitment, and motivation. The teachers get a bonding with the school when they are given fringe benefits. The teachers look at this private school not as belonging to the proprietor but to the entire staff. They involve in school routines like administration and teamwork and this improves the school performance by far which is a sign of commitment Anderson, et al (1994). Winfield, Bishop, and Porter (2000) argue that fringe benefits provide the lifeline of any organization because they energize, direct and control behavior through keeping the staff contented and thus ensuring continuity.

Fringe benefits beef up motivation because teachers address various needs. Later when these needs are out of the way, the individuals feel fulfilled and this leads to self esteem Stan back (1991). This is further supported by Baugh, et al (1982) when they argue that given an opportunity, every teacher would want to develop and manage their full capabilities so that they participate in the success of the school. The study further revealed that when fringe benefits are given, they give rise to team work because now members look at each other as members of one family. This enhances cooperation .Oakland, et al (1995) re-echo this opinion when they say that every employee including senior management should be members of a team. This builds attachment, belonging, commitment as well as a sense of loyalty to the work place.

This study further noted that in Wakiso District, there is unequal distribution of benefits. Take an example of the allowance given to best teacher performers, the teachers observed that there is competition to teach in candidate classes because teachers expect a reward in case candidates excel in the national exams. This does contradict the observation of Armstrong

(1999), because he observes that harmonization is the practice of introducing the same conditions of employment for all teachers. This means creation of differences in pay structures and work conditions of teachers for the same school should be discouraged. This area could be further investigated in future research.

5.3.3 Conclusions

From the findings of the study, the following conclusions were made.

There are many types of fringe benefits in Wakiso district given to teachers in private secondary schools with an intention of motivating them. These include accommodation, allowances, water and power bills, lunch, transport, retirement package and medical services. Some benefits like work vehicles, study leave and pension are not there.

The trend of distribution of fringe benefits is not even. Some schools get more benefits; others get few while others do not get at all. This compromises the level of commitment and motivation of the teachers.

Therefore motivation and commitment are highly affected by fringe benefits. When teachers get fringe benefits they become motivated and work harder. This improves the schools by improving the grades.

5.4 Recommendations

Basing on the findings and conclusions above, the researcher recommends the following;

1. School proprietors are encouraged to regularly give fringe benefits to their teachers. This will instill motivation in the teachers. It will in turn lead to the desired grades that fulfill the goals of the school. Schools should endeavor to borrow working ideas from each other regarding ways of motivating teachers and seek to find other fringe benefits that will make teachers highly motivated. Benchmarking is an important tool in stepping up standards for workers.
2. Proprietors of Private secondary schools should strive to give teachers fringe benefits so that they stimulate motivation in teachers for better grades. Most private schools believe in

payments for work done but this highly commercializes the institution and leaves no ground for the human resource to bond and have a feeling of belonging. In the event that there is no payment, the school will close down because the culture of belongingness never was cultivated into the people. A spirit of selfishness has taken place of commitment and therefore the school goals cannot be achieved.

3. Proprietors of Private Secondary Schools should incorporate the fringe benefits idea and they should break the class differences by promoting the esteem of the teachers so that the teachers develop the sense of oneness within the school. This study has discovered that the fringe benefits practice is cyclic. When teachers are given fringe benefits, they become motivated and get duty bound which steps up their commitment levels. Therefore fringe benefits and commitment, and motivation are what a school needs to have in order to make headway. Policy makers for schools therefore should give due recognition and recommend that every school gives fringe benefits every month to teachers for better working terms.

5.4.1 Recommendations for Future Research

Basing on the findings of this study, the researcher recommends the following areas for future scholars.

1. The Influence of Fringe Benefits on Staff Turnover in Private Secondary Schools in Wakiso District.
2. The relationship between staff productivity and fringe benefits among teachers in Private Secondary Schools.
3. The Influence of Fringe Benefits on Commitment and Motivation of Teachers in Selected Government Aided Secondary Schools in Wakiso District.

