

**PERSONALITY TRAITS AND JOB COMMITMENT OF PRIMARY SCHOOL
TEACHERS IN MANAFWA DISTRICT, UGANDA**

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DECLARATION

I **MBANACHO CLEMENT** do here by declare that this work is mine and has never been submitted to any educational institution for any award.

Signed**Date.....**

ABSTRACT

The present study was carried out in Manafwa district of Uganda to identify the dominant personality traits of the primary school teachers in Manafwa District, Uganda; to examine the level of job commitment of primary school teachers in Manafwa District, Uganda; and to find out the relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda. The study took a cross-sectional survey design using quantitative and qualitative approaches. Taking a sample of 300 teachers who were selected randomly from 30 primary schools which were selected purposively, the teachers filled the questionnaires, and 50 of those very people were in addition interviewed orally so as to get detailed information about teachers' personality traits and their commitment. The findings of the study were that the majority of the primary school teacher in Manafwa district are having the dominant personality of Extraversion; the level of job commitment of primary school teachers in Manafwa District, was high; and that there is no significant relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda, thus the study uncovered that the dominant personality traits of a person does not influence his/her commitment on the job so much, instead it is other factors such as remuneration, working environment, head teachers' management style, teachers' workload, home environment, one's health, geographical factors, as well as one's educational qualification which influence so much a person's level of commitment on the job. The study made recommendations that primary teachers in Manafwa should be more committed on their jobs. This is based on the finding that their levels of commitment is high. There is need for them to make it very high; and school administrators should ensure they improve those factors which so much influence teachers' commitment on their jobs, much as working environment, management style, among others.

APPROVAL

This is to certify that this work has been done under my supervision and I have approved it for submission to the University.

Signed**Date.....**

Dr:

SUPERVISOR

DEDICATION

This work is dedicated to my children Abraham, Caleb, Wepukulu Joshua, Wepukulu Daniel and Wepukulu Susan, as well as to my wife Nabulwala Barbara.

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From the bottom of my heart I thank various people who have contributed positively to my life in general. For instance my wife Barbara Nabulwala, my mother Wabule Susan; my lecturers at Kampala International University; my supervisor, Dr. Kayindu Vincent, as well as my colleagues at the place of work, such as Jehu Kalukusu, Wamokhela John, Mukanda Paul, among others. May the good Lord bless you abundantly.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, researcher questions, scope of the study, significance of the study, conceptual frame work and operational definitions.

1.1.0 Background of the study

1.1.1 Historical Perspective

Human beings are born with different personality traits and the dominant traits one possesses at times change due to the environment. The tabula rasa theory of the mind suggests that at birth the minds of human beings are like a white sheet of paper with nothing on it; it is the environment which changes a person (Ashton, 1986; Bandura, 1997).

Work and the desire for work or job commitment is as old as man. Commitment for work has all along been demanded by the employers from the employees. At the beginning of management, employer- employee relationship was that of master- servant, or landlord and serf. Workers were treated as property, belongings, wealth, goods or assets, and motivation was based on the simple principle of “work and eat” (Babalola, 1986), thus, employers demanded commitment from the employees.

Almost the first laboring class which history records were composed of slaves. The institution of slavery had its origin in military conquests. The defeated and exiled_ people were subjected to forced labour by their captors. The hieroglyphics of the tombs and temples of ancient Egypt bear mute testimony of the fact that its early civilizations were founded largely on slave labour. Even non-slave labour, whose skill contributed greatly to the artistic beauty of the nation's great monuments, was given only meagre reward in kind, such as wheat, oil or wine. Under such circumstances, employment relations were predominantly autocratic, and the treatment of the laborers was extremely cruel (Watkins and Dodd, 1934). Under slavery all the rights and privileges were claimed by the owner-master; all the obligations - rested upon the laborer (Babalola, 1996).

The slave remained what he became under Roman law, namely, a chattel, the property of his master, having none of the dignity that attaches to a free member of the community. He could not enter legally into marriage. His wife and children were not his before the law. He had no control over his own future. As the great body of producers in ancient civilizations slaves received less consideration than animals. Their hours of labours were limited only by physical exhaustion; their food was coarse; their shelter inadequate. Conservation of the slaves was inconsequential, since with each new conquest long fines of captives streamed through the gates of those ancient cities and they could be purchased at very low prices. The slave had no interest in his work. Condemned to a life of ignorance, he had no incentive to the cultivation of his higher faculties. Enlightenment was denied him lest he learn something of the potential) joys of freedom

(Babalola, 1996). This suggests that in the early days commitment was forced from the employees.

With the advent of Western education, teachers were required to be committed to their work (Barrack and Mont, 1991). Foreign education as practiced in Uganda today was introduced by the Christian missionaries, the Protestants and Catholics who came in 1877 and 1879 respectively. Though the Arabs had come to Uganda earlier in 1844, they were more interested in trade than in education, the Arabs thus offered very limited education, mainly in form of the Quran schools to teach the converts of Islam the basic tenets of the Islamic faith (SSekamwa(Babalola, 1999).

At first, education was in the hands of the Christian missionaries who established schools, the first ones being for the sons and daughters of chiefs. Not until 1914 did the Government get involved in education, set up the Department education to oversee education in the country and to ensure that all educational institutions abide by the Government educational policies. The educational policies required among other things, teachers to be responsible servants and to have a high level of commitment at work. Teachers were also required to have good personality traits which revealed their high level of seriousness, being well organized, creative, social and easily adaptive to new situations, otherwise one would lose his or her job (SSekamwa, 1999).

1.1.2 THEORETICAL PERSPECTIVE

This study was based on the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or Operant conditioning, species acquire new skills, depending on the

effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior. This is relevant in this study in a way that different individuals have different personality traits. With the influence of reinforcement, one's job commitment can either increase or reduce.

1.1.3 CONCEPTUAL PERSPECTIVE

In this study the personality traits are the independent variables while job commitment is the dependent variable.

According to Aggarwal (2004) a trait is a dimension of personality which can be measured and must describe the consistent behaviour of an individual. A trait is further conceived quantitatively as a continuous scale of measurement from extensive positive end to the extreme negative end.

The independent variable is Personality traits namely. This study explored five personality traits namely, Openness: which refers to the degree to which a person is curious, original, intellectual creative and open to new ideas. A teacher being a learner, his/her ability to open up to new ideas will make him/her become dynamic in carrying out his / her activities and being effective hence better performance. Conscientiousness refers to the degree, to which a person is organized, systematic, punctual, achievements oriented and dependable; Agreeableness is the degree to which a person is nice, tolerant, sensitive, trusting, kind and warm; Neuroticism refers to the degree to which a person is anxious irritable, temperamental and moody: neurotic people have a tendency to have emotional adjustment problems and

habitually experience stress and depressions; and Extroversion is the degree to which a person is out going, talkative, sociable and enjoys socializing more over-they tend to be effective as managers and they demonstrate inspirational leadership behaviours (Rotter, 1986; Goldberg, 1990; Wamberg,2000).

The dependent variable of the study is teachers' job commitment. Employee commitment is the ability of employees to be loyal and identify with the organization in relation to the duties and responsibilities (Armstrong, 2006). In regard to teachers' commitment, it means the extent to which teachers fulfill their duties at their respective places of work. In this study, teachers' commitment was conceptualized based on the roles of the teacher as stipulated by the Ministry of Education and Sports, namely teaching, assessment of students' work, as well as teachers' official outside classroom work (Ministry of Education and Sports, 2012).

Teaching means giving instructions to the learners in academics at the place where learning is taking place in the different subjects such as mathematics, Ministry of Education and Sports. Professionally, teaching learners has to be done after making preparations, that is, a scheme of work, lesson plan, as well as using the relevant learning aids.

Assessment means marking the work of learners to gauge the extent to which they (have) grasped the subject matter or the extent to which they can apply what they learn in class into other spheres of life.

Doing outside classroom work means a teacher fulfilling his duties beyond teaching and marking. Based on the guidelines set by the Ministry of Education and Sports in Uganda, a primary school teacher has to do other activities outside teaching and marking, such as monitoring students' discipline and hence guide them accordingly, getting involved in

learners' extra curricula activities such as football, netball, volleyball, cross country, jumping, among others (Ministry of Education and Sports, 2012).

1.1.4 CONTEXTUAL PERSPECTIVE

The role of teachers is to facilitate the implementation of the various learning programmes aimed at improving the learning situation. Teachers whether new or old in the teaching job need necessary support in implementing the instructional programmes (Ndibalekela, 2015). Teachers have to be involved in their tasks within the implementation of the school curriculum instructional programmes.

With the advent of the National Resistance Movement (NRM) in power since 1986, educational liberalization was made stronger, such as the establishment of private schools, individual schools including many public schools charging different tuition, among others. Educational liberalization especially in terms of building schools by the private sector brought in illiterate businessmen and women who seem to have ventured into the educational field thinking that they will run schools like markets or other profit making enterprises. In that way, some of the school owners are so arrogant, rude, there are no proper systems of running their schools, they pay teachers very little salary which is not even paid in time, job insecurity is the order of the day (Onen, 2014; Okwale, 2015). All this trend of events have impacted on teachers' level of commitment Due to the rampant unemployment in the country, teachers choose to work in such schools for formality as they are looking for alternative jobs (Okirima, 2011). Reduced level of teachers' commitment translates into, among other things, students' poor performance as shown in table 1 in the district between 2012 and 2016 with very few fist grades.

Table 1. P.7 Results in Manafwa District, 2012-2016

YEAR	DIV I	DIV II	DIV III	DIV IV	DIV U	DIV X
2012	04	328	401	520	440	112
2013	84	256	540	480	552	87
2014	102	482	412	518	487	92
2015	83	528	360	472	382	98
2016	191	632	411	423	441	102

Source: MANAFWA DISTRICT Education Department, 2017.

The poor grades of students as seen in table 1 seemingly imply that teachers' level of commitment is low although it can not be denied that there are other causes.

Manafwa district is a rural district with many people who are farmers. Some of the parents and teachers are drunkards which affects their personality traits, hence causing some of them to become irresponsible at work.

1.2 STATEMENT OF THE PROBLEM

Though the liberalization of education in Uganda, such as private schools started before Uganda's political independence (Onen, 2014; Ndibalekera, 2015), from the time the National Resistance Movement (NRM) came to power in 1986 educational liberalization was made stronger. For example, schools were set up by all categories of people: the elites, illiterates, the businessmen and others many of whom thought schools would be run like markets or other business ventures to amass wealth. Then in 1987 Universal Primary Education (UPE) was introduced which saw an increase in students' enrolment in primary

schools. These factors coupled with others, such as land slides in the area, saw some people loosing their cows, relatives and property. In addition, in some primary schools, teachers are paid salary of between Uganda shillings 100,000 and 400,000 yet the cost of living is high (Okurut, 2017). This seemingly affecte(d) some people psychologically hence developing some personality traits. Teachers' level of commitment in the performance of their duties, such as teaching and guiding them regularly is seemingly compromised (Okurut, 2017). The current study was carried out in Manafwa district to assess the influence of primary school teachers' personality traits on their job commitment.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationship between personality traits and job commitment of primary school teachers in Manafwa District of Uganda.

1.4 OBJECTIVES OF THE STUDY

This study was guided by the following objectives:

- i) To identify the dominant personality traits of the primary school teachers in Manafwa District, Uganda.
- ii) To examine the level of job commitment of primary school teachers in Manafwa District, Uganda.
- iii) To find out the relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda.

