

**MOTIVATION AND TEACHERS' PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS:  
A CASE STUDY OF KASESE MUNICIPALITY, UGANDA**

**BY**

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## DECLARATION

This dissertation is my original work and has not been presented to any other higher education institution for academic purposes. Where the work of other scholars has been used, due acknowledgement has been made.

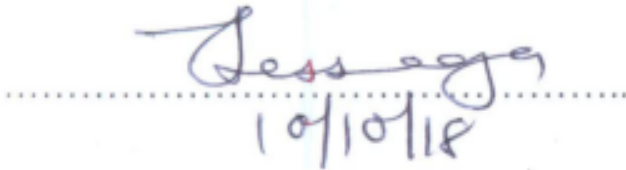
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## APPROVAL

This Research Report prepared by Barbra Jackline has been completed under my supervision, and it is now ready for submission for the award of the degree of Masters of Education Management and Planning of Nkumba University.

A handwritten signature in blue ink, reading "Joyce Sessanga", is written above a horizontal dotted line. Below the line, the date "10/10/18" is written in the same ink.

**DR. JOYCE BUKIRWA SESSANGA**  
**SUPERVISOR**

## **DEDICATION**

This work is dedicated to my family members, mum, and nephew, as well as friends for the tremendous support and encouragement you have accorded me throughout my course at Nkumba University.

## ACKNOWLEDGEMENT

I wish to thank the Almighty God for the grace, wisdom, knowledge and strength that enabled me to succeed throughout my education career.

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I would like to express my sincere thanks to my supervisor Dr. Joyce Bukirwa Sessanga for the encouragement and guidance, which enabled me carry out this research up to its successful conclusion.

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May the Love and Peace of the Almighty God be with you all now and always. Amen

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## **ABBREVIATIONS AND ACRONYMS**

CToM	: Cognition Theory of Motivation
DEC	: District Education Committee
GoU	: Government of Uganda
GSS	: Government Secondary Schools
KDAPR	: Kasese District Annual Performance Report
KM	: Kasese Municipality
KPST	: Kampala Primary School Teachers
MoES	: Ministry of Education and Sports
MTP	: Motivation and Teachers' Performance
NGOs	: Non-Governmental Organisations
TISSA	: Teachers Initiative in Sub-Saharan Africa
USE	: Universal Secondary School

## **ABSTRACT**

The study was about the relationship between Motivation and Teachers' Performance in selected government Secondary Schools in Kasese Municipality. The study was guided by the following objectives, that is to examine the relationship between staff development and teachers' job performance in selected public secondary school in Kasese Municipality, to determine the relationship between incentives and teachers' job performance in the selected public secondary school in Kasese Municipality and to determine how personal characteristics influence the job performance of teachers in the selected public secondary school in Kasese Municipality.

The researcher obtained data from 107 respondents including teachers and administrators in three secondary schools, where 80 teachers and 27 administrators participated in the survey which was part of data collection required for the study. Staff development is not done, and as such did not seem to impact teachers' performance. Teachers are not motivated by incentives to the level of impacting their performance. The evidence presented here suggests that teachers' behavioural characteristics, personal traits had an impact on the way teachers performed including help others, particularly students. The study concluded that educators had not provided adequate motivation to make teachers translate their satisfaction level to performing highly. The study recommended immediate pay rise to salary and allowances to cope with rising economic hardships and obligations teachers must meet.

The study recommends that there is need for urgent increment of allowances and other fringe benefits for staff in order to boost their morale and performance, teachers should be provided with nearby accommodation so that they can live with their families in the neighbourhood of their schools. Late arrival or early departure will be checked, and the monies they save can help them better meet their personal needs. Administration should consider setting up a regime of packages to be given to exception performers, which can encourage meaningful beneficial competition among the staff, school administrators need to engage parents and guardians or other potential partners to meet schools' goals. Teachers' professional discipline should be a priority of head teachers and the management boards. Teachers need to create strong bonds and guidance to steer students to better achievements.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Over view of the chapter

This chapter contains the background to the study, problem statement, purpose of the study, study objectives, research questions, research hypothesis, justification of the study, significance of the study and scope of the study.

