

Job Insecurity, Employee Commitment and Employee Motivation among Teachers within
Kampala District during Covid 19.

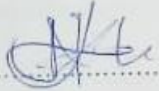
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A Research Dissertation submitted to the School of Psychology in partial fulfillment of the
Award of a Bachelor of Industrial and Organizational Psychology of Makerere University.

November 2022

Declaration

I Nanziri Dorothy Namuli do here by declare that this is my original work and has never been submitted by any person to any academic institution.

Signature..........

Date.....14.NOV.2022.....

Approval

I certify that this Research entitled "Job Insecurity, Employee Commitment and Employee Motivation among Teachers within Kampala District during Covid 19." has been submitted for examination with my approval as a university research supervisor.

Signature: 

Date: 14/11/2022

Dr. Baluku Martin

University Supervisor

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Abstract

The study sought to establish the relationship between job insecurity, organizational commitment and motivation among teachers during COVID 19 pandemic. The study gave an insight into the level of job insecurity experienced by teachers during the COVID 19 pandemic how it influenced their organizational commitment and eventually influenced their level of motivation to do work. A quantitative research approach was used while conducting the study. The data used was collected among teachers of primary schools in Kampala district. A cross sectional survey was employed for this study and a standardized self-administered questionnaire was used to collect data from the respondents. The collected data was analyzed using the Pearson Product Moment Correlation Coefficient. The research findings revealed that there is a significant positive relationship between qualitative and quantitative job insecurity and affective, continuous and normative commitment. The results also showed that organizational commitment has a significant positive relationship with amotivation as well as a significant positive relationship with extrinsic and intrinsic motivation. The results also revealed a significant positive relationship between job insecurity and a motivation, the results also showed that there is a significant positive relationship between qualitative job insecurity and extrinsic motivation as well as quantitative job insecurity and intrinsic motivation.

Chapter One.

Introduction

Background

COVID 19 broke out in 2019 as a deadly pandemic that is believed to have originated from China was first diagnosed in Wuhan, affecting the whole world economically, socially and spiritually as many churches and mosques were closed as a way reduce the wide spread of the disease to cause a lot of deaths this was a great opening to a new error of life even in organizational sphere As of May, 2020 the USA, Spain and the United Kingdom were the hardest hit countries, with the African continent least impacted so far (Elflein, 2020). The disease is so infectious it has traversed not only countries but also continents in a timespan of less than 6 months. The high rate of infection is driven by globalization, characterized by significant people movement across borders. Uganda reported its first case on the march 21, 2020, A 36-year-old businessman from Kampala, Uganda's capital, who had travelled to Dubai, United Arab Emirates (UAE) in a healthy condition four days prior to his return. He presented with fever and flu-like symptoms at Entebbe International Airport (EIA) Uganda was not hit so bad as compared to other states or countries.

As the main variable of this proposal, Job insecurity refers to the threat of one's desired continuity on the job or position held which cannot always be true due to the different job features at risks arising from any changes on the job and the powerlessness of the employee on that job or in the organization.

Scholarly interest in job insecurity has grown steadily since the mid-1980s when job insecurity was primarily regarded as an antecedent within motivation theory research (Greenhalgh & Rosenblatt, 1984). While research has looked at multiple predictors, moderators, and outcomes of job insecurity, we still need to better understand the degree to which effects of job insecurity generalize across people. Meta-analyses have identified

multiple forms of negative effects faced by employees including health, worsened attitudes, stress, etc. (see multiple meta-analytic studies: Cheng & Chan, 2008; Jiang & Lavaysse, 2018; Keim, Landis, Pierce & Earnest, 2014; Sverke, Hellgren & Neaswall, 2002; Sverke, Lastad, Hellgren, Richter & Neaswall, 2019). Feeding this search to understand employee reactions to job insecurity has been the growing attention to organizational effects.

Employers might otherwise downplay the individual reactions to job insecurity were it not for evidence showing that organizations also experience negative effects when their workers are insecure about their continued employment. Employees perform poorly, they engage in counterproductive behaviors, and they make fewer voluntary contributions such as organizational citizenship behaviors (Reisel, Probst, Chia, Maloles & K€onig, 2010). Sverke et al.'s (2019) metaanalysis concluded that employees who feel less secure about their jobs tend to be less likely to endeavor to support organizational goals.(A. B. Mahmoud et al,2021)

Job insecurity from a global view has rather increased due the rapid globalization of trade and increased trade with developed economies might as well kick some workers off, then be replaced with imports could be import of goods or much more skilled labor. In Africa for most economies that have maybe failed to match the global market more cases of job insecurity are seen mostly from low wages and uncertainty to receiving their wages at all and this does not only affect the workers but also the employers. And in Uganda with close relation to the recent pandemic and even before, it being a developing country there has been

Problem Statement

With the breakout of Covid 19 Job insecurity increased in the workplace due to increasing changing factors and measures the government introduced to control the wide spread of the disease and this caused more uncertainty about their jobs and work factors that keep changing. Lack of knowledge on how to put together employee satisfaction and employer demand hence leading to increased imbalances in the organizations which

negatively affected the economy and because more staff could not be present at the workplace, most businesses had to close some temporarily and others permanently. Employee motivation and commitment reduced due to the insecurity that increased especially where employees could no longer provide for their families or their own lives.