1.5 RESEARCH QUESTIONS

This study was carried out to answer the following questions:

- i) What are the dominant personality traits of primary school teachers in Manafwa District, Uganda?
- ii) What is the level of job commitment of primary school teachers in Manafwa District, Uganda?
- iii) Is there a relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda?

HYPOTHESIS

The study tested the following null hypothesis:

There is no relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda.

1.7 SCOPE OF THE STUDY

1.7.1. Geographical Scope.

This study was conducted in Manafwa District Local Government which is located on the slopes of mountain Elgon in the Eastern region of Uganda, boarding the republic of Kenya in the East, the district of Bududa in the North, Mbale in the West and Tororo in the South. It was created from her mother district Mbale and is about 20km from Mbale town 320km from Kampala. This district is dominantly hilly with a bad terrain and this causes difficulty in accessing most of the government institutions. This district is now divided into two constituencies; that is Bubulo East and Bubulo West with thirty sub-counties and 86 primary

schools. This area was chosen because it has people of different personality traits, the primary schools performing poorly in the national examinations which seemingly suggest, among other things, that teachers are not very committed. There are also media reports that teachers in this area are not all that committed to their work.

1.7.2. Content scope.

This study focused on the primary school teachers' personality characteristics or traits and their influence on the commitment of primary school teachers in Manafwa district of Uganda. The study does not address teachers' attitude towards work; this can be an area to be addressed by future researchers by preferably making longitudinal studies.

1.7.3 Time scope

The study covered a period from February 2017 to December 2017. Within this period, the data was collected, analysed and consequently a research report was written.

1.8 SIGNIFICANCE OF THE STUDY

It will sensitize the primary school teaches of their behavioral inefficiencies and hence be able to change accordingly. There is therefore likely to be a steady improvement in teachers' commitment at work.

This study is going to be beneficial to the researcher himself in that, it is a requirement for attaining a masters' degree of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the literature under the following subthemes theoretical review, conceptual framework and related literature.

2.1 Theoretical Review

This study was guided by the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or Operant conditioning, species acquire new skills, depending on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior. This is relevant in this study in a way that different individuals have different personality traits (Bandura, 1983; Bandura, 1997).

With the influence of reinforcement, one's job commitment can either increase or reduce. Skinner, and Stimulus-Response (S-R) adherents, believed that behaviorist theory could be used to infer a learning history they held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences.

Responses that were reinforced would be repeated, and those that were punished would not. Therefore what teachers and pupils do in classrooms have effects on pupils learning, the language, methods used by teachers, evaluation procedures, feedback given to pupils in form of rewards and punishments play a big role in leaning and assessment of pupils.

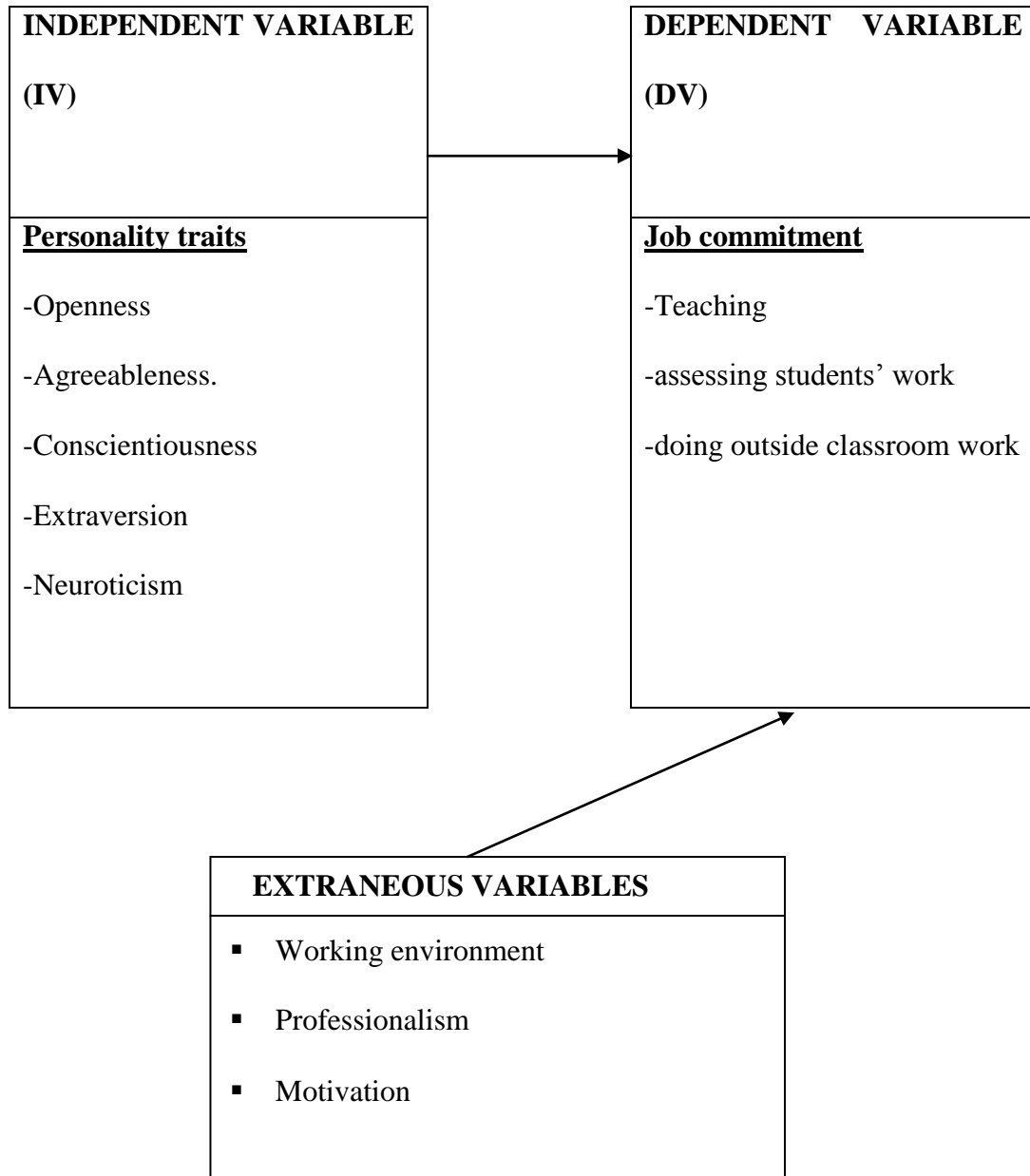
These associations between stimuli, actions, and responses could explain every aspect of human and animal behavior and interaction, but one seemed particularly problematic for the behaviorist theory: language. In 1957, Skinner published his book, *Verbal Behavior*, in which he attempted to apply his form of Operant conditioning to language learning. A basic assumption of his was that all language, including private, internal discourse, was a behavior that developed in the same manner as other skills. He believed that a sentence is merely part of “a behavior chain, each element of which provides a conditional stimulus for the production of the succeeding element. The probability of a verbal response was contingent on four things: reinforcement, stimulus control, deprivation, and aversive stimulation. The interaction of these things in a child’s environment would lead to particular associations, the basis of all language (Bandura, 1997).

The theory is based on the Premise that effective language behavior consists of producing responses to the correct stimuli. The-link between stimuli and responses becomes habitual as a result of getting reinforcement. If a child produces an utterance which is appropriate to the situation, the mother will reward him or her with some sign of approval. And the response is more likely to occur in similar situations in the future time. If the child produces an utterance which is inappropriate to the situation, he or she will not be rewarded consequently, the child will not repeat the same situation.

2.2 CONCEPTUAL FRAMEWORK.

This study sought to establish the influence of primary teachers' personality traits on their job commitment in Manafwa District. This is shown in figure

Fig. 3. Relationship between the independent variable and the dependent variable



Source: Drawn based on Meijer & Foster, 1998; Hogg & Vanghan, 2002)

Fig. 3 shows the relationship between the independent and the dependent variables. It shows that the personality traits of a teacher such as: openness, agreeableness, conscientiousness, extraversion, and neuroticism, can influence the level at which that teacher commits him/herself at work in terms of teaching, assessing learners' work, as well as doing school official work outside classroom.

However, the personality traits are not the only ones that influence the teachers' level of dedication at work; there are other factors, the extraneous variables such as; working environment, professionalism, and motivation which can influence the teachers' level of commitment. This study however does not address these intervening variables; these can be areas for future researches.

2.3 RELATED LITERATURE

2.3.1 DOMINANT PERSONALITY TRAITS

According to Aggarwal (2004), the totality of a man's personality may be defined as under: The attitude of an individual with which he/she does some work; the skills of an individual with which he/she does the job; the way he/she dresses; the way he/she sits and stands; the way he/she speaks; and the way he/she walks and so on. The current study was therefore conducted in Manafwa district partly to assess the accuracy of this.

There are different personality traits, such as:

Conscientiousness. Refers to the degree to which a person is organized, systematic, punctual, achievements-oriented and dependable (Barrack et.al 1991). These are personality traits that are expected of every teacher such that if they were held to their work performance would be emulatable; the opposite being true if they were over looked. Lever (2003) defines conscientiousness as the degree to which a person is organized, systematic, punctual, achievements oriented and dependable. He also defines conscientiousness as the degree to which a person is organized, systematic, punctual, achievements oriented and dependable. Conscientiousness is the one personality trait that uniformly predicts how high a person's performance will be across a variety of occupations and jobs. Once lived conscientious people not only tend to perform well but they also have higher level of motivation to perform, lower levels of turnover, lower levels of absenteeism and higher levels of safety performance at work (Robbins, 2001).

It should be noted that one's conscientiousness is related to career success and career satisfaction over time. However, a potential downside is that high conscientious individuals can be detail oriented rather than seeing the big picture (Judge, 2002). This is however generalized, it is not specifically about Uganda, hence the current study.

Agreeableness is the degree to which a person is nice, tolerant, sensitive, trusting, kind and warm. This is in line with the teachers' code of conduct to which all practicing teachers must pledge allegiance. (Robbins, 2001) also state that agreeableness is the degree at which a person is affable, tolerant, sensitive, trusting, kind and warm. In other words people who are high in agreeableness are likeable people who get along with others. Not surprisingly, agreeable people help others at work consistently; this helping behaviour does not depend on

their good mood. They are also less likely to retaliate when other people treat them unfairly which may reflect their ability to show empathy and to give people the benefit of doubt (James 2016).

Agreeable people may be valuable, additive to their teams and may be effective leaders because they create a fair environment when they are in leadership positions (Judge et.al 2003). At the other end of the spectrum, people in low agreeableness are less likely to show this positive behaviour moreover people who are disagreeable are slower to quit their jobs unexpectedly perhaps in response to conflicts with a boss or a peer (Wallace, 2006).

Note that people in high agreeableness are also less likely to engage in constructive and change oriented communication. Disagreeing with the status quo may create conflicts and agreeable people may avoid creating such conflicts, missing an opportunity for constructive change (Robbins, 2001; Wallace, 2006).

Neuroticism refers to the degree to which a person is anxious, irritable, temperamental and moody: neurotic people have a tendency to have emotional adjustment problems and habitually experience stress and depressions (James 2016). People very high in neuroticism experience number of problems at work for example they have trouble forming and maintaining relationships and are less likely to be someone people go to for advice and friendship (Barrack et.al 1991).

In a study exploring the relationship between personality, satisfaction, and organisational citizenship behaviour (OCB), Organ and Lingl (1995) examined the hypothesis that agreeableness and conscientiousness accounted for commonly shared variance between job satisfaction and citizenship behaviours. Their results showed that although agreeableness and

conscientiousness were significant predictors of work satisfaction, positively and negatively, respectively. It was only conscientiousness that showed a reliable connection to OCB and only in respect to the dimension of generalized compliance. In a met analysis published the same year, Organ and Ryan (1995) did not find encouraging results for agreeableness and conscientiousness, the two personality dimensions included in their analyses, which could be a result of the small number of studies included (Robbins, 2001).