### 1.1 Background of Study

This study examined the relationship between motivation and teachers' performance in selected public secondary schools in Kasese municipality. Motivation and its influence on both individual and organizational performance is one of the most widely researched areas in both management and educational research (Venugopalan, 2007; Shahzadi et al., 2014; Kuria, 2013).

#### 1.1.1 Historical perspective

A number of studies associate teacher motivation with student learning outcomes (Ali, 2016; Guajardo, 2011; Aacha, 2010; Akuokoet *al.*, 2012; Niwamanya, 2016). Guajardo (2011) specifically identified workload and challenges, remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, and learning materials and facilities as the key motivating variables for teachers. Ramachandran et al. (2005) in their study on teacher motivation in India established that motivation of teachers was associated with low absenteeism, maintenance of discipline, proper record keeping, collection and supply of educational data, utilization of funds allocated for teaching and learning materials, and giving exercises in the classroom and correcting them.

The idea of motivation is that managers can apply a number of motivational theories to make employees work harder. According to Mitchel (1982), human motivation studies aim, in essence, to discover what it is that triggers and sustains human behavior at the workplace. Schein (1988) conceptualizes motivation as “what elicits people to behave in certain ways, achievement of goals, degree of awareness and self-awareness of motives, and models of motivation and management assumptions of workers”. Mitchel (1988) defines motivation as ‘the degree to

which an individual wants and chooses to engage in certain specified behaviors'. Buchanan and Huczynski (2010) on the other hand conceptualize motivation as "...the cognitive (related), decision making process through which the individual chooses desired outcomes, and sets in motion the actions appropriate to their achievement".

According to Mitchel (1988) cited in Mullins (2007: 250), there are four common characteristics that underpin definitions of motivation. First, motivation is typified as an individual phenomenon. Every person is unique and all the major theories of motivation allow for this uniqueness to be demonstrated in one way or another. Second, motivation is described, usually, as intentional. Motivation is assumed to be under the worker's control, and behaviors that are influenced by motivation, such as effort expended, are seen as choices of action. A third point is that motivation is multifaceted. In other words, the two factors of greatest importance are (1) what gets people activated (arousal), and (2) the force of an individual to engage in desired behavior (direction or choice of behavior). Finally, the purpose of motivational theories is to predict behavior. Motivation is not the behavior itself and it is not performance. Motivation concerns action and the internal and external forces which influence a person's choice of action.

### **1.1.2 Conceptual perspective**

The Ugandan government has adopted its vision 2040 which is seen as one that will transform the country from a peasant one to a modern one and one of the key tools identified in driving this agenda is education (Teachers Initiative in Sub-Saharan Africa, TISSA, 2013).

A number of policy initiatives and reforms have been undertaken by the Government of Uganda in a bid to offer access to, equity, and quality education at all levels and this is in line with the Ministry of Education and Sports (MoES) mission "to provide for, support, guide and co-ordinate, regulate, and promote quality education and sports to all persons in Uganda for national integration, individual and national development" (MoES, 2013).

The Education Act of 2008 categorizes education institutions as government, government-aided or private. The responsibilities of the Government of Uganda (GoU) towards government and government-aided schools include: "ensuring that trained teachers are deployed; paying salaries and allowances to teachers; providing educational materials and other capital development



inputs; providing national selection and admission guidelines for all pupils or students to be enrolled” (Huylebroeck *et al.*, 2015).

In order to achieve all the desired changes and objectives in the education sector, teacher issues must be dealt with decisively. In a report by TISSA (2013), the following were identified as critical issues associated with teachers in Uganda: 1) teacher pay represents 80 percent of the recurrent education budget; 2) the quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education; 3) teachers are at the frontline of the implementation of education reforms; therefore, the system must ensure that they are aware of the reforms and can effectively implement them as planned; and 4) the number of teachers must increase for education objectives to be met.