Purpose

The purpose of this research to explore the effect of COVID 19 pandemic on employee's commitment in relation to motivation of employees on the jobs and how it increased job insecurity mostly among school teachers.

Objectives

- To examine the relationship between job insecurity and employee commitment.
- To examine the relationship between employee commitment and employee motivation.
- To examine the relationship between job insecurity and motivation.

Scope

Geographical scope

The study were conducted among primary school teachers in Kampala District. This is because most the district has a high concentration of both public and private schools. Being metropolitan city and the country's major city, Kampala is one of the areas that were most affected by COVID-19 and experienced strict enforcement of the control measures. This study were carried out within teachers of Makerere Primary school, KIBS and Jovia Primary School.

Conceptual Scope

The research were carried out among primary teachers and will focus on the details of job insecurity among primary school teachers, the relationship between job insecurity and motivation of employees, the relationship between job insecurity and employee commitment

and relationship between motivation and employee commitment among primary school teachers of Makerere Primary school KIBS and Jovia Primary School.

Job insecurity; refers to the perception by employees that they cannot maintain continuity of their job in a threatened job situation. It concerns the perception of an involuntary and undesired change about the continuity of the work situation (Piccoli et al., 2017). This study will focus on qualitative job insecurity and quantitative job insecurity. Qualitative job insecurity is the fear by employees that valued job features may be taken away from their job (De Witte et al., 2014).

Employee motivation is the willingness to exert high level of effort towards organizational goals conditioned by the efforts ability to satisfy some individual need (Al Madi et al., 2017). This study will basically focus on a motivation, extrinsic and intrinsic motivation.

Employee commitment; refers to a social act and refers to the attachment of one ability to certain values related to organizational goals (Miroshnik, 2013) Employee commitment is the social act of an employee to certain values related to organizational goals And Motivation refers to the extent to which an individual feels positive about doing good work and feels negative about working poorly or doing work at all.

Significance

Government can easily be guided by the study findings since it owns a big number of schools and is the biggest employer of teachers in Uganda. Therefore, what affects teachers work impacts negatively on government's service delivery in the education sector.

Government departments that are charged with the welfare of teachers can use the present research to understand how crises and disasters affect teachers and therefore take interventions to mitigate such impacts to ensure that teachers are able to function optimally

even during crises, and therefore enable them to continue offering quality service even in stressful situations.

The study is expected to provide information to government and employers on how employees react to organizational efforts to support them during times of crises that have potential impact on their jobs. Therefore, this study can help managers, especially those charged with human resources management functions to help secure the jobs of employees and design support interventions to support employees during crises.

The study findings are expected to provide employees(teachers) with an understanding of how motivation has been affected by the COVID-19 pandemic-related job insecurity. The information generated can be useful to employees in preparing themselves for future crises that may impact the security of their jobs. Crises and disasters, whether natural or manmade, tend to have serious effects on schools and therefore on the jobs of teachers. Teachers can use the findings the study to understand how such crises impact their mental health and work outcomes, and therefore be able to seek appropriate help.

To the policy makers the study may highlight the organizational and employee challenges in the time of the pandemic which may be helpful to government in developing policies for supporting employees who are grossly affected by crises just like the COVID-19. Government can also use this information to come up with guidelines for laying off employees if necessary, during such crises.

The study findings are expected to contribute to job insecurity and employee commitment and motivation. Also, the study will highlight gaps in the present and existing research. This can be useful in inducing further research.

Conceptual Framework

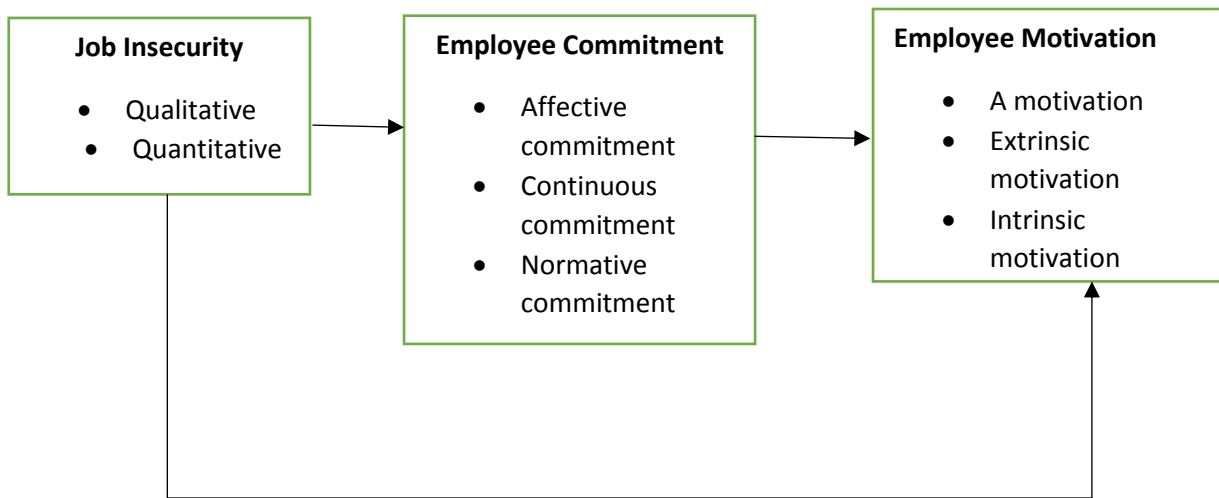


Figure 1: The conceptual framework above shows that there is a relationship between Job Insecurity and Employee Commitment, Employee Commitment and employee motivation, as well as a direct relationship between Job Insecurity and Employee Motivation.