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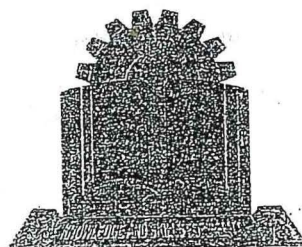
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Appendix 1: Introductory Letter

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Our Ref:

Your Ref:

Date: 7th-Oct-2011

TO WHOM IT MAY CONCERN

This is to certify that **MS Namara Edna Jesca, Reg .NO.09/HD/28/MEPPM** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Fringe benefits and motivation of teachers in selected private secondary schools in Wakiso District.

Any assistance rendered to her is highly welcome. She is strictly under instructions to use the data and any other ~~Kyambogo University~~ information for research purposes only.

Thank you.

A handwritten signature in black ink, appearing to read 'Okongo Wilberforce', is written over the printed name.

Okongo Wilberforce.

FACULTY OF EDUCATION

★ 07 SEP 2011 ★

**HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.**

HEAD OF DEPARTMENT

Appendix II: Questionnaire for Teachers

Dear Sir/Madam,

You have been selected to participate in this study because you have invaluable knowledge related to the study as a result of your position as a teacher. The information sought is required for only academic purposes. Participation is entirely out of your own volition; and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. Remember that the information you provide will be treated with maximum confidentiality.

I thank you sincerely for your time and willingness to participate in this research.

Yours,

NAMARA EDNA

Section A: Background Information

Tick and write where necessary your alternative choice in the spaces provided.

1. Gender

Male	Female
1	2

2. Age bracket

24 years and below	25-35 years	36-45 years	46-60 years	60 and above
1	2	3	4	5

3. Highest education level attained

Certificate	Diploma	Bachelor's Degree	Master's Degree	PhD
1	2	3	4	5

Section B: The ways in which fringe benefits are used to create motivation in teachers.

4. Does your school give fringe benefits to teachers?

.....

5. By ticking the appropriate response on each of the statements in the table below, please indicate the benefits that your school offers to you as a means to motivate you. **SD** means you strongly disagree, **D** means you disagree, **NS** means you are not sure, **A** means you agree, **SA** means you strongly agree.

		SA	A	NS	D	SD
1	My school provides me with free food stuffs	5	4	3	2	1
2	My school provides me with free lunch	5	4	3	2	1
3	My school provides me with transport to and from school	5	4	3	2	1
4	My school provides me with free accommodation	5	4	3	2	1
5	My school offers a retirement package to teachers	5	4	3	2	1
6	My school has a health centre for teachers	5	4	3	2	1
7	My school gives awards and prizes to teachers for good performance	5	4	3	2	1
8	My school verbally and in written form appreciates teachers for good performance	5	4	3	2	1

9	My school supports teachers who wish to go for further studies	5	4	3	2	1
10	My school organizes regular free seminars for teachers	5	4	3	2	1

6. Does your school use fringe benefits to increase work performance?

.....

.....

.....

7. Tick the frequency of Fringe benefits given to you by the school

Frequency	Tick
Once a year	
Termly	
Monthly	
Periodically	
None	
Weekly	

Section C: The relationship between Fringe Benefits and Teacher Motivation

Indicate whether and how fringe benefits given to you by your school have motivated you to work better by ticking the appropriate response on each of the statements in the table below. **SD** means you strongly disagree, **D** means you disagree, **NS** means you are not sure, **A** means you agree, **SA** means you strongly agree.

		SA	A	NS	D	SD
1	Free food given to me by the school has increased my motivation to work	5	4	3	2	1
2	Free lunch given to me by the school has increased my motivation to work	5	4	3	2	1
3	Transport to and from school given to me by the school has increased my motivation to work	5	4	3	2	1
4	Free accommodation given to me by the school has increased my motivation to work	5	4	3	2	1
5	Retirement package given to teachers by the school has increased my motivation to work	5	4	3	2	1
6	Free health services given to me by the school has increased my motivation to work	5	4	3	2	1
7	Awards and prizes given to teachers for good performance in the school has increased my motivation to work	5	4	3	2	1
8	Verbal and written appreciation for good performance given to teachers by the school has increased my motivation to work	5	4	3	2	1
9	The supports given to teachers who wish to go for further studies by the school has increased my motivation to work	5	4	3	2	1
10	Free seminars for teachers organized by my school have increased my motivation to work	5	4	3	2	1

Please give any other comments that you have on how fringe benefits given to teachers by your school have affected your motivation to work.