Although remarkable progress has been registered by the government in the above areas (MoES, 2015), numerous challenges continue to be encountered in various parts and regions of the country in relation to teacher performance and hence quality of education.

### **1.1.3 Theoretical perspective**

Weir and Faulkner (2004) state that a theoretical perspective is important for research because it serves to organize our thoughts and ideas and make them clear to others. Often, we use multiple theoretical perspectives simultaneously as they frame research questions, design and conduct research, and analyze their results. The current is guided by the expectancy theory;

The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. Vroom stresses and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual. The Expectancy theory states that employee’s motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). In short, Valence is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after achieving the goals. Expectancy is the faith

that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

Instrumentality is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as believe in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes.

Thus, the expectancy theory concentrates on the following three relationships:

- ❖ Effort-performance relationship: What is the likelihood that the individual's effort be recognized in his performance appraisal?
- ❖ Performance-reward relationship: It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- ❖ Rewards-personal goals relationship: It is all about the attractiveness or appeal of the potential reward to the individual.

Vroom was of view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality. The expectancy theory applies in this case because it is based on self-interest individual who want to achieve maximum satisfaction and who wants to minimize dissatisfaction, the theory stresses upon the expectations and perception; what is real and actual is immaterial, emphasizes on rewards or pay-offs and focuses on psychological extravagance where final objective of individual is to attain maximum pleasure and least pain.

Expectancy theory of motivation stresses that workers behave the way they behave because they expect success. Expectations of success, directs behaviours of teachers to perform better to achieve their goals. The expectancy theory is much liked to the study because much of the teachers' performance is attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into

reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

Aacha (2010) states that teachers' performance in government aided schools has become a critical issue for analysis by both academics and practitioners. Teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

#### **1.1.4 Contextual perspective**

Musaazi (2006) and Robbins (2003), who incorporated it (motivation) as a force that determines the individuals' behaviours and direction at the work place at a particular time. However, from the researcher's perception, it is a force within individuals that produces behaviours directed towards a certain course of action, motivation arises as the result of interaction of the individuals and situation. Staff motivation, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best (Lubanga, 2006). In institutions staff motivation and welfare help to uphold the staff firmly together and inspire them to achieve the school's set goals. Performance refers to the outcome from any economic activity and in secondary schools it is basically on teachers' academic performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson plans. However, accordingly to (Armstrong, 2003), performance is the behavioural aspect that defines the way in which organizations, teams and individuals get work done.

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Morrison (1997), monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to

individual's status and self worth both of which are the identified needs that require satisfaction and enables employees to perform better.

In secondary schools, salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003) and, Morrison, 1997). Therefore, the researcher feels that the existence of strikes that are more pronounce in Uganda is a clear signal that the teachers' plights or issues at the work place are not adequately addressed by the concerned authorities for instance, the teachers strikes (Kyamize, New Vision 15<sup>th</sup> February, 2005, September 5, 2011) and university lecturers strike (MUK) for high pay, (The New Vision 30<sup>th</sup> March 2005).

In Uganda, motivation is an indispensable factor in all institutions as a basis for good performance. This is in line with the survey conducted by Maicibi (2003) on the teaching staff, in 3 universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luweero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance (Maicibi, 2003). Therefore, the researcher feels that motivation as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviours as good performances in the organization.

In Jinja municipality, the employment sector is the government and a few by the private sector. In most urban schools, teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Maicibi, 2003) opine that most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers' survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations. Therefore, equity of rewards and inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools.

Motivation depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. This study was justified because motivation is vital in promoting teachers' performance in selected public secondary schools in Kasese municipality.