Chapter Two

Literature Review

This chapter brings to notice the existing literature about the variables of this study, with critical analysis of its relatedness to the topic. Examining the impact of Covid-19 on job insecurity and the further effect on employee motivation and commitment towards work.

Impact of Covid-19 on Job Insecurity and Employee Commitment.

Due to the devastating outbreak of the pandemic, Covid-19 accelerated lot of frustration to many workers on many different jobs due to the uncertainty and lack of clarity about the continuity on these jobs, increasing the degree of insecurity in jobs and this birthed a lot of commitment problems in a work environment where many workers now want to know what the job adds to them to yield their full efforts towards it.

Job insecurity has been defined as perceived potential loss of continuity in a job situation that can span the range from permanent loss of the job itself to loss of some subjectively important features of the job' (Greenhalgh & Rosenblatt, 1984: 440).

Research shows that job insecurity will cause some change in employee attitude towards work which implies less active and positive energy toward the job and this implies that the individual is likely to be unemployed in no time. The definitions point out that job insecurity is related to a subjective feeling, and job insecurity perception can negatively affect attitudes towards work, so it can be considered a chronic stressor at the workplace (Barling and Kelloway, 1996; De Witte, 1999; Hartley et al., 1991; Mauno and Kinnunen, 1999). The government of Uganda like many other governments in the attempt to control the spread of Covid-19, required social distancing as a measure to control the widespread of covid-19 a directive from World Health Organization-(WHO).

In many ways this led to high job insecurity and this increased negative situation which triggered unwanted outcomes in employees, researchers reveal that job insecurity led

to decreased organization commitment (Peene, 2009), an increase in stress levels (Gaunt & Benjamin, 2007: 349) which causes decrease in performance (Wang et al., 2014) as a post effect of the insecurity. It is noted that most employees remain uncertain of what they hold in the organization and hence affecting their identification with the organization.

Concerning organization commitment with its relatedness to employee loyalty from employees who have a guarantee of more socio-economic benefits from the organization tend to show behavior to protect the organization make efforts to increase reputation of the organization and serve the interests of the organization rather than their own. (Graham, 1991). Most literature shows that employees who are loyal to their organizations are willing to work voluntarily in activities of the organization, remain in the organization and realize the aims of the organization (Rhoades, Eisenberger & Armeli, 2001). In other words, while employees with high organizational commitment exhibit behaviors towards staying as a member of an organization, employees with low organizational commitment exhibit withdrawal behaviors by entering into retreat behavior (Colquitt, Lepine & Wesson 2015). For this reason, commitment is important for the continuity of organizational life.

Employee Commitment and Motivation

It should be noted that organizational commitment has received a great deal of interest in the past decade and numerous studies have been directed at determining its causal antecedents (DeCotiis & Summers, 1987; Michaels, 1994; Russ & McNeilly, 1993). Organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization (Mowday, Porter & Steers, 1979). Organizational commitment refers to an individual's loyalty or bond to his or her employing organization. Previous research has shown that organizational commitment is an antecedent, correlate and consequence of a number of important organizational constructs,

such as motivation, job satisfaction, job involvement and turnover intentions (Mathieu J E and Zajac D M,1990).

Over the past decade, the dimensionality of the commitment construct has enjoyed careful study and examination (Pretorius, 1993; Kampfer, Boshoff & Venter, 1994; Boshoff & Mells, 1995; Lok & Crawford, 2001; Bagraim, 2003) and it is now widely accepted that organisational commitment is a multidimensional construct (Meyer & Allen, 1997). (Allen and Meyer 1990) propose that there are three components of organisational commitment, namely affective, continuous and normative commitment. As defined by these authors, the affective component of organisational commitment refers to the employee's emotional attachment to, identification with and involvement in the organisation. The continuance component refers to the commitment based on the costs that the employee associates with leaving the organisation. The normative component refers to the employee's feeling of obligation to remain with the organisation. Evidence supporting the distinct nature of these three components has been presented by a number of authors (Durham, Grube & Castaneda, 1994).

First of all, the measurement of affective organisational commitment is more reliable than the measurement of the other components. Even more important is the finding that affective organisational commitment is the most important explanatory variable of the three components: the affective dimension consistently explains more variance in outcome variables than the two other components (Allen & Meyer, 1996). It should be noted that organisational commitment is a multi-dimensional construct but its measures have been based on the attitudinal approach which in previous studies have most frequently been validated and used (O'Reilly & Chatman, 1986; Price & Muller, 1981)

Concerning motivation research shows that there is a relationship between motivation and commitment since organizational support as a factor affects both employee

commitment and motivation to remain productive in the organization. The higher the organizational commitment, the better employee performance. Besides, work motivation also determines employee performance in the organization. Research conducted by Rahmat (2014).