.....

.....

.....

Section D: The extent to which Fringe Benefits foster Teacher Job Commitment

Indicate whether and how fringe benefits given to you by your school have influenced job commitment by ticking the appropriate response on each of the statements in the table below. **SD** means you strongly disagree, **D** means you disagree, **NS** means you are not sure, **A** means you agree, **SA** means you strongly agree.

		SA	A	NS	D	SD
1	Free food given to me by the school has increased my job commitment	5	4	3	2	1
2	Free lunch given to me by the school has increased my job commitment	5	4	3	2	1
3	Transport to and from school given to me by the school has increased my job commitment	5	4	3	2	1
4	Free accommodation given to me by the school has increased my job commitment	5	4	3	2	1
5	The retirement package given to teachers by the school has increased my job commitment	5	4	3	2	1
6	Free health services given to me by the school has increased my job commitment	5	4	3	2	1
7	Awards and prizes given to teachers for good	5	4	3	2	1

	performance the school has increased my job commitment					
8	Verbal and written appreciation for good performance given to teachers by the school has increased my job commitment	5	4	3	2	1
9	The supports given to teachers who wish to go for further studies by the school has increased my job commitment	5	4	3	2	1
10	Free seminars for teachers organized by my school have increased my job commitment	5	4	3	2	1

Please give any other comments that you have on how fringe benefits given to teachers by your school have affected job commitment.

.....

.....

.....

I thank you so much for your cooperation.

Appendix III: Education Officials' Interview Guide

Section A: Demographic data of respondents

1. Gender of respondents
2. Age of respondents
3. Highest education of respondent

Section B: The ways in which fringe benefits are used to motivate teachers in Private schools.

4. In your opinion, what simple definition would you give for fringe benefits?
5. Why do you think schools give out fringe benefits?
6. What benefits do schools offer to teachers as a means to motivate them?
7. What is the frequency of Fringe benefits given by schools in your jurisdiction?

Section C: The relationship between Fringe Benefits and Teacher Job Motivation

8. How have fringe benefits influenced teacher work performance in schools?
9. How would a motivated teacher behave?
10. What advice would you give a proprietor if he wanted to step-up performance in his private school?

Section D: The influence of Fringe Benefits on Job Commitment

11. Explain how fringe benefits affect job commitment of teachers in schools in your jurisdiction
12. Teachers in private schools move from place to place, for what reasons do you think this happens?
13. Fringe benefits for teachers in private schools is an added expense yet the school gives them a salary. Give your opinion about this assertion.

Appendix IV: Proprietors Interview guide

Section A: Demographic data of respondents

1. Gender of respondents
2. Age of respondents
3. Highest education of respondent

Section B: The ways in which fringe benefits are used to create motivation in teachers.

4. Does your school give out fringe benefits to the teachers?
5. What benefits does your school give to teachers as a means to motivate them?
6. In what ways do teachers in your school promote school goals?
7. What is the frequency of Fringe benefits given by your school?

Section C: Fringe Benefits Teacher Job Motivation

8. How have fringe benefits influenced teacher performance in school?
9. In what ways do fringe benefits influence teacher motivation?
10. What are your reasons for giving out fringe benefits?

Section D: Fringe Benefits and Teacher Job Commitment

11. Explain how fringe benefits influence job commitment of teachers in your school.
12. How do teachers adopt to new changes in your school?
13. How long has your longest serving teacher been?
14. How contented are you with the teachers on the staff?
15. What is your take on fringe benefits for teachers? Do you think it is necessary for teachers?