For agreeableness they found a sample-weighted mean estimate of .127 for altruism and .107 for generalized compliance, but in both cases, zero was included in the 95% confidence intervals around the mean, which weakens the generalize ability of the result substantially. For conscientiousness the results were more supportive, with a sample-weighted mean estimate of .217 for altruism and .302 for generalized compliance. Unfortunately, the latter estimates were much weaker when only other ratings of citizenship behaviours were included in the analyses, dropping to .043 and .228 respectively. Whereas this is relevant, it was not talking of Manafwa district, hence the current study, to assess the influence of teachers' personality traits on their job commitment.

Konovsky and Organ (1996) predicted that agreeableness would relate particularly with altruism, courtesy, and sportsmanship, whereas conscientiousness would relate with generalized compliance. The statistically significant correlations they came up with were quite weak: .12 between agreeableness and courtesy and .15 between conscientiousness and generalized compliance. The results of usefulness and regression analyses showed that, with the exception of generalized compliance, the dispositional variables could not predict significant variance in OCB beyond that predicted by work attitudes. However, in the case of

generalized compliance, the personality dimension of conscientiousness was the strongest predictor of all, accounting for unique variance on the impersonal dimension of OCB. These results supported the idea that conscientiousness is the most valuable personality dimension to study, with regard to OCB. Though this is relevant, that organizational citizenship behavior (OCB) being talked about was not among the teachers of Manafwa district, a gap filled by the current study.

In the study conducted in Greece concerning the Five-Factor Model (FFM) of personality traits and work behaviour by Ioannis Nikolaou and Ivan T. Robertson (2001) ; the study explored the validity of the five-factor model of personality (FFM) in occupational settings in Greece, examining its relationship to employees' overall job performance, job satisfaction, organizational citizenship behaviour, and generic work competencies. The study involved two hundred and twenty-seven employees from various Greek SMEs who participated in the study completing a personality and a job satisfaction measure. Their supervisors completed three questionnaires assessing their performance and their work competencies. Some of the most significant results of this study were the strong links identified between personality and job satisfaction and the moderating effect of job type on the criterion-related validity of some personality dimensions (cited in Wallace, 2001). These results were discussed in terms of the FFM literature taking into consideration the strong effect of Greek culture. Since this study was carried out in Greece, not Uganda, the results cannot be 100% applicable to the Ugandan situation, thus justifying the current study.

Openness. This is the degree to which a person is curious, original, intellectual, creative and open to new ideas. Such people/workers, in these cases teachers, thrive in situations that

require flexibility and learning new things. They are highly motivated to learn new skills and they do well in training settings (Barrack MR & Mount MK 1991). Their open mindedness leads them to seek a lot of information and feedback about how they are doing and to build friendship which leads to quicker adjustment and to the new jobs (Wanberg et.al 2000) when given support they tend to be creative (cited in Zimmerman, 2008).

Open minded people are highly adoptable to change and teams that experience unforeseen changes in their tasks do well if they are populated with people high in openness (Lieveus et.al 2003). The potential downside of these types of people is that they may also be prone to becoming more easily bored or impatient with routines (LePine 2003). People high in openness seem to thrive in situations that require flexibility and learning new thing, they are highly motivated to learn new skills and do well in training skills (Khan & Qazi 2015), as cited in Zimmerman (2008).

Neuroticism refers to the degree to which a person is anxious, irritable, temperamental and moody: neurotic people have a tendency to have emotional adjustment problems and habitually experience stress and depressions (James 2016). People very high in neuroticism experience number of problems at work for example they have trouble forming and maintaining relationships and are less likely to be someone people go to for advice and friendship (Barrack et.al 1991). They tend to be habitually unhappy in their jobs and report high intentions to leave they do not necessary actually leave their jobs as (James 2016) further observes.

Being high in neuroticism seems to be harmful to one's career as these employees have lower levels of career success (measured with income and occupational status achieved in ones

career (Lieveus et.al 2003). If they achieve managerial jobs, they tend to create an unfair climate at work and such atmosphere may negatively impact on the effectiveness of the staff thereby leading to inefficiency among the staff in executing their duties. In contrast, people who are low on neuroticism that is those who have positive affective dispositions tend to experience positive moods more often than negative moods.

The trait of neuroticism seemingly implies the necessity of self monitoring. According to James (2016) self-monitoring refers to the extent to which a person is capable of monitoring his/her actions and appearance in social situations. People who are social monitors are social chameleons who understand what the situation demands and act accordingly, while low social monitors tend to act the way they feel. High social monitors are sensitive to the type of behaviour the social environment expects of them. Their ability to modify their behaviour according to the demands of the situation they are in and to manage their impression effectively is a great advantage to them James 2016).

Extroversion is the degree to which a person is out going, talkative, sociable and enjoys socializing more over-they tend to be effective as managers and they demonstrate inspirational leadership behaviours as (James 2016) further observes. This needs to be taped especially during team work which is part and parcel of the teachers' daily tasks. Extroverts have easier time adjusting to new jobs than the introverts. They actively seek information /feedback and build effective relationships which help them adjust.

Interestingly, extroverts are also found to happier at work which may be because the relationships they build with the people around them and the easier adjustments to a new job (James 2016). However they do not necessarily perform well in all jobs, i.e. jobs depriving

them of social interaction may be a poor fit, more over they are not necessarily model employees for example they tend to have higher levels of absenteeism at work, potentially because they may miss work to hang out with or attend to the needs of their friends to Barrack et.al (1991).

People with a personality trait of extroversion tend to be proactive. This refers to a person's inclination to fix what is wrong, change things and use initiation to solve problems. Instead of waiting to be told what to do, proactive people take action to initiate meaningful change and remove the obstacles they face along the way. Proactive individuals tend to be more successful in their jobs services. They are also more successful over the course of their careers because they use initiation and acquire greater understanding of how the politics of the company (Robbins, 2001). Proactive people are valuable assets to their companies because they may have higher levels of performance. They adjust to their new jobs quickly because they understand the political environment better and make friends more quickly (Goldberg 1990). They are eager to learn and engage in many developmental activities to improve their skills. It should be noted however that for all their potentials, proactive people may be a liability for a person or an organization as they become pushy and try to change things by virtue of their initiative at the expense of the organizations (Judge et.al 2003). The limitation however is that this information is over generalized. The study was therefore conducted among the primary schoolteachers of Manafwa district to find out the extent to which they were extroverts.

2.3.2. JOB COMMITMENT

Employee commitment is the ability of employees to be loyal and identify with the organization in relation to the duties and responsibilities. Individuals with strong attachment to the organization will feel cohesive with it and get pleasure from being a member of organization. There are three dimensions for employee commitment, namely, affective commitment is the extent to which employees feel to have emotional linkage, identification and involvement with their current organization and consequently develops the desire and the need to remain in the organization. Second, continuance commitment is experienced when employees feel they cannot leave their jobs because they have no other options. This is manifested when an individual maintains commitment to the organization because he or she is unable to match salary and benefits with another employer. Third, normative commitment is associated with an employee's individual feelings of the necessity to reciprocate a good deed accorded to him or her by the employer (Armstrong, 2006).

Job commitment is one of the most important aspects of work all employees are required to observe. Unfortunately however, some people get jobs and loose commitment. Foe example, in a study carried out in primary schools in Iganga district of Uganda by Yiga and Wandega (2010) found out that 13.3% of the head teachers in Iganga were absent due to housework or domestic violence. Yiga and Wandega (2010) found out that 3.3% of the head teachers were absent from school due to marriage ceremonies and burials. The researchers also found out that 0.4% of the teachers were absent from school due to funeral rites and parties. This absenteeism is one of the indicators of less job commitment. This study is of relevance to the

current study, however it was carried out in Iganga district, not where the current study was carried out from. The current study filled this gap.

Teacher absenteeism, one of the indicators of less job commitment is a real problem not only in Uganda but also in other parts of the world. For example according to UNICEF report (2012), teacher absenteeism on average is 10% in developed countries and 40% in developing countries. This is where Uganda lies and this is very critical especially when it comes to school performance. This relates to the study carried out by the National Assessment on Progress in Education survey (2012) which was carried out in 1,232 primary schools selected from 112 districts of Uganda. The assessment was conducted in P.3 and P.6 in Numeracy and Literacy in English. Over all, 69.9% of the P.3 pupils reached the defined proficiency level in Numeracy and 53.8% attained a similar rating in Literacy in English. The survey stated that teachers in rural areas are more frequently absent because they engage in agriculture and other activities during school time to meet their school needs, and therefore have less contact time with learners. This indicates that some teachers lack commitment due to the desire to do other money generating activities to get money. These findings were however not related to the teachers' personality traits, hence one cannot tell whether that lack of commitment in teaching was done more or less by the introverts or extroverts. The current study thus filled this gap.

Namubiru (2003) carried out a case study of upper primary schools in Kampala and Wakiso districts and 50 respondents (teachers, pupils and parents) were involved in the study. She found out that upper primary school teachers are not all that committed, for example they usually absent themselves because parents fail to support teachers and pupils at school. For example, parents refuse to pay money for the P.7 candidates to study on Saturdays and

Sundays or very early in the morning before school begins. This suggests that the teachers are not well motivated by parents which causes them to be less committed. This study was however carried out in urban schools unlike the current study which was carried out in a rural area.

On the question of whether or not teachers' gender impacts positively on their commitment, recent research in education indicates that the pattern of social relationships among educators is dependent on demographic characteristics of teachers, such as gender, grade level, working hours, formal position, and experience (Moolenaar, 2010; Daly et al., 2010; Heyl, 1996). For instance, teachers who teach upper grade tend to engage more in interpersonal relationships around work discussion than lower grade teachers. Similar to research in other settings (Mehra, Kilduff, & Brass, 1998), female teachers tend to seek more relationships, and male teachers tend to be sought more for relationships. Full time employed teachers are being sought for fewer relationships than part time employees, which may be related to the amount of coordination that is needed to effectively 'share' teaching responsibility among multiple teachers. Surprisingly, older teachers and educators with more experience are being sought for fewer relationships around work related discussion than younger and less experienced teachers (Moolenaar, 2010). In addition, educators tend to seek relationships with educators with the same gender and from the same grade level, thus evidencing mechanisms in school teams (Moolenaar, 2010), as cited in Okwale, 2015. Moreover, it appears that the longer a school team consists of the same group of educators, the more likely they are to discuss their work in interpersonal relationships. There is however no proof that these claims are talking of teachers in Uganda, this necessitated the study to be carried out in Uganda.

In addressing the commitment of teachers, it should be noted that one of the important underlying assumptions in social network literature is that individuals' behavior may affect the shape and size of their social network. A type of individual behavior that has been suggested to shape social networks is organizational citizenship behaviour (Bolino, Turnley, & Bloodgood, 2002). Organizational citizenship behavior (OCB) refers to behaviour that goes beyond formal role requirements and that facilitates organizational functioning. In the context of education, OCB is believed to be important since increasing pressure to meet new standards for school performance urges educators to go well beyond their formal role to accomplish their goals (Tschannen-Moran, 2003). The interest in extra-role behavior in education has been reflected by a growing number of studies positively linking educators' OCB to various school outcomes (Bogler & Somech, 2005; Somech & Ron, 2007). OCB may facilitate creating new interpersonal relationships and deepening existing contacts because individuals who display more extra-role behavior will not only be in contact with others, it may also make them more likable. This is however over generalized. It does not address the commitment of primary schools in Uganda. This partly prompted the current study.