It is important to acknowledge that in this modern and competitive world teacher's continuous motivation is undeniable, Campbell and Pritchard, (1976) defined work motivation in terms of a set of independent/dependent variable's relationships that explains direction, aptitude, and persistence of an individual's behavior holding constant effects of aptitude, skill and understanding of the task, and the constraints operating in the environment. (Steers R, Porter L. (1991) defined work motivation as that which drives and sustains human behavior in working life. Pinder (1998) described work motivation as a set of internal and external forces that initiates work related behavior and determines its form, direction, intensity and duration.

Intrinsic motivation stems from a direct relationship between the doer and the task and it is usually self-applied. These are the self-generated factors, which influence people to behave in a particular way or to move in a particular direction. These include, responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Feelings of achievement, accomplishment and competence-derived from performing one's job are examples of intrinsic motivators. It is related to 'psychological' rewards which are those that can be usually determined by the actions and behaviors of individual managers. Second, people can be motivated by the management through such methods as pay, promotion, praise etc. This can be termed as "**Extrinsic motivation**" and stems from the work environment external to the task and is usually applied by others or someone other than the person being motivated. This is what is done to or for people to motivate them. Extrinsic motivators can have an

immediate and powerful effect but this will not necessarily last for long. Extrinsic motivation is related to ‘tangible’ rewards and is often determined at the organizational level and is usually outside the control of the individual managers. The intrinsic motivators, which are concerned with the quality of working life, are likely to have a deeper and long-term effect, because they are inherent in individuals and not imposed from outside.

Job Insecurity and Motivation

As a result of the global economic recession and effects of what we now live in as the new normal of Covid-19 over the past decade, employees have been exposed to constant threats of job insecurity. A lot of research has been based on job insecurity and left out the effect it has on employee motivation and hence level of performance. (Mahmoud et al., 2021). The only research available has been limited to only intrinsic motivation and not focused on the whole construct of motivation hence leaving out extrinsic motivation. Employee motivation refers to the psychological factors that prompt workers to attend to work related activities (Kotera et al., 2019).

Job insecurity has implications on employee motivation. Job insecurity can come with prolonged uncertainty, instability, and unpredictability among employees which in turn affects their actions (Sim et al., 2021). In this direction, job insecurity has been considered a job demand/ hindrance that has an impact on employee performance (Shin & Hur, 2021).

Concerning the different dimensions, job insecurity has been found to impact on amotivation among teachers (Shin & Hur, 2020), which may occur because of perceived lack of control and powerlessness that comes with job insecurity (Shin & Hur, 2020; Vander Elst, Richter, et al., 2014). Job insecurity is negatively related to intrinsic motivation. Job insecurity as a situational and contextual factor affects employee’s intrinsic motivation and it is detrimental to intrinsic motivation. Employees who are insecure on their jobs perceive their work effort as meaningless this hinders employees’ engagement in their work there by

leading to a decrease in intrinsic motivation (Shin et al., 2019). Quantitative and qualitative job insecurity can have differential effects on the different forms of employee motivation (Long et al., 2021). (Long et al., 2021) found that quantitative job insecurity had a positive indirect effect on employee avoidance form of motivation and Qualitative job insecurity had a negative indirect effect on employee approach form of motivation. However, there seems to be no studies that focused concurrently to the differential effects of qualitative and quantitative job insecurity on the different form of motivation proposed by the self-determination theory.

Hypotheses

1; there is a significant relationship between job insecurity and organizational commitment among teachers.

2; there is a significant relationship between organizational commitment and employee motivation among teachers.

3; there is a significant relationship between job insecurity and employee motivation among teachers.

Chapter Three

Methodology

This chapter discusses the methods that were used in the study. It includes the presentation of the study design, the population, the sample (sample size and sampling approach), instruments and measurement, procedure for data collection, ethical considerations, data management, data analysis, and limitations of the study.

Research Design

The research employed a quantitative approach because it sought to examine the relationship between job insecurity, organizational commitment and motivation. Specifically, the study used a cross-sectional survey with correlation design aspects given that measurement would assess the impact of COVID-19 related job insecurity at the time of measurement. In addition, the study employed correlational design since it focused on examining the relationships between variables and the predictive power of job insecurity on organization commitment and motivation of employees.

Study Population

The target population for this study were teachers from three primary schools one government aided- Makerere primary school with a total of 15 primary school teachers and two privately owned schools, KIBS with a total of 15 primary school teachers and Jovia primary schools with a total of 10 teachers.

Sample Size

The research target male and female teachers from 3 schools and a sample of 234 respondents were selected.

Sampling Technique

The respondents in this study were selected using simple random sampling technique which involved choosing a subset of individuals from large population randomly and entirely

by chance implying that the probability of being chosen at any stage of the sampling process is the same for each individual.