## **1.2 Statement of the problem**

In spite of the fact that the government has introduced numerous measures to ensure improvement in performance in government aided secondary schools under the USE programme, the pass rates among secondary school students in the Rwenzori region in general, and Kasese municipality in particular have continued to be low and in some cases are deteriorating (Kasese District Annual Performance Report of 2017, Education Extract) with many students, that is about 79% failing to attain anywhere between grade 1 and 3, but miserably failed with grade 4, 7 and 9, a scenario that was so unpleasant to welcome. Further still, teachers in government-aided schools continue to perform poorly since they are not well motivated. In another report by UWEZO (2016), it was pointed out that teachers in the Rwenzori region especially in government-aided schools have continued to perform poorly; hence affecting students' pass rates as compared to other regions. In a report targeting government-aided schools, the District Education Committee (2017) cited high rates of teacher absenteeism, late coming, missing scheduled lessons, lack of team work, failure to balance real life with work, among others in the government aided schools in Kasese Municipality.

Despite the fact that the schools administrators and teachers are in all ways delivering the necessary education services to the learners, the performance in national examinations which come to public attention, is still weak, thus the study examined the relationship between motivation and teachers' performance in government Secondary Schools in Kasese Municipality.

## **1.3 Purpose of the Study**

The purpose of the study was to examine the relationship between motivation and teachers' performance in government Secondary Schools in Kasese Municipality.

## 1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the relationship between staff development and teachers' job performance in government Secondary Schools in Kasese Municipality.
2. To determine the relationship between incentives and teachers' job performance in government Secondary Schools in Kasese Municipality.
3. To determine how personal characteristics influence the job performance of teachers in government Secondary Schools in Kasese Municipality.

## 1.5 Research Questions

The study was guided by the following research questions:

1. What is the relationship between staff development and teachers' job performance in government Secondary Schools in Kasese Municipality?
2. What is the relationship between incentives and teachers' job performance in government Secondary Schools in Kasese Municipality?
3. How do personal characteristics influence the job performance of teachers in government Secondary Schools in Kasese Municipality?

## 1.6 Hypotheses

The study tested the following hypotheses:

### Hypothesis 1

*H<sub>0</sub>*: There is no significant relationship between staff development and teachers' job performance in government Secondary Schools in Kasese Municipality.

*H<sub>1</sub>*: There is a significant relationship between staff development and teachers' job performance in government Secondary Schools in Kasese Municipality

### Hypothesis 2

*H<sub>0</sub>*: There is no significant relationship between incentives and teachers' job performance in government Secondary Schools in Kasese Municipality.

*H<sub>1</sub>*: There is a significant relationship between incentives and teachers' job performance in government Secondary Schools in Kasese Municipality.

### **Hypothesis 3**

*H<sub>0</sub>*: There is no significant relationship between personal characteristics and teachers' job performance in government Secondary Schools in Kasese Municipality.

*H<sub>1</sub>*: There is a significant relationship between personal characteristics and teachers' job performance in government Secondary Schools in Kasese Municipality.

### **1.7 Scope of the Study**

The scope of the study encompassed the content, time and geographical scope scopes;

#### **1.7.1 Geographical scope**

Kasese district is composed of 20 rural sub-counties and 4 urban town councils. The district is located in Western Uganda. It is bordered to the North by the district of Bundibugyo, the North East by Kabarole, to the South East by Kamwenge, to the South by Bushenyi and to the West by the Democratic Republic of Congo, (District, 2012). The Municipality covers a land area of 93.4 square kilometres, it lies on Latitude: 0° 28' (0.4667°) south, Longitude: 30° 35' (30.5833°) East and average Altitude: 1,441 meters (4,728 feet), (map data c 2015 terrametrics). The area has a favourable equatorial climate which is moderated by the altitude and the soils are especially suited to tropical agriculture.

#### **1.7.2 Content scope**

The study examined the relationship between Motivation and Teachers' performance in government aided schools in Kasese Municipality. It focused on working environment, financial incentives, and work-life balance as constructs of motivation while teacher performance was viewed in terms of commitment, low absenteeism, enthusiasm, punctuality, effort, and trust.

#### **1.7.3 Time scope**

The study covered a period of five years from 2014 to 2018. This particular period was considered because various reports have continuously indicated that Kasese continues to perform poorly in the education sector as compared to other regions.