Helping behavior is one of the important aspects of teachers' commitment. In a pioneering study in 13 Dutch school teams, teachers who reported more helping behavior were also likely to report more work related and friendship relationships (Moolenaar, 2010). Yet, while significant, the effects were weak and leave to question whether there are other behaviors that may shape social relationships more strongly than helping behavior. Head teachers' transformational leadership behavior is another type of behavior that may shape social networks in schools. Transformational leaders aim to motivate followers by sharing a clear

vision for the school's future and attending to individual needs for professional development and intellectual growth (Bass & Avolio, 1994). Head teachers who are recognized as transformational leaders are found to occupy more central positions in their schools' social networks (Moolenaar, Daly, & Slegers, 2010). Teachers with transformational head teachers seek out their principal more often for work related and personal advice, thus enabling head teachers to exert control over the resources that are disseminated within teams (Moolenaar, 2010), as cited in Okwale, 2015. Whereas this is relevant, it does not address the plight of the commitment of primary school teachers in Uganda, hence the current study.

The closeness of head teachers to their teachers can affect the teachers' commitment. Head teachers occupy central positions and they can distribute information quicker and with more ease than less well-connected head teachers. Moreover, this information will have less chance of being modified as it passes from person to person (Moolenaar, 2010). Being close to their teachers may thus be of strategic advantage for head teachers as these increased interpersonal relationships may enable them to maximize the skills and knowledge that reside within the network (Moolenaar, 2010). Research has proven that when human beings are appreciated and praised they tend to improve their commitment. This is another way an organization can apply as a reward so as to improve performance. Praise could be shown in the organization newsletters or in meetings. When managers take time to meet and recognize employees who have performed well, it plays a big role in enhancing employee's performance. (Torrington & Hall, 2006). Organization should rewards employees more often. This greatly improves performance compared to having the reward only once in a year. This is because frequent rewards are easily linked to the performance. (Thomson & Rampton, 2003). Another way through which organization can use reward system to increase the output

by personalizing the reward. When reward tend to be so general, employees do not value them. Organization can use rewards to improve employee performance by incorporate appraisal or promotion for employees who have a good record of performance. Managers should be on lookout for employee who performs well. All these are non-financial rewards that can encourage job and organizational engagement and make a longer-lasting and more powerful impact than financial rewards such as performance-related pay (cited in Okirima, 2011). These claims are however not supported by any empirical study. This partly prompted the current study.

Interpersonal relationships among teachers can affect their commitment. An equally significant underlying assumption of social network research is that social structure may affect individuals' preferences and actions, as well as organizational outcomes. Educational researchers, practitioners, and policy-makers are increasingly recognizing the potential of networks of educators to foster systemic improvement in instructional quality and student achievement. Recent educational research using social network theory has found that the pattern and content of social relationships among teachers affects teachers' professional development, collective efficacy, shared decision-making, schools' capacity to change, innovative climate, and student achievement (Daly et al., 2010; Moolenaar, 2010; Moolenaar, Daly, & Slegers, 2010; Penuel & Riel, 2007). Interpersonal relationships among teachers have been closely associated with trust among teachers, both in educational literature (Bryk & Schneider, 2002; Coburn & Russell, 2008; Tschannen-Moran, 2001), and social capital theory (Nahapiet & Ghoshal, 1998; Fukuyama, 1995; Putnam, 1993). Earlier positive experiences in interpersonal relationships may nurture trust by reducing uncertainty about the intentions and motivation of the other person involved in the relationship, thus increasing

predictability, decreasing vulnerability, and infusing the relationship with routines (Uzzi, 1997). As such, interpersonal relationships among teachers may shape a context in which trust can grow by providing a blueprint for future interactions, forming mutual expectations, and outlining the norms and values of a community (Moolenaar, 2010, Moolenaar & Sleegers, 2010), as cited in Okwale, 2015. None of these claims mention Uganda's primary school teachers' commitment, a gap filled by the current study.

Recent work in schools (Moolenaar, 2010, Moolenaar & Sleegers, 2010) demonstrates that the more interpersonal relationships educators maintain, the more they perceive their team as characterized by trust. Interestingly, the density of the schools' social networks as a whole also appeared to affect teachers' perceptions of trust, above and beyond the effect of teachers' own pattern of interpersonal relationships (Moolenaar, 2010, Moolenaar & Sleegers, 2010). This implies that the overall pattern of social relationships in the school team as a whole is as important to teacher trust as the individual web of interpersonal relationships. With regard to student achievement, the influence of social networks has not yet been unambiguously reported (Moolenaar, 2010, Moolenaar & Sleegers, 2010). While some literature suggests that patterns often archers'' interpersonal relationships directly positively affect student achievement (Daly et al., 2010, Penuel et al., 2009), other research reported positive indirect effects (Moolenaar, 2010). Finally, a recent line of research has focused on the extent to which the structure of reform-related networks may affect the success of reform initiatives and suggests that the network of teachers' interpersonal relationships can support and constrain the uptake, depth, and spread of reform implementation in the schools (Daly & Finnigan, 2010; Daly & Finnigan, 2011; Daly et al., 2010; Daly & Moolenaar, 2010), as cited in Okirima, 2011. None of these claims have

backing of studies on primary school teachers in Uganda, hence the justification of the current study.

Whereas remuneration in form of salary is perceived to be a strong determinant of teachers' commitment, the salary scales for both secondary and secondary school teachers are often very flat with very small salary increments awarded on the basis of seniority/experience, or the differentiation between supervisor and assistant teachers with little or no link with actual teachers' work performance (Gichura, 2009). The salary administration is also poor in most countries. In particular, late payment of salaries is very common (Ainscow, 1995). However, where the teachers' pay is very low, there is normally the de facto recognition in the 'labour processes' that the work has to be organized in such a way that it enables teachers the autonomy to generate additional income (Bennell et al, 2004). In most of the schools the managers also engage in these 'economic survival' activities (Gichura, 2009). In addition there is a more generally widespread acceptance that 'you (the employer) get what you pay for', which is not very much when the pay does not meet minimum livelihood needs of the employees (Bennell et al, 2004). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries (World Bank, 2005) (cited in Okirima, 2011). None of these claims however specifically talks of teachers in a rural setting like Manafwa district where the current study was carried out from.

Recent studies conducted in Kenya indicate that there is a more wide spread engagement of teachers in economic survival activities, which reduces their commitment in schools. There is

laxity in professional discipline and supervision Wasanga and Kyalo 2009. This situation if not redressed could lead to the production of a decaying empire of educational institutions, a community of teachers who are depressed in life since they do not find joy in their work and hence production of a generation of poor citizens from schools. This will adversely affect the government revenues intended for development since it is investment in education will not be achieved, as cited in Okurut (2017). This is relevant to the current study; however it is not talking about Manafwa district, hence the current study.

Teachers' qualifications and the subjects they teach can cause teachers' commitment to be either high or low. Interest in teacher qualifications has intensified among education policy makers and researchers, During this time period, research has accumulated that links student achievement to the qualifications of teachers (Brewer 2000). Two central measures of elementary and secondary teacher qualifications are teachers' postsecondary education and their certification. To understand how many students are taught by teachers lacking specified levels of training, efforts have focused on mismatches between teacher qualifications and their teaching assignments (National Commission on Teaching and America's Future 1996; Ingersoll 1999). One of the main findings concerning teacher qualifications has been the relatively high incidence of teachers teaching subjects outside their areas of subject matter training and certification. Moreover, the incidence of out-of-field teaching has been shown to vary by subject and by grade level. Out-of-field teaching also has been shown to occur more often in the classrooms of low-income students (Ingersoll 1999), Goldhaber and Brewer's 1997 analysis of teachers' postsecondary degrees and students' mathematics performance found a positive relationship between these variables; with higher levels of performance

among students whose teachers held a bachelor's or master's degree in mathematics than among students whose teachers were out-of-field.

Goldhaber and Brewer (2000) examined data on the postsecondary degrees and certification status of teachers and their students' performance in mathematics and science. They observed a positive relationship between teachers' degrees and student performance in mathematics consistent with earlier findings. They also found that students whose teachers were certified in mathematics but did not hold a postsecondary degree in mathematics did not perform as well as students whose teachers held a postsecondary degree in mathematics. These findings provide a foundation for further examinations of out-of-field teaching data. One of the most significant studies in this area was also performed by Hanushek (2000) who surveyed the results of 113 studies on the impact of teachers' qualifications on their students' academic achievement, Eighty-five percent of the studies found no positive correlation between the educational performance of the students and the teacher's educational background. Although 7 percent of the studies did find a positive correlation, 5 percent found a negative impact. Those that push for legislation requiring certain teacher qualifications for homeschoolers have no research to support the necessity of such standards (cited in Okurut, 2017). None of these talks of Manafwa district where the current study was carried out from. This partly prompted the current study.

Teacher characteristics matter in preparation, pedagogic and subject content, credentials, experience and test scores, the findings from the literature imply that there is no merit in large scale elimination of all credentialing requirement nor are improvement in teacher's quality likely to be raised through status quo, rather teacher policies need to reflect the reality that teaching is a complex activity that is influenced by the many elements of teacher quality.

Most of the research does not seek to capture in traction among the multiple dimensions of teacher quality and a result there are major gaps in the research that still need to be addressed. Evidence about quality at the elementary and middle school level in subjects other than mathematics or among difficult populations of students such as high poverty, English language learners or special education. Researchers and policy makers agree that teacher quality is a pivotal policy issue in education reform, particularly given the proportion of education dollars developed to teacher compensations. Their research identifies teacher's quality as the most important school related factor influencing student achievement. They concluded from their analysis of 400,000 student in 3,000 school that while school quality is an important determinant of student achievement, the most important predictors is teacher quality in comparison, class size, teacher education and teacher experience play a small role.

This suggests that teacher absenteeism compounds the disadvantages already faced by students in poor communities, mostly in developing countries. Surprisingly, some of the best evidence on absenteeism and student learning comes from a handful of developing-country studies. These studies have the advantage of direct observation of teacher attendance by study teams, which get around problems of inaccurate administrative records. One such study is by Das et al (2007), who focus on primary schools in Zambia. That study involved repeated surprise visits to the same schools over the course of the year, together with measurement of the students' learning gains. By correlating each student's learning gains with the absence of his or her teacher, the authors conclude that absence has a surprisingly large effect: each additional 5 percent increase in teacher absence reduces learning by 4 to 8 percent of a year's learning for the typical student. The study controls for many other observable inputs into student learning, such as classroom equipment and even family-

provided inputs. This makes it more likely that the learning effect really is due to absent teachers and not to differences in some other input that is correlated with teacher absence.

Teachers' absence which partly indicates lack of or limited commitment affects performance (Duflo, Hanna, and Ryan, 2007). The experiment provided attendance-based bonuses for teachers at NGO schools in rural Rajasthan, India, by using cameras to monitor attendance and then verifying the results with random spot checks. Compared with the teachers in the schools that had been randomly assigned as controls, teachers eligible for the bonuses had much lower absence rates – only 21 percent, compared with 42 percent for the control teachers. Perhaps surprisingly, student learning increased substantially as well in the experimental schools, by 0.17 standard deviations. The authors estimate that reducing absence by 10 percentage points would increase child test scores by 0.10 standard deviations (cited in Okurot, 2017).