Instruments and Measurements

The study will employ a structured self-administered questionnaire. Section A will include the respondents background information on items such as age, sex, gender, education level, tenure, Section B consisted of 28 items about general mental health measured using general health questionnaire (GHQ-12) which assessed the distress and wellbeing in an individual (bridges and Goldberg,1956; Goldberg and Hillies, 1979). The questionnaire measured four aspects of the mental health including somatic symptoms, insomnia, social dysfunction and severe depression. The twenty-eight items were measured on a Likert scale from 1-6 where 1 is *never* and 6 is *very often*. Section C measured employee commitment based on three-dimensional questionnaire by Allen and Meyer that measures 3 items, affective commitment, continuous commitment and normative commitment using a 6-point Likert scale with 1-6 where 1 is *strongly disagree* and 6 as *strongly agree*, and finally Section D measured employee motivation with a 6-point Likert scale where 1 is *not at all* and 6 as *completely* .All variables in the study were measured on a 1-6 Likert scale apart from mental health.

Procedure

The school of psychology approved the proposal then issued an introduction letter enabling the researcher to access the organization of interest for the research to be carried out, a permission letter was issued by the identified organization allowing the researcher to carry out their research. Permission from relevant authorities was sought on approval of the research proposal in order to obtain respondents from the research. Respondents were then given the instruments to fill which were later gathered, sorted, edited and coded in preparation for analysis.

Ethical Considerations

As indicated above, the right to informed consent and voluntary participation was observed. The researcher explained the purpose of the study and the implication of participation to the participants. This enabled participants to make informed decision on whether to or not to participate in the study. Each participant was requested to sign the informed consent form. In addition, participants were informed that their participation is voluntary and their right to drop out in case they felt the need to discontinue with the survey.

Secondly, anonymity and confidentiality rights of participants were respected by ensuring that the questionnaire did not seek any information that could lead to the identification of the participant. The data collected was also be kept confidential such that only the researcher and supervisor had access to the answered questionnaires. The researcher ensured the permanent destruction of the questionnaires after data was entered into the data analysis software and the study completed and published (submitted to the university).

Data Management

After data collection, the data was cleaned that is to say all questionnaires that were not fully responded to or filled were removed then data was coded. Data on job insecurity was coded as (strongly disagree and strongly agree), data on organizational commitment was coded as (strongly disagree and strongly agree) and data on motivation was coded as (not at all and completely). The Statistical Package for Social Scientists was used to enter data in the computer for analysis.

Data Analysis.

The data was analyzed using Statistical Package for Social Scientists and was presented using frequency percentage tables and also the Pearson Product Moment Rank Correlation Coefficient which was used to test the three relational hypotheses (Job insecurity and employee commitment, employee commitment and motivation and job insecurity and motivation).

Chapter Four

Results and Interpretation

This chapter consists of results and interpretation of the findings in line with the objectives and hypothesis, data is presented in form of frequencies and percentages followed by correlations between job insecurity, employee commitment and motivation.

Respondents Background Information

The background information of the sample population of respondents was presented in terms of gender, age, years spent in profession, years spent in the current job, qualification, type of ownership and level of the school as presented in the table below.

Personal data for Respondents

Table 1: Showing the level of response on the background Information of the Respondents.

Bio-Data	Frequency	Percentage
Gender		
Male	105	44.9
Female	129	55.1
Total	234	100
Age		
20-29	83	35.3
30-39	109	46.5
40-49	29	12.3
50-59	13	5.4
Total	234	99.5
Years spent in profession		
1-10	174	74.4
11-20	43	18.3
21-30	15	6.5
31-40	2	0.9
Total	234	100.1
Years spent in current job		
1-10	214	91.5
11-20	14	6.1
21-30	6	2.5
Total	234	100.1
Qualification		
Certificate	35	15.0
Diploma	53	22.6
Bachelor's Degree	130	55.6
Post Graduate Diploma	2	0.9
Master's Degree	14	6.0
Total	234	100
Type of Ownership		
Public (government)	45	19.2
Private	180	76.9
Community Owned	9	3.8
Total	234	100
Level		
Primary	82	35.0
Secondary	152	65.0
Total	234	100

The findings in Table 1 above show the background information of the respondents. The results show that the respondents were both male and female, however the female respondents participated more than the male respondents in the study. This could mean that the female respondents were more cooperative than the male respondents at the time of the study. The results also show that the respondents were of different age groups and majority of the respondents were between 30-39 years old. This age group was followed by 20-29 years, 40-49 years and lastly 50-59 years old.

Furthermore, the table also presents the years that the respondents spent in the profession. The data showed that most of the respondents, 174 of them (74.4%) had spent 1-10 years in the profession, 43 respondents (18.3%) had spent 11-20 years in the profession, 15 respondents (6.5%) had spent 21-30 years in the profession and 2 respondents (0.9%) had spent 31-40 years in the profession by the time of the study.