## **1.8 Justification of the Study**

A survey of literature into teacher motivation and employee performance in the education sector in Uganda was necessary to establish the focus of earlier country studies conducted by various scholars. Notable and relevant ones include studies conducted by Kigenyi, 2017; Kigenyi *et al.*, 2017; Aacha, 2010; Niwamanya, 2016). It is worth noting that even though their geographical areas of coverage falls outside Rwenzori region, and Kasese Municipality in particular, they provide relevant experience in the quest to address the growing concerns of poor performance of government-aided schools. Therefore, this study filled that important void in research in such an area that has received and continues to receive attention from different stakeholders within both the private and public sector domain as the government strives to build quality population through education.

## **1.9 Significance of the Study**

The findings of the study will be of utmost importance to various stakeholders in the following ways:

The importance of motivation arises from its ability to influence behaviour of employees in the execution of their duties. Therefore, the findings of the study will help the management of government and government-aided schools in Kasese in particular and other areas implement teacher motivation initiatives that will drive teachers' job performance and hence school performance.

The study will act as a basis for the Ministry to revise its policy on teacher motivation. The study presents to the Ministry of Education findings in terms of established gaps in the important area of motivation. Quality education cannot be guaranteed without well-qualified and committed teachers. Commitment can only be guaranteed through motivation. This could be used as a basis for evaluating the effectiveness of the existing motivation strategies by the Ministry.

The study findings strengthens the body of knowledge on the theory about motivation and how it contributes to enhancing teacher performance especially in government and government-aided schools in Uganda. The findings of the study can be used as a basis for further research in the fields of reward strategy within the education sector in Uganda.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents both theoretical and empirical review of studies that have been undertaken in the important area of motivation and employee performance. This provides the basis for the development of the conceptual framework.

#### **2.1 Theoretical Review**

The concept of motivation and employee performance has been explored by various scholars and practitioners alike for a long time. Theories that have been developed to explain the relationship between motivation and employee performance are many but they are generally classified into two categories: content and process theories. To understand motivation and teachers performance, there is a need to look at theories of motivation.

Motivation theories can be discussed under two main categories: 1) content theories of motivation which attempt to explain those specific things which actually motivate the individual at work and are concerned with identifying people's needs, the strength of those needs and the goals they pursue in order to satisfy those needs. This body of theory includes 'McGregor Theory Y and X'; Herzberg's Motivation-Hygiene Theory; Alderfer's ERG Theory; and McClelland's Need Theory; 2) process theories of motivation which look at motivation as the outcome of a dynamic interaction between the person and their experiences of an organization and its management. Such processes depend critically on the sense individuals make of their experiences at work. This body of theory includes the so called 'Expectancy Theory'; 'Equity Theory'; and 'Goal Theory' (Cole and Kelly, 2016).

The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 2017). However, its practical and theoretical development was pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives

as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2013 and Pena, 2011).

Drive reduction theory of motivation. A drive is an eternal condition of arousal that directs an organization to satisfy psychological needs. Drive is necessary for people, for behaviour to occur. According to Hull, (2013) human behaviour is a result of drives that exist within human behaviour itself, example hunger and thirst. Performance involves the connection of stimuli and responses as a result, teachers' performance needs motivation to be driven higher.

Boa (2015) states that the arousal theory of motivation asserts that unless an individual is aroused or motivated she or he might not be able to do certain things. Human functioning is most efficient when at an optimum level of arousal. Arousal theory exerts a stimulating force referred to as press. A head teacher should not force a teacher to work, but to motivate or induce him or her.

Cognition Theory of Motivation focuses on thoughts as initiation and determinants of behavior. Intervention with human thinking has substantial influence on our motivation. The impact of cognitive development view is based on Jean Piaget's Principles of equilibration, assimilation, accommodation and scheme formation (Nickols, 2010). Head teachers create an environment where, there are lots of tools, where, teachers can develop an understanding.