2.3.3. RELATIONSHIP BETWEEN PERSONALITY TRAITS AND JOB COMMITMENT

According Zeinab (2016), teachers' personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies and classroom management techniques but also their interaction with students. This is in line with this current study which is targeting the teachers' personality characteristics on their work place behavior which among them looks at their teaching methodology and assessment of their teaching and learning process among others. This is in line with Curtis and Liying (2001) when they assert that the teachers' performance is influenced by the teachers'

personality characteristics which they further observe that teachers personality traits are reflected not only in their classroom performance, especially in their election of institutional activities material, strategies of classroom management techniques but also their interaction with their student as well. This interaction with their students may be of a double effect/influence i.e. both negative and positive, if it aims at exploiting the students or helping the students to benefit academically respectively.

However, Cloughlin et.al (1994) point out that teachers' work occurs within a community supported by administrators and peers who provide tools and support for effective work. Since there is commitment from school the teachers can improve on the quality of their work. It should be noted that personality aids teaching, because communication takes place between the teachers and the learners- even in the absence of the spoken word (non verbal communication) (Callahan 1996). Callahan further credits and praises the type of teachers whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which students are provoked to learn; such a teacher is said to have enviable teaching personality and such as a teacher truly and correctly deserves praises because the essence of teaching is learning.

On the other hand, Wrights et.al (1997) single out the teacher as the most important factors for learning when they observe that if the ultimate goal is to improve the academic growth of students population one must conclude that improvement of students learning begins with the improvement of relatively ineffective teachers; regardless of the students placement strategies deployed within the school.

This means that the teachers' ineffectiveness impacts on the students' academic achievement; implying the need to improve on the primary school teachers' dominant effectiveness possibly through retooling.

Research on teachers' personality is however based on the assumption that the teacher as a person is a significant figure in the teaching and learning process. Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen (Zeinab, 2016). The effective use of a teachers personality is essential in conducting instructional activities though students can learn from the teacher s' personality even if there is no formal interaction between them. This is in agreement with Smith (1977) who claimed that the teacher's personality in the attitudinal sense is a significant factor in teacher behavior as it has a great impact on students' achievement especially as many students oftentimes want to be with their teachers. Therefore the teachers as professionals must know the art of communication, understanding others and ability to learn from the experiences.

One's dominant personality trait can affect one's self efficacy. According to Khan et.al (2015) self –efficacy is the belief in one's capability to organize and execute the course of action required producing given attainment. This may however, not mean the actual abilities of someone to perform certain tasks, but rather, their self ion of being able to perform the said tasks under given environmental conditions. This is in agreement with Evers et.al (2002) when they assert that the degree of self- efficacy is the product of both external (i.e. environmental) as well as the internal ones, that is, cognitive, affective, and the personality traits.

However, according to Henson (2001) humans are not a product of either biology or environment but rather the product of both external and internal factors. It's these factors that limit or favour the individuals' work behavior especially in Manafwa district where the environmental factors are very harsh in terms of the terrain thereby providing a soft ground for the teachers to dodge their duties.

In line with the foregoing phrase, Rother (1966) points out that one's dominant personality trait appears to relate to the locus of control theory which supports that people differ according to the level of their responsibility, they perceive they acquire upon event, consequences and opportunities in their lives. In agreement with this, Hogg and Vaughan (2002) observe that individuals with an internal locus of control believe that things in life are the product of their own behavior and choice and are characterized by high degree of control upon them. On the contrary however, Rother (1966) points out further those individuals with an external locus of control believe that they have low or no control upon things in their lives as these happen due to external powers or agents such as luck. This kind of mentality may not encourage such people to put in their effort thereby leading to low performance.

The importance of one's dominant personality trait appears to depend on its ability to affect humans' choice and behavior as Henson (2001) observes and supported by Bandura (1997) that one's dominant personality trait plays a key role in the development of human achievement and motivation. Bandura's work strongly supports the notion that humans' behaviors and motivation as well as the outcomes of their action i.e. success/failure are the product of their one's dominant personality trait, for example one's dominant personality trait has been formed to strongly linked to phobias, to depressions, as well as addictive behaviors such as smoking (Garcia et.al1990).

Anderson et-al (1988) and Bergman &McLaughlin (1977) found a strong positive correlation between students' performance and teachers' efficacy level. For example non-eficacious teachers appear to exert greater positive influence upon students due to their attitude and behaviors. That is, efficacious teachers tend to be less judgmental with students' mistakes (Gibson&Dembo 1984) and they support more students from low social economic status (Meijer&Foster 1988; Podell&Soodak 1993). They also appear to be more open to new teaching methods thereby improving students' performance (Allinder 1994); while they are more committed to their duties (Coladaric 1992).Efficacious teachers also appear to have better organizational skills than the non- efficacious ones (Woolfolk et.al 1990). This might explain why there are differences in performance among schools in Manafwa district

In contrast to the positive outcomes derived from efficacy teachers research has shown that the low efficacy teachers motivate students less and appear less persistent towards the students' learning (Podell & Soodak, 1993)

According to Ashton & Webb (1982), personality traits relate to self efficacy. In that way, efficacious teachers are the product of two significant variables. The first one is the degree of teachers' teaching efficacy. This constitutes the teachers' beliefs in their ability to influence students 'performance regarding other external factors e.g. Students' personal environment (Ashton &Webb 1982). The second one is teachers' personal efficacy which is the teachers' beliefs in their own personal abilities to positively affect students' learning (Ashton & Webb 1982). Woolfolk & Hog (1990) agreed that teaching efficacy is an important determination of teachers' efficacy, but they added an additional dimension to teachers' personal efficacy when they pointed out that teachers' personal efficacy constitutes of teachers' personal responsibilities regarding students both positive and negative outcomes. Woolfolk &Hog

(1990) further observe that both personal efficacy and teaching efficacy appear to be important and influential variables towards students' performance. These claims however do not talk of teachers in Manafwa district, hence the current study.

In line with the above, Ashton & Webb (1986) found out that teaching efficacy affected students' mathematics achievements by 24% while personal efficacy affected their language performance by 46%. Similarly, there is positive and direct relationship between self esteem and personal efficacy. Self-esteem refers to individual's evaluation of himself. It's the personal judgment of worthiness that is expressed in the attitude the individual holds towards himself (Kohn 1994).

If a person does not feel worthy of love & respect of others, he/she may develop positive image of self and according to Aggarwal (2004), it has been said that if a teacher does not actually like boys and girls he/she should give up teaching because, once you love the child, the child will love you and vice versa; if you hate him/her and this is famous maxim that one who does not like children should not stay in teaching. For research shows that self-efficacy influences academic performance, motivation, learning and achievement (Perjures 1996 & Schurk 1985). The term teachers' efficacy means the extent to which the teacher believes he/she has the capacity to affect students' learning and achievements; for the teachers' sense of efficacy is positively related to achievement behaviour, improved students' performance and students' own efficacy (Midgley et al 1989).

The emergence of Big-Five in the personality field in the early 1990s brought to new opportunity for research in the field of OCB. In a study exploring the relationship between personality, satisfaction, and OCB, Organ and Lingl (1995) examined the hypothesis that

agreeableness and conscientiousness accounted for commonly shared variance between job satisfaction and citizenship behaviours.

Their results showed that although agreeableness and conscientiousness were significant predictors of work satisfaction—positively and negatively, respectively—it was only conscientiousness that showed a reliable connection to OCB and only in respect to the dimension of generalized compliance.

Extraversion has been shown to be having a modest positive correlation ($r < .50$) to work engagement (Diener and Lucas, 1999; Langelaan et al., 2006; Mostert and Rothmann, 2006; Wildermuth, 2008; Inceoglu and Warr, 2012). Their study further found a correlation of 0.235 ($p < 0.01$) between extraversion and work engagement which clearly supported the findings of the other researchers. This means that engaged teachers are naturally energetic, enthusiastic, and action oriented. They adapt quickly to new surroundings and switch easily between activities. They also seem to have a disposition towards cheerfulness, sociability and high activity. In addition, extroverts' sociability and relationship building abilities can positively impact all three psychological conditions of engagement: meaningfulness, safety, and the availability of resources (Kahn, 1990) which is very important to become a good teacher. If this could be adopted by the Manafwa teachers then many of our children would excel and become heroes at their time.

Proactive individuals tend to be more successful in their jobs services. They are also more successful over the course of their careers because they use initiation and acquire greater

understanding of how the politics of the company (school) works Curtis and Liying (2001). This projects positive relationship which can breed teamwork spirit and hence improved performance is experienced in the school. This is in line with Goldberg 1990 when he asserts that proactive people are valuable assets to their companies because they may have higher levels of performance. They adjust to their new jobs quickly because they understand the political environment better and make friends more quickly and therefore the school benefits a great deal in terms of performance.

According to Barrack et.al (1991) people very high in neuroticism experience number of problems at work for example they have trouble forming and maintaining relationships and are less likely to be someone people go to for advice and friendship; which in the long run impacts a great deal on the efficiency of teachers' performance at work place.

They tend to be habitually unhappy in their jobs and report high intentions to leave they do not necessary actually leave their jobs as (James 2016) further observes.

Being high in neuroticism seems to be harmful to one's career as these employers have lower levels of career success (measured with income and occupational status achieved in ones career), (Lieveus et.al 2003).

According to Judge Et.al (2003) conscientiousness is the one personality trait that uniformly predicts how high a person's performance will be a cross a variety of occupations and jobs. Once lived conscientious people not only tend to perform well but they also have higher level of motivation to perform, lower levels of turnover, lower levels of absenteeism and higher levels of safety performance at work and hence if schools had such conscientious staff then there would be high rate of improvement in performance.

It should be noted that one's conscientiousness is related to career success and career satisfaction over time. However, a potential downside is that high conscientious individuals can be detail oriented rather than seeing the big picture. Therefore there is need to have such staff who can help promote the standard of the school and who don't wish for things to happen on themselves.

Babayomi (1999) at the world Teachers' day noted that teachers are fully equipped to understand and communicate to both children and adults, the skills required to build more sustainable livelihood in a world in which technological change and globalization are continually changing the nature of work. High competence levels and recruitment criteria, career development, salaries comparable to other professionals with similar qualifications, appropriate class sizes and resources for effective teaching and learning are essential conditions for the educational quality that is universally sought. He identified the teacher with professional behavioural traits as the pivot of the educational process and the main determinant of the quality and effectiveness of its result. So the supply of good teachers with right traits remains the bottleneck to improvement. Odunusi (1999) stated that teachers with right traits are the hubs of any educational system upon their devotion and quality, the effectiveness of all educational arrangement must chiefly depend. Teachers have been, and will always be the essential pillars of education. No matter how grandiose a school system and its curricula may be, the implementation of its programmes will be fruitless unless competent and effective teachers handle them.

Therefore, the ultimate realization of the aims of education and thus, the achievements of the country's needs depends on the qualitative and quantitative attributes and attitudes of teachers

in schools. In the classroom, a professional teacher must demonstrate excellence in his teaching. He must maximize his ability to transform the learners' positively in cognitive, affective and psychomotor areas. He must show superiority in his teaching process that is, what the teacher does, what the students do, the pattern of interaction etc. Personally, the teacher must be intelligent, well qualified and must possess neat appearance, and desirable traits. In essence, an effective teacher is a teacher who consistently and rightly conducts a teaching learning interaction.

2.4 Summary of Gaps identified

Firstly, many of the reviewed studies were carried out in Europe and the USA whose social, political, technological and economic set ups are different from those of Uganda. In addition, the reviewed literature from text books and dissertations is generalized; it does not specifically talk of Uganda and Manafwa district in particular, hence the current study in Manafwa district of Uganda.