The table also shows information obtained on the years spent in the current job. The findings show that most of the respondents, 214 of them (91.5%) had spent 1-10 years in the current job, 14 respondents (6.1%) had spent 11-20 years in the current job and 6 respondents (2.5%) had spent 21-30 years in the current job

The table also presents the qualifications of the respondents. The findings show that most of the respondents, 130 of them (55.6%) were bachelors degree holders, 53 respondents (22.6%) were diploma holders, 35 respondents (15.0%) had certificates, 14 respondents (6.0%) had masters degrees and 2 respondents (0.9%) were the least with post graduate diplomas.

The table also shows the type of ownership of the organizations where the data was collected. It was revealed that most respondents, 180 of them (76.9%) were from privately owned organizations, 45 respondents (19.2%) were from public (government) owned organizations and 9 respondents (3.8%) were from community owned organizations. The data

also revealed that most of the respondents (152) were from secondary schools and the remaining 82 respondents were from primary schools.

Hypothesis Testing

Table 2: Correlations among the Study Variables

	1	2	3	4	5	6	7	8	9	10
1. Job insecurity	1									
2. Quantitative JI	.733**	1								
3. Qualitative JI	.971**	.549**	1							
4. Organizational commitment	.442**	.356**	.418**	1						
5. Affective commitment	.243**	.258**	.208**	.732**	1					
6. Continuance commitment	.404**	.307**	.388**	.851**	.399**	1				
7. Normative commitment	.416**	.302**	.406**	.857**	.471**	.616**	1			
8. Amotivation	.146*	.013	.175**	.205**	.186**	.138*	.187**	1		
9. Extrinsic motivation	.426**	.434**	.371**	.357**	.258**	.332**	.278**	.028	1	
10. Intrinsic motivation	.224**	.264**	.183**	.291**	.201**	.263**	.241**	-	.370	1
							.222*		**	
							*			

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

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

The first hypothesis stated that there is a significant relationship between job insecurity and organization commitment among teachers. To determine the

significance of the relationship, Pearson Correlation (r) was used. Findings in the table 2 show that there is a significant positive relationship between job insecurity and organization commitment scores ($r = .422$ and $p < 0.01$), the table also shows a significant positive relationship between job insecurity and affective commitment where ($r = .243^{**}$ and $p < 0.01$) results also shows that there is a positive relationship between job insecurity and continuous commitment given that ($r = .404^{**}$ and $p < 0.01$). The table also shows a positive relationship between job insecurity and normative commitment given that ($r = .416$ and $p < 0.001$).

Hypothesis 2 stated that there is significant relationship between organizational commitment and employee motivation among teachers. The results in table 2 showed that ($r = .175^{**}$ and $p < 0.01$) hence there is a significant positive relationship between organization commitment and motivation. The results further show a significant positive relationship between affective commitment and a motivation where ($r = .205^{**}$ and $p < 0.01$) furthermore the results show a significant positive relationship between continuous commitment and motivation where ($r = .186^{**}$ and $p < 0.01$) hence confirming the hypothesis and also there is a significant positive relationship between normative commitment and motivation where ($r = .138^*$ and $p < 0.05$)

Hypothesis 3 stated that there is a significant relationship between job insecurity and motivation among teachers. The results showed that ($r = .146^*$ and $p < 0.05$), hence there is a significant positive relationship between job insecurity and motivation. The results in the table 2 further show that there is a significant positive relationship between qualitative job insecurity and extrinsic motivation where ($r = .434^{**}$ and $p < 0.01$). The results in the table also show ($r = .183^{**}$ and $p < 0.01$)

confirming that there is a significant positive relationship between qualitative job insecurity and intrinsic motivation.

Chapter Five

Discussions, Conclusions and Recommendations

This chapter consists of discussions of the results of the study, conclusions drawn from the study and recommendations suggested according to the findings of the study. Discussions are from the findings made from the data presented and interpreted in chapter Four. The conclusions and recommendations made are for future research and those involved in the teaching sector.

Job Insecurity and Organization Commitment

Job insecurity and organizational commitment have a significant positive relationship. Furthermore, the current study shows there is a significant positive relationship between job insecurity and affective commitment, continuous commitment and normative commitment implying that job insecurity will lead to a decrease in organizational commitment of employees while at work.

Research that has been carried out by (Barling and Kelloway, 1996; De Witte, 1999; Hartley et al., 1991; Mauno and Kinnunen, 1999). showed that job insecurity will cause some change in employee attitude towards work which implies less active and positive energy toward the job and this implies that the individual is likely to be unemployed in no time, and in other studies researchers reveal that job insecurity led to decreased organization commitment (Peene, 2009), an increase in stress levels (Gaunt & Benjamin, 2007: 349) which causes decrease in performance (Wang et al., 2014) as a post effect of the insecurity. The study is in agreement with the current study.

Other scholars in relation with the current study reported literature showing that employees who are loyal to their organizations are willing to work voluntarily in activities of the organization, remain in the organization and realize the aims of the organization (Rhoades, Eisenberger & Armeli, 2001). In other words, while

employees with high organizational commitment exhibit behaviors towards staying as a member of an organization, employees with low organizational commitment exhibit withdrawal behaviors by entering into retreat behavior (Colquitt, Lepine & Wesson 2015). Concerning organization commitment with its relatedness to employee loyalty from employees who have a guarantee of more socio-economic benefits from the organization tend to show behavior to protect the organization make efforts to increase reputation of the organization and serve the interests of the organization rather than their own. (Graham, 1991). The associations in this article are rather limited but job insecurity will negatively affect the organizational commitment of a worker.

Organizational Commitment and Motivation

The study findings show that there is a positive significant relationship between organizational commitment and a motivation and it also shows that there is a significant positive between affective commitment, normative commitment and extrinsic and intrinsic motivation respectively which means that organizational commitment affects motivation of employees.

In accordance to the literature on organizational commitment by (Mathieu J E and Zajac D M, 1990) showed that organizational commitment is an antecedent, correlate and consequence of a number of important organizational constructs, such as motivation, job satisfaction, job involvement and turnover intentions. The current study findings are also supported by reports by Rahmat (2014) which revealed that there is a relationship between motivation and commitment since organizational support as a factor affects both employee commitment and motivation to remain productive in the organization. The higher the organizational commitment, the better employee performance. Besides, work motivation also determines employee performance in the organization and there being a relationship

between extrinsic motivation and commitment as per the current research also showing a relationship between intrinsic motivation and continuous commitment implies that people or employees remain committed where they are intrinsically and extrinsically motivated, therefore the more self-development and sufficiency people register while they are within a certain organization the committed, they become to that organization. More literature available shows that teachers with strong normative commitment are tied to the organization by feelings of obligation and duty. Generally such feelings will motivate individuals to behave appropriately and do what is right for the organization (Allen and Meyer 1991).

Job Insecurity and Motivation

Job insecurity and motivation in this current research confirmed to have a significant positive relationship. Also, the findings showed a significant positive relationship between qualitative job insecurity and extrinsic motivation and also showed a significant positive relationship between qualitative job insecurity and intrinsic motivation implying that job insecurity will lead to a decrease in the motivation of employees (teachers) at work.

The findings in the data analyzed are also empirically supported by reports by (Shin & Hur, 2020), which found similarity in the fact that job insecurity can affect motivation of teachers or any other workers and that job insecurity will negatively affect intrinsic motivation which may occur due to the powerlessness that comes with job insecurity (Shin & Hur, 2020; Vander Elst, Richter, et al., 2014). More scholars also agree that job insecurity indeed affects motivation of teachers which is also with the current research. Job insecurity has implications on employee motivation. Job insecurity can come with prolonged uncertainty, instability, and unpredictability among employees which in turn affects their actions (Sim et al., 2021). In this direction, job insecurity has been considered a job demand/hindrance that has an impact on employee performance (Shin & Hur, 2021). Previous studies also that Quantitative and qualitative job insecurity can have differential effects on the

different forms of employee motivation (Long et al., 2021). (Long et al., 2021) found that quantitative job insecurity had a positive indirect effect on employee avoidance form of motivation and Qualitative job insecurity had a negative indirect effect on employee approach form of motivation. However, there seems to be no studies that focused concurrently to the differential effects of qualitative and quantitative job insecurity on the different form of motivation proposed by the self-determination theory.

Conclusion

The current study aimed at finding a significant relationship between job insecurity and organizational commitment, findings showed that there was a significant positive relationship between job insecurity and organizational commitment this implies that job insecurity results into decreased organizational commitment. The research or study also aimed at finding a significant relationship between organizational commitment and motivation, the data showed that there is indeed a significant positive relationship between organizational commitment and motivation implying that organizational commitment is affected by the motivation. The study also aimed at finding a significant relationship between job insecurity and motivation and the results showed that there is a significant positive relationship between job insecurity and motivation. This implies that job insecurity results into low levels of motivation and where job insecurity is dealt with motivation is high to work.

Recommendations

Basing on this current research organizations should look out for the employee's identification with the organization and reducing on the effect of job insecurity regardless of the position they hold in the work place. Furthermore, ensuring a motivated employee ensures a committed employee these factors cannot be overlooked to reduce job insecurity in

regards to the effect of COVID 19 and any other pandemic or calamity that may affect organizations should be looked out for and prepare employees in advance.

Basing on the current study, teachers of all levels should be more skilled and equipped beyond their professional careers of teaching which can come in as security and avoid surprises that could come along with being laid off work with no outstretched references increased stress of starting from zero or afresh, but also organizations should practice more organizational fairness to increase organizational commitment and motivation of employees.

Teacher's motivation and commitment can be enhanced through trust, trust is shown in the other group or persons and reciprocated. Trust is important for organizational commitment of teachers because it touches the heart of the employment relationship. Teachers identify and feel obligated to work for an organization only when they trust their leaders. To eradicate job insecurity which from the study has proved to negatively affect both employee commitment to the organization and also affect their motivation to work, more trust and fair policies should accord to teachers. Institutions that offer good salaries and financial benefits are perceived by teachers as showing greater care and concern and as being fair in their dealings with the teachers, thereby increasing their organizational commitment and consequently their work motivation.