In addition, time lag was a factor, as some of the reviewed studies were carried out long ago. With time, many things change due to socio- economic, scientific and technological changes in the world. What was found out ten years ago on a particular study may not necessarily be what is happening now.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter presents the methodology under the following sub themes; research design, target population, sample size, sampling technique, research instruments, validity and reliability of the instruments, data collection procedure, and data analysis among others.

3.2 RESEARCH DESIGN

This study employed a descriptive cross sectional survey research design involving both quantitative and qualitative approaches. As Amin (2005) affirms, qualitative approach is good in giving detailed data about what is being researched on and gives meaning to what is being investigated. It was survey because it involved a large number of respondents, and it was cross-sectional because the data was collected once at a time. Qualitative approach supplemented quantitative approach so as to get detailed data from the respondents about the variables of the study.

3.3 TARGET POPULATION

As Amin (2005) observes, the target population is the population from which the researcher ultimately wants to generate the results. Therefore, with the current study, the study targeted 1,204 primary school teachers in 86 primary schools from 30 sub counties which make Manafwa District. These sub- counties are; Bumwoni, Bubutu, Bupoto, Bunabwana, Buwawala, Bukiabi, Bumbo, Bukokho, Butiru, Sibanga, Mukoto, Tsekululu, Kaato,

Buwagogo Bugobero, Kimaluli, Bukhofu, Bukusu, Namabya, Sisuni, Namboko, Busukuya, Wesswa, Butta, Khabutola, Nalondo, Magale, Manafwa T.C, Lwakakha T.C, and Buwangani T.C; It is from this that 30 schools were selected to participate in the study. From those 30 schools, 300 teachers were selected as a sample using Morgan and Krejicie (1970) method of determining the sample.

3.4 SAMPLE SIZE

The researcher used a sample of 300 respondents, all of whom were teachers, from 20 public primary schools and 10 private schools. The population of primary school teachers in the 30 schools was 460 (140 teachers from private primary schools and 320 from public primary schools). According to Morgan and Krejicie table of determining the sample, the minimum sample for the target population of 140 is 103; while the minimum sample for a population of 320 is 175, thus a total of 278. The researcher decided to take a sample of 300 teachers, instead of 278 because Amin (2005) asserts that the larger the sample, the better the findings can be generalized to the target population with more accuracy. Table 3, 4. 1 shows how the sample was selected.

Table 3, 4. 1 showing how the sample was selected.

SCHOOLS		TEACHERS (In the sampled schools)	
Population	sample	Population	Sample
private schools- 34	10	140	120
Public schools- 52	20	320	180
Total 86	30	460	300

3.5 SAMPLING TECHNIQUES

Sampling techniques provide a range of methods that enable one to reduce the amount of data needed to be collected from the sub groups rather than all possible cases or elements (Saunders 2000). The study therefore adopted two techniques; that is, simple random sampling technique and stratified sampling technique.

The stratified sampling technique was used to select the teachers from the sub counties for the study because the researcher is convinced that the target population is not uniform in terms of location and their type; meaning that the target and accessible populations cannot be regarded as homogeneous and as such stratified sampling techniques was employed to ensure that the target population is sub divided into different homogeneous strata so that each group is representative in the sample in a proportion equivalent to its size in the accessible population. This helped to ensure that each sub group characteristics are represented in the sample and thus raising the external validity of the study.

However, the teachers from every sub county were selected using the stratified sampling technique. According to Amin (2005) in a stratified sampling technique the population is divided into sub populations such that the elements within each sub population are homogeneous. Simple random samples are then selected independently from each sub population.

The procedure is to divide the population size N into k strata with sizes $N_1 + N_2 + \dots + N_k$ such that $N = N_1 + N_2 + \dots + N_k$

The total sample N is also partitioned into k strata with size N_k from each stratum K such that $n = n_1 + n_2 + \dots + n_k$. Therefore the total population of teachers was partitioned into two that is

females and male teachers such that they are proportionately represented in the study as indicated in table 3.1 above.

3.6 RESEARCH INSTRUMENTS

The study used two instruments in collecting the data.

3.6.1 Questionnaires

According to Amin (2005), questionnaires are popular with researchers because information can be obtained fairly easily and the questionnaire responses are easily coded. The questionnaires on the variables of the study were researcher-designed. The questionnaire on personality traits was designed by using the characteristics of the people under each of the five big personality traits. The questionnaire on teachers' commitment was designed based on the roles of the teacher as defined by the Ministry of Education and Sports in Uganda. The idea was to find out the extent to which teachers in primary schools are committed to each of those roles.

3.6.2 Interview Guide

Fifty teachers were subjected to the oral interviews in order to provide detailed information on the questions asked, that is, their personality traits and job commitment, such detailed data would give meaning to the quantitative data.

3.7 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

3.7.1 Validity

According to Jonathan (2007), validity is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure. However, according to Amin (2005), an instrument is said to valid if it actually measures what it is supposed to measure. In this respect therefore, the Content Validity Index (CVI) was calculated as follows:

Number of Items Regarded Valid by the Judge

$$\text{CVI} = \frac{\text{Total Number of Items}}{\text{Total Number of Items}} \times 100\%$$

For the instrument to be accepted as valid, its average index should be 0.7 Amin (2005).

3.7.2 Reliability

Reliability is the degree to which a measurement technique can be depended upon to secure consistent results upon repeated application (Jonathan 2007). Reliability is aimed at testing how reliable the instrument is to the study.

Therefore to ensure the reliability of the instruments, they were pre-tested upon a cross section of teachers from the nearby district outside the sampled population.

The instruments were re-tested and post tested and on finding the results to be similar, then the instruments were considered to be reliable.

Alternatively, the reliability of the instrument was established using the statistical packages for social sciences (SPSS); from which according to Cronbach's coefficient alpha (α) of 0.81 means that the instrument is reliable.

3.8 DATA COLLECTION PROCEDURE

This study was intended to establish the influence of teachers' personality traits on their work place behaviours in Manafwa district local government primary schools. Therefore on the first note, after approval of the proposal and its defense consequently, the researcher got a letter of introduction to the field from the registrar Kampala International University (KIU) to collect the data. The data collected were tabulated, analysed and interpreted research objective by research objective.

3.9 DATA ANALYSIS

After collecting the data, it was tabulated and then tables and figures were used to present it.

To identify the dominant personality traits of the primary teachers in Manafwa District, the arithmetic mean was used, using the mean ranges as shown in table 3.9.1.

To examine the level of primary school teachers' commitment in Manafwa District, the arithmetic mean was used, using the mean ranges as shown in table 3.9.1.

To determine the relationship between teachers' dominant personality traits and their work behavior in Manafwa District, the Analysis of Variance (ANOVA) was used because the independent variable (personality traits) was categorical.

Percentage distribution was used to analyse qualitative data.

Table 3.9.1 showing the mean ranges used to establish the dominant personality traits of the primary teachers in Manafwa District, and the level of primary school teachers' commitment in Manafwa District.

Mean range	Response	Interpretation
3.26-4.00	strongly Agree	very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents analyses and interprets data collected from 300, respondents in the field on each research objective. The respondents of the study are first described as follows.

Table 4.1 Profile of respondents

Profile	Frequency	Percent
Gender		
female	138	46.0
male	162	54.0
Total	300	100.0
Age		
below 25	24	8.0
26-30	75	25.0
31-35	84	28.0
36-40	81	27.0
over 40	36	12.0
Total	300	100.0
Length of service		
less than a year	18	6.0
1-5 years	69	23.0
6-10 years	48	16.0
11-15 years	105	35.0
16 and above	54	18.0
Total	294	98.0

Table 4.1 shows that the majority of the respondents (primary school teachers) in Manafwa district are male by gender (54%) and the females were 46%. This implies that although Manafwa district is dominated by male teachers, the difference between male and female teachers is not so big.

As for age, the majority of teachers are youth, aged between 31 and 35 years (28%). 27% of the teachers are aged between 36 and 40 years. Very few teachers (6%) are aged below 25 years.

Regarding working experience, the majority had taught for between 11 and 15 years (35% of the respondents) which show that many primary school teachers in Manafwa district are indeed experienced.

4.2 Findings

1. To identify the dominant personality trait of the primary school teachers in Manafwa District, Uganda.

On this research objective, it was found out that the dominant personality trait of the primary school teachers in Manafwa District, Uganda was extraversion as shown in table 4.1 (a) and 4.1 (b).

Table 4.1 (a) Showing Dominant personality traits of the head teachers of the primary school Teachers in Manafwa District

Variables	Mean	Number	Frequency
Openness			
Is full of energy	2,50		
Tends to find fault with others	2.42		
Is helpful and unselfish with others	2.71		
Loves to read challenging material	2.00		
Is curious about many different things	2.67		
Does a thorough job	2.42		
Is original, comes up with new ideas	2.53		
Is sophisticated in art, music, or literature	2.00		
Is talkative	2.58		
Average mean	2.47	64	21.3
Neuroticism			
Starts quarrels with others	1.81		
Is emotionally stable, not easily upset	2.51		
Is igneous, a deep thinker	2.40		
Generates a lot of enthusiasm	2.03		
Is relaxed, handles stress well	2.52		
Is reserved	1.95		
Has an active imagination	2.60		
Can be somewhat careless	2.00		
Average mean	2.45	62	20.7
Conscientiousness			

Variables	Mean	Number	Frequency
Openness			
Is full of energy	2,50		
Tends to find fault with others	2.42		
Is helpful and unselfish with others	2.71		
Loves to read challenging material	2.00		
Is curious about many different things	2.67		
Does a thorough job	2.42		
Is original, comes up with new ideas	2.53		
Is sophisticated in art, music, or literature	2.00		
Is talkative	2.58		
Does things efficiently	2.58		
Is a reliable worker	2.45		
Is sometimes shy, inhibited	2.55		
Can be tense	1.44		
Perseveres until the task is finished	2.06		
Tends to be disorganized	2.99		
Is generally trusting	2.53		
Makes plans and follows through with them	2.47		
Average mean	2.38	32	10.7

Table 4.1 (b) Showing Dominant personality traits of the head teachers of the primary school Teachers in Manafwa District

Agreeableness			
Likes to cooperate with others	2.49		
Has a forgiving nature	2.46		
Is considerate and kind to almost everyone	2.40		
Has artistic interests	2.17		
Sympathise with others' feelings	2.42		
Is outgoing, sociable	2.63		
Likes to reflect, play with ideas	2.52		
Tends to be quiet	1.80		
Is relaxed most of the time	2.50		
Average mean	2.41	55	18.3
Extraversion			
Has an assertive personality	2.60		
Tends to be lazy	2.59		
is inventive	2.38		
Removes calm in tense situations	2.37		
Prefers work that is routine	3.56		
Can be cold and aloof	2.24		
Is sometimes rude to others	2.51		
Values artistic, aesthetic experiences	2.63		
Average mean	2.59	87	29
Grand mean and Total number of Respondents	2.46	298	

Table 4.2 (a) and table 4.2 (B) show that among the five personality traits, primary school teachers in Manafwa district dominantly possess the personality of extraversion. This is shown by the frequency of 29% and average mean of 3.39. In other words, 29% of the teachers who participated in the study were found to possess the dominant personality of extraversion. This means that on average, the primary school teachers in Manafwa district can be described as being energetic, enthusiastic, and action-oriented and do easily adapt to new surroundings. This implies that many teachers in Manafwa love their job and are proud of it. The second dominant personality trait they possess next to extraversion is openness to experience (64 respondents, 21.3% of the total respondents), followed by neuroticism (20.7% of the respondents), Agreeableness (18.3% of the respondents), and the least possessed personality trait is Conscientiousness (10.7% of the teachers/respondents).