This study did not entire look at the impact that COVID 19 had on the life of teachers generally, and how it's intensified job insecurity and affected the organizations at large in terms of organizational commitment and motivation. The only research available has been limited to only intrinsic motivation and not focused on the whole construct of motivation hence leaving out extrinsic motivation more research should be carried out in finding more on the impact of intrinsic and extrinsic motivation.

This study also focused on establishing a relationship between organizational commitment and motivation, further studies and research is suggested to collect data on a wide range of more vital factors that affect organizational commitment and motivation among teachers for generalizability of the study findings.

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Appendices

Appendix 1: Questionnaire.

Dear sir, Dear madam,

We are a team from Makerere University School of Psychology. We invite to participate in this study that focuses on the impact of COVID-19 on the working life and work outcomes of employees including teachers and health workers. Work through the items below quickly. You should often go with your first instinctive response that comes to your mind when you read the item.

Section A; Personal Information

1. Your age (in years): _____
2. Your gender: Male Female
3. Years spent in the teaching profession: _____
4. Years spent in this school/ organization: _____
5. Highest level of education/ qualification:
 Teaching Certificate Diploma Bachelor's Degree
 PGDE Master's Degree Ph.D.
6. Type of school: Public Private Not applicable
7. Level of school Primary Secondary Not applicable
8. Type of organization NGO CSO/NGO Private business
9. Name of the organization/ school

Section B: Job Insecurity

On a scale of 1-6 where 1= 'strongly Disagree' and 6 = 'Strongly Agree'.

Looking at your situation during COVID-19, to what extent do you agree with the following statements?

Quantitative		1	2	3	4	5	6
J11	I was sure I would keep my job						
J12	There were chances that I could lose my job						
J13	J13 I felt insecure about the future of my job						
J14	I thought I could lose my job in the near future						
Qualitative							
J15	I was afraid that my work would change for the worse						
J16	I had concerns about my career in the organization						
J17	I worried about getting less stimulating and varied tasks in the future						
J18	I worried that I would not be able to influence how I can plan my work						
J19	I felt anxiety about not being able to perform my duties in the way that I had earlier						
J110	There was a risk that I would not have access to the same resources (work colleagues, materials, and information).						
J111	I worried that my work would not be as meaningful in the future						
J112	I worried that the quality of my work would deteriorate						
J113	I worried that my skills and knowledge would not benefit my work anymore						
J114	I was anxious not being able to handle the demands that were placed on me						
J115	I worried that the values of the organization would change for the worse						

Section C: Organizational Commitment

On a scale of 1-6 where 1= 'strongly Disagree' and 6 = 'Strongly Agree'; to what extent do you agree with the following?

Affective		1	2	3	4	5	6
C1	I would be very happy to spend the rest of my career with this organization						
C2	I enjoy discussing my organization with people outside it						
C3	I really feel as if this organization's problems are my own						
C4	I think that I could easily become as attached to another organization as I am to this one						
C5	I do not feel like 'part of the family' at my organization (R)						
C6	I do not feel 'emotionally attached' to this organization (R)						
C7	This organization has a great deal of personal meaning for me						
C8	I do not feel a strong sense of belonging to my organization (R)						
Continuance							
C9	I am not afraid of what might happen if I quit my job without having another one lined up						
C10	It would be very hard for me to leave my organization right now, even if I wanted to						
C11	Too much in my life would be disrupted if I decided I wanted to leave my organization now						
C12	It wouldn't be too costly for me to leave my organization now (R)						
C13	Right now, staying with my organization is a matter of necessity as much as desire						
C14	I feel that I have too few options to consider leaving this organization						
C15	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives						
C16	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice another organization may not match the overall benefits I have here						
Normative							
C17	I think that people these days move from company to company too often.						
C18	I do not believe that a person must always be loyal to his or her organization						
C19	Jumping from organization to organization does not seem at all unethical to me						
C20	One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain						
C21	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization						

Section D: Employee Motivation

Why do you or would you put efforts into your current job?

On a scale of 1-6 where 1= 'not at all' and 6 = 'completely', indicate to what extent the following reasons apply to you.

Amotivation		1	2	3	4	5	6
M1	I don't, because I really feel that I'm wasting my time at work						
M2	I do little because I don't think this work is worth putting efforts into						
M3	I don't know why I'm doing this job, it's pointless work.						
Extrinsic Regulation - Social							
M4	To get others' approval (e.g., supervisor, colleagues, family, clients ...)						
M5	Because others will respect me more (e.g., supervisor, colleagues, family, clients ...)						
M6	To avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...)						
Extrinsic Regulation - Material							
M7	Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor ...)						
M8	Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor ...)						
M9	Because I risk losing my job if I don't put enough effort in it						
Introjected Regulation							
M10	Because I have to prove to myself that I can						
M11	Because it makes me feel proud of myself						
M12	Because otherwise I will feel ashamed of myself						
M13	Because otherwise I will feel bad about myself						
Identified Regulation							
M14	Because I personally consider it important to put efforts in this job						
M15	Because putting efforts in this job aligns with my personal values						
M16	Because putting efforts in this job has personal significance to me						
Intrinsic Motivation							
M17	Because I have fun doing my job						
M18	Because what I do in my work is exciting						
M19	Because the work I do is interesting						