In the personality of extraversion, teachers, on average, highly value artistic and aesthetic experiences (mean, 2.63), are assertive (mean, 2.60). Such characteristics of the teachers according to qualitative data was attributed to their education. Since all the teachers in the schools under study were qualified teachers, it accounted for such personality.

Under the personality trait of agreeableness the items that were rated high were the teachers being: Sincere, co-operative, forgiving, outgoing, social, considerate, as well as liking to play with ideas. The item which was least ranked last under agreeableness was the head teachers being quiet (mean, 1.80). The geographical area where the study was conducted from is rural and is dominated by the Bamasaba/ Bagishu ethnic group, who culturally discourage being soft-hearted. To the Bamasaba/ Bagishu people, being soft-hearted is cowardice, which is a childish practice. This is corroborated with qualitative data where one

respondent said, “in this district about 90% of the people are Bamasaba/ Bagishu, a typical Mugishu by nature is a good person but hot tempered, we do not tolerate nonsense”

It should however be noted that no one person possesses one personality trait. Many people possess all the five personality traits at varying degrees, though one trait is more dominant in a person than others. This is evidenced in table 4.2 whereby the difference in percentage of the primary school teachers in Manafwa possessing the aforementioned personality traits is actually small, such as openness (21.3% of the respondents), extraversion (29% Of the teachers/respondents), Agreeableness (18.3% Of the teachers/respondents), neuroticism (20.7% Of the teachers/respondents), and Conscientiousness (10.7% Of the teachers/respondents). The implication with this finding is that teachers in Manafwa district are generally responsible men and women.

Note that according to table 4.1, the total number of respondents was 300, yet according to table 4.2, the total number of respondents possessing certain personality trait was 298. This divergence was due to the fact that some respondents did not answer some of the items in the questionnaire.

2. To examine the level of job commitment of primary school teachers in Manafwa District, Uganda.

On this research objective, the finding was that the level of job commitment of primary school teachers in Manafwa District, Uganda was high, given the arithmetic mean of 2.71. The details of this are presented in table 4.3.

Table 4.3: Level of job commitment of primary school teachers in Manafwa District, Uganda.

Categories	ArithmeticMean	Interpretation
Classroom Teaching		
Prepares schemes of work	3.01	high
Prepares lesson plans	1.97	low
Makes lessons interesting	2.93	High
Encourages pupils to ask questions	2.83	High
Uses relevant teaching/learning aids	2.53	High
Provides positive classroom environment	2.43	High
Uses a variety of classroom activities and resources	2.81	high
Maintains discipline in class	3.12	high
Encourages pupils to work in groups	3.10	High
Tells pupils relevant library and media materials	3.10	High
Average mean	2.78	high
Assessment of pupils' work		
Guides pupils to mark one another	2.02	Low
Gives pupils immediate feedback on their work/ assignments	2.34	low
Gives assignments/ tests regularly	3.01	high
Monitors pupils' work	3.25	High

Marks pupils' books with care	3.05	High
Asks even the questions from topics not yet taught	2.03	low
Gives a variety of questions: objective, structured and Essay type	2.01	low
Average mean	2.53	high
Outside classroom work		
Counsels learners individually	2.79	high
Guides learners outside class	2.53	High
Is always available to help pupils	2.51	low
Develops and maintains positive relations with pupils outside class	3.25	High
Invites individual parents to discuss with them pupils' work and discipline	2.33	High
Maintains confidentiality of students and colleagues' sensitive matters	3.16	high
Teaches pupils how to do games and sports	3.11	High
Takes pupils for extra-curricular activities	2.82	high
AVERAGE MEAN	2.81	High
GRAND MEAN	2.71	High

Table 4.3 reveals the quantitative data from 300 primary school teachers in Manafwa district who participated in the study. Teachers' commitment was conceptualized as classroom

teaching, assessment of pupils' work, as well as school outside class work. This was because the work of the teacher rotates on those aspects. On all the three aspects, teachers scored highly (mean 2.78; 2.53; and 2.81) respectively. This means that the primary school teachers are, on average highly committed in all the three dimensions upon which the seriousness on work is measured.

Regarding the elements of teaching, apart from preparing schemes of work where teachers scored low (mean, 1.97), on the rest of the elements they scored highly, that is preparing schemes of work, Preparing schemes of work, Encouraging pupils to ask questions, Using relevant teaching/learning aids, Providing positive classroom environment, Using a variety of classroom activities and resources, Maintaining discipline in class, Encouraging pupils to work in groups, as well as telling pupils relevant library and media materials. The implication of this is that teachers are highly committed in classroom teaching despite being reluctant to make lesson plans.

Regarding assessment of pupils' work, the general level of assessment was high. However, on the individual elements of assessment, the teachers scored low on guiding learners to mark one another, giving pupils immediate feedback on their work/assignments, asking questions from the topics not yet taught, as well as asking questions from a variety of questions (objective, structured and essay type). The rest of the items were however rated highly, such as giving assignments/ tests regularly, monitoring pupils' work, and marking pupils' books with care. In other words, primary school teachers in Manafwa district highly do these aspects.

The same applies to the school outside classroom work of teachers. On all the elements under this, teachers scored highly, implying that teachers highly guide and counsel learners outside class, they usually invite pupils' to discuss with them pupils' work and discipline, they teach games and sports to the learners, and take them for games and sports.

In order to find out more about the commitment of teachers in Manafwa district, 50 teachers were asked oral questions in addition to the questionnaires they filled. They reported that despite the challenges they face in their work such as little pay, they are committed to their work since their job is their bread earner. A certain teacher in a school found in Bubulo West county said, "I am a parent, a mother of five all of whom are school-going. I have to do to others' children what I want other teachers to do to my children... I am entrusted with others' children, I have to teach them diligently just as I want my children to be taught diligently". She said that though the salary is little, that cannot be an excuse for one not to be committed to their work, after all no amount of money can satisfy anyone. In a related note, two male teachers in Bumwani Sub County said that they entered the teaching profession by choice; nobody forced them to become teachers though they had wanted better professions such as Engineering and Medical profession. Since they willingly chose to become teachers, they have to be committed to their work.

It is however noted that although teachers are on average highly committed on their work, their level of commitment is not very high, which implies that some teachers are not all that committed. When asked the indicators of less commitment of some teachers, the responses teachers gave are summarized in table 4.4.

Table 4.4 showing some teachers' limited commitment on work

Item (as raised by individual interviews	Percentage
Reporting to class late and leaving early	34.3
Absenteeism, pretending to be sick	58.6
Going to class and converse instead of teaching	43.7
Marking books for formality, without reading	38.7
Giving pupils 'scripts to "mercenaries" to mark them	40.1

Table 4.4 shows that the primary school teachers of Manafwa district cannot claim to be angels on their work. There are times when they show levels of less commitment such as through reporting to class late and leaving early (as was reported by 34.3% of the respondents; absenteeism by pretending to be sick (as reported by 58.6% of the respondents); going to class and spend much time conversing with learners instead of teaching them (reported by 43.7 of respondents); marking books for formality, as well as giving scripts to "mercenaries" to mark them. The implication here is that whereas primary school teachers in Manafwa love their job and are highly committed, sometimes, as human beings, they fall short of their expectations.

A female teacher in Bunabwana Sub County said, "There are male teachers who pretend to be so committed especially when it comes to games and sports, but what is surprising is that as the young girls are jumping, doing netball or running, some male teachers are busy

identifying the young girls they can sleep with”. Asked whether such a vice was rampant in Manafwa district primary schools, she said it was not rampant but there are a few teachers who do it and even impregnate the pupils, as if they are committed in extra curricular activities for a hidden motive. The implication of this is that some individual teachers are committed on some aspects of the job, with bad intentions.

In two private primary schools located in Bumbo Sub County, three teachers said that in such schools employers do not care. They do not even want teachers to have associations for fear that teachers can gang up or can connive with students to gang up against the fake school administrators and owners. One teacher said, “In this school even if your child is dying you can not get any help from the school. The best the head teacher can do for you is direct you to a private money lender to lend you money at the interest of 20-30% per month... those are the people we are working for; something which kills our morale, but because we are professional people we continue working since the children we are teaching are innocent”. The implication of this is that the failure to help teachers who are in problems reduces their commitment, yet helping them increases their commitment.

3. To find out the relationship between primary school teachers’ dominant personality traits and their job commitment in Manafwa District, Uganda.

On the third research objective, it was found out that there is no significant relationship between teachers’ personality traits and their level of commitment (sig 0.233) as shown in table 4.5.

Table 4.5 showing the relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda

Personality Trait	N	Mean	Std Dev	Std Error	min	Max
Agreeableness	55	2.41	.487	.043	1.52	3.61
Openness	64	2.47	.515	.039	1.45	3.48
Extraversion	87	2.59	.497	.051	1.50	3.80
Conscientiousness	32	2.38	.488	.040	1.48	3.65
Neuroticism	62	2.45	.501	.086	1.84	3.50
Total	300	2.47	.504	.030	1.48	3.80

ANOVA

	Sum of squares	df	Mean square	F	Sig
Between Groups	7.40	124	.370	1.463	.233
Within Groups	73.053	173	.253		
Total	73.793	297			

The finding on this research objective means that one's dominant personality traits accounts little in their level of commitment on the job, thus it is other factors which mainly influence a

teacher to be highly committed on the job. According to qualitative data, those factors, as were highlighted by the different teachers, are summarized in table 4.6.

Table 4.6. Determinants of primary school teacher commitment in Manafwa district, other than their personality traits (as raised by individual interviewees)

Item	Percentage
Remuneration	69.7
Working environment	68.8
Head teachers' management styles	57.3
Workload	55.6
Home environment	54.5
Physiological factors e.g health	60.3
Geographical factors	55.8
Educational qualifications	51.3

Table 4.6 reveals that remuneration was perceived by 69.7% of the interviewees as influencing the teachers' commitment on the job. Thus if teachers are assured of prompt payment of their salary they tend to be committed. Many teachers (68.8%) cited working conditions as a key factor in determining teachers' high level of commitment. If the environment is good, such as having classroom resources, teachers being given good lunch and breakfast at school, it can make them so much committed. On this, one interviewee said, "I want you to make an imagination that you go to school and at school break tea and lunch are not offered; however much you love teaching can you really be committed?". This reveals that adults highly value what they earn compared to their output.

Some teachers reported that the management styles of head teachers influence their level of commitment on the job. This was mentioned by 57.3% of the teachers. Actually one female teacher said, “Some of these head teachers are “Napoleonic”, that is, very dictatorial. A dictator makes one loose the morale to work yet somebody who handles people well encourages them to work; we are not babies, we need to be handled well”. The implication of this statement is that by nature, workers hate dictatorial managers and they like those who handle them with “soft gloves” and as per some people’s perception, dictatorship does not produce the best results. However, since the teachers who mentioned this point were not 100% of the interviewees, it can give another implication that sometimes dictatorship does not always produce poor results.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, a discussion is presented following the findings on each of the research objectives, conclusions and recommendations are made.

5.1 Discussion

- 1. To identify the dominant personality traits of the primary school teachers in Manafwa District, Uganda.**

On the first research objective, the finding indicated that Extraversion was the dominant personality trait of teachers in Manafwa district. This means that, on average, the primary school teachers in Manafwa can be described as being action-oriented, enthusiastic, and easily adapt to new surroundings.

According to qualitative data, many teachers in Manafwa are like that due to the reasons summarized in table 5.1.

Table 5.1 Reasons cited for the dominant personality trait of Extraversion

Item	Frequency
Culture	54.3
Religious background	45.6
Being aware of one's rights	68.4
Professional ethics	71.2

Table 5.1 indicates that the primary teachers in Manafwa district dominantly have the personality trait of Extraversion because of culture (as reported by 54.3% of the respondents; religious background, being aware of their rights, as well as professional ethics (reported by 71.2% of the respondents). To elaborate on there reasons, teachers who were interviewed in schools situated in different sub counties such as Bubutu, Pampoto, Bunabwana, Buwabwala and Bukiabi said that Manafwa district is dominated by people of the Gishu ethnicity, that the Bagishu, borrowing a leaf from their ancestor Masaba are by culture extroverts and very highly discourage introversion characters, that a true Mugishu calls a spade a spade, is open, gives credit where it is due, is kind to those who deserve kindness and tough to those who deserve toughness”

On this aspect of openness and calling a spade a spade among the Bagishu there seems to be a divergence from the Buganda of central Uganda as Kirwana-Ssozi (2003) claims. Kirwana –Ssozi (2003) and Kaggwa (1991) while writing about the culture of the Baganda claimed that with their politeness, the Baganda do not want to annoy anybody including their enemies. They do not say what is likely to annoy a person and instead cover it up. In other words, the elements of hypocrisy is there as per the Kiganda culture. Whereas what the respondents said may not necessarily imply that the teachers in Manafwa are 100% culturally –oriented in this 21st century, and whereas what Kirwana –Ssozi (2003) and Kaggwa (1991)’s description of the Buganda is taken with reservations since the works they authored were not based on empirical longitudinal studies of a fairly good representative sample, the fact remains that Ugandan peoples especially in rural areas are seemingly more cultural – oriented than their counterparts in urban areas.

Another reason advanced for the dominant personality of Extraversion and the least personality traits of conscientiousness was religious background as was reported by 45.6% of the respondents interviewees.

Many interviewees asserted that religion plays a vital role in shaping the personality of a person. They said that the dominant religion in Manafwa district is Christianity followed by Islam. Though Christianity is sub-divided into many religious denominations, all the denominations urge their adherents to be social, cooperative, and empathetic, care for others. Even Islam does the same so the teachers in Manafwa district are influenced by some of these religious inclinations, as was reported by a male teacher in one Islamic religious founded primary school that, “Allah says that in whatever we do we have to remember that there are two angels who are recording whatever we do. One angel is recording the good acts and thoughts of a person, and another one in recording the bad acts and thoughts of a person and on the day of Quiyama (resurrection) the two books will be given to the owner and then questioning will follow, thus we should not be like a wild animals in this “dunia” (world)” he wondered. Thus asserting the importance of religion in shaping the personality traits of people.

The view of religion in shaping the personality traits of teachers as raised by the oral informants is in line with Mbiti (1979) and Byaruhanga Akiiki (1991) who wrote extensively about the African people and their indigenous religion and assert that the belief in life after death whereby it was believed that the people who had behaved well while still living on earth when they die their souls rest in eternal peace yet those who had misbehaved with weird characters, their souls were chased away, they did not get a resting place, they always

moved up and down to the extent of coming back on earth to disturb their living family members. So this belief shaped African people's personality traits.

On the point of professional ethics shaping one's personality traits, almost all the interviewees noted that a teacher is professionally supposed to have superb characters, that even if somebody enters the teaching profession with weird characters, the teaching ethics can change him/her. This however does not necessarily mean that teachers are angels. Whereas some professional teachers are alleged to be sexual immoral, corrupt, arrogant and proud (Ndibalekera, 2015) among others, that cannot rule out the fact that a good number of teachers are morally sound. After all those reported in the media for having misbehaved are very few compared to the good teachers.

2. To examine the level of job commitment of primary school teachers in Manafwa District, Uganda.

On the second objective of this study, the finding of the study revealed that teachers' level of commitment was high meaning that teachers generally love their jobs and they do it with level of diligence. Asked why they are highly committed, the reasons advanced by the interviewees are summarized in the table 5.2.

Table 5.2. Reasons cited for high level of job commitment

Item	Frequency
It is their job; a vocation God called them for	71.6
Teaching ethics demands it	69.3
Assured payment	49.6
Fear to lose jobs	48.5

As table 4.6 reveals, teachers highly rated the issue of teaching being their job, a vocation (call) for which God called them to serve him (God) and mankind. 69.3% of the interviewees reported that teaching ethics demand that a teacher be committed at his work. Many teachers in the public primary schools reasoned that payment is assured, that they always get their salary not later than a week after the end of the month which motivated them to love their job. They said that although the salary is little (minimized ush.360, 000) the fact that it comes in have makes them plan accordingly as well as to get other sources of supplement their meager income. Such other sources includes borrowing money in the bank to buy land, to build, buy motorcycles, which can be used for the boda boda businesses, setting up retails or whole sale shops, piggery, crop farming ,among others.

Some teachers also reasoned that they want to protect their jobs, that if they are not committed they can be sacked from their job by the head teachers. This was raised by almost all the interviewees from private primary school.

Thus, the commitment of the teacher in Manafwa diverts from the claims of Okurut (2017) who carried out a study in Teso sub region districts and found out that the secondary school teachers in the rural areas of that district were less committed to their work. The different findings of the current study from Okurut (2017)'s could however be due to the different populations. Whereas the current study investigated primary school teachers, Okurut's study was on secondary school teachers.

It was also noted that although the teachers' level of commitment is high, it is not very high which implies that teachers are not committed to their work 100%. Among the reasons cited for this was the natural factor such as during the rainy season when landslides are at times experienced. The oral interviewees said that Manafwa district is generally hilly and when it rains heavily some roads become impassable. This prevents some teachers from easily accessing their places of work. They also said that during rainy season some teacher who have plantations absentee themselves from work, claiming to be having domestic challenges when actually they are cultivating their gardens or plantations. This reduced their levels of commitment at schools.

3. To find out the relationship between primary school teachers' dominant personality traits and their job commitment in Manafwa District, Uganda.

On the third objective, it was found out that there is no significant relationship between teacher's personality traits and their level of commitment. (sig. 223) in other words, one's dominant personality trait does not influence his/her level of commitment so much. Thus, teachers' level of commitment is mainly affected by other factors which according to qualitative data are remuneration, working environment, head teachers' management style, teachers' workload, home environment, one's health, geographical

factors, as well as one's educational qualifications. This finding relates to Fisher (2000)'s claims that employee commitment as a function of social, psychological, political, religious and economic factors Fisher (2000) however notes that one's personality does to an extent influence their behaviors at work. Whereas Okwale (2015) and Onen (2014)'s findings slightly differ on this matter, the difference is insignificant.

5.2 Conclusions

The current study concludes that;

1. The majority of the primary school teacher in Manafwa district have a personality trait of extraversion, thus on arrange, the primary school teachers in Manafwa can be described as being action-oriented, enthusiastic, and easily adapt to new surroundings.
2. Though teaching is not so much rewarding economically, many primary school teachers are committed on their work.
3. The dominant personality traits of a person does not influence his/her commitment on the job so much, instead it is other factors which influence so much a person's level of commitment on the job.

5.3 Recommendations

The following are recommended

1. There is need for primary teachers in Manafwa district to be both highly extroverts and introverts, preferably in equal measures. This is because, though it is good to be open minded, on some occasions you have to keep certain things to yourself.
2. Headteachers should cause the primary teachers in Manafwa district to be more committed on their jobs. This is based on the finding that their levels of commitment is high. There is need for them to make it very high or higher than it is now.
3. School administrators should ensure they improve those factors which so much influence teachers' commitment on their jobs, such as working environment, management style, among others.

5.4 Areas for future research

Given the finding that the extraneous variables of the current study have a stronger influence on the job commitment of teachers, future researchers should target them and hence carry out studies, such as the influence of teachers' personality traits on their attitude towards work; motivation and teachers' commitment, among others.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE TO TEACHERS

PERSONALITY TRAITS

Dear respondent,

I am **MBANACHO CLEMENT** a student of Kampala International University carrying out a study about primary school teachers' personality traits and their job commitment in Manafwa District, Uganda.

You are hereby requested to participate in the same by answering the following questions.

The answers given will be treated confidentially. Thank you.

SECTION A

General information

- i. Number of years with the school.....
- ii. Age.....
- iii. Sex.....
- iv. Academic qualification.....

SECTION B. Read and indicate by ticking the extent to which each describes your feelings as a teacher in this school.

1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree

Openness: I; Am full of energy	4	3	2	1
Tend to find fault with others				
am helpful and unselfish with others				
depressed				
am curious about many different things				
Do a thorough job				
Am original, comes up with new ideas				
am sophisticated in art, music, or literature				
am talkative				
Average mean				
Neuroticism: I; Can be somewhat careless				
Start quarrels with others				
am emotionally stable, not easily upset				
am a deep thinker				
Generate a lot of enthusiasm				
am relaxed, handles stress well				
am reserved				
Have an active imagination				
Average mean				
Conscientiousness: I; Do things efficiently				
am a reliable worker				
am sometimes shy, inhibited				

Openness: I; Am full of energy	4	3	2	1
Tend to find fault with others				
am helpful and unselfish with others				
depressed				
am curious about many different things				
Do a thorough job				
Am original, comes up with new ideas				
am sophisticated in art, music, or literature				
am talkative				
Can be tense				
Persevere until the task is finished				
Tend to be disorganized				
am generally trusting				
Make plans and follows through with them				
Agreeableness: I; Am easily distracted				
Like to cooperate with others				
Have a forgiving nature				
am considerate and kind to almost everyone				
Have few artistic interests				
Get nervous easily				
am outgoing, sociable				
Like to reflect, play with ideas				
Tend to be quiet				
Average mean				
Extraversion: I; Value artistic, aesthetic experiences				

Have an assertive personality				
Tend to be lazy				
am inventive				
Remove calm in tense situations				
Prefer work that is routine				
Can be cold and aloof				
am sometimes rude to others				

TEACHERS' JOB COMMITMENT

The following statements describe the extent to which teachers can be committed to their job.

Read and indicate by ticking the extent to which you agree with the following as far as your job commitment is concerned.

1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree

As a teacher in this school, I do:	4	3	2	1
Classroom Teaching				
Prepare schemes of work				
Prepare lesson plans				
Make classroom interesting				
Encourage pupils to ask questions				
Use relevant teaching/learning aids				
Provide positive classroom environment				
Use a variety of classroom activities and wresources				

Maintain discipline in class				
Encourage pupils to work in groups				
Tell students relevant library and media materials				
Assessment of students' work				
Guide pupils to mark one another				
5Give pupils immediate feedback on their work/ assignments				
Give assignments/ tests regularly				
Monitor pupils' work				
Mark pupils' books with care				
Ask even the questions from topics not yet taught				
Give a variety of questions: objective, structured and Essay type				
Outside class room work				
Guides learners outside class				
Is always available to help pupils				
Develops and maintains positive relations with pupils outside class				
Invites individual parents to discuss with them pupils work and discipline				
Maintains confidentiality of students and colleagues sensitive matters				
Teaches pupils how to do games and sports				
Takes pupils for extra-curriculum activities				

ORAL INTERVIEW GUIDE FOR TEACHERS

1. What do you think is your dominant personality trait?.....
Why do you think so?.....
2. How do you rate your job commitment as a teacher?.....
Why is it like that?.....
3. According to you, do the primary school teachers' dominant personality traits significantly affect their job commitment in Manafwa District?.....
If yes, how.....
If yes, why?.....
If no, why.....
If no, how?.....
4. If no, what then dominantly affect teachers' commitment in this district?.....

APPENDIX II: TABLE FOR DETERMINING SAMPLE SIZE

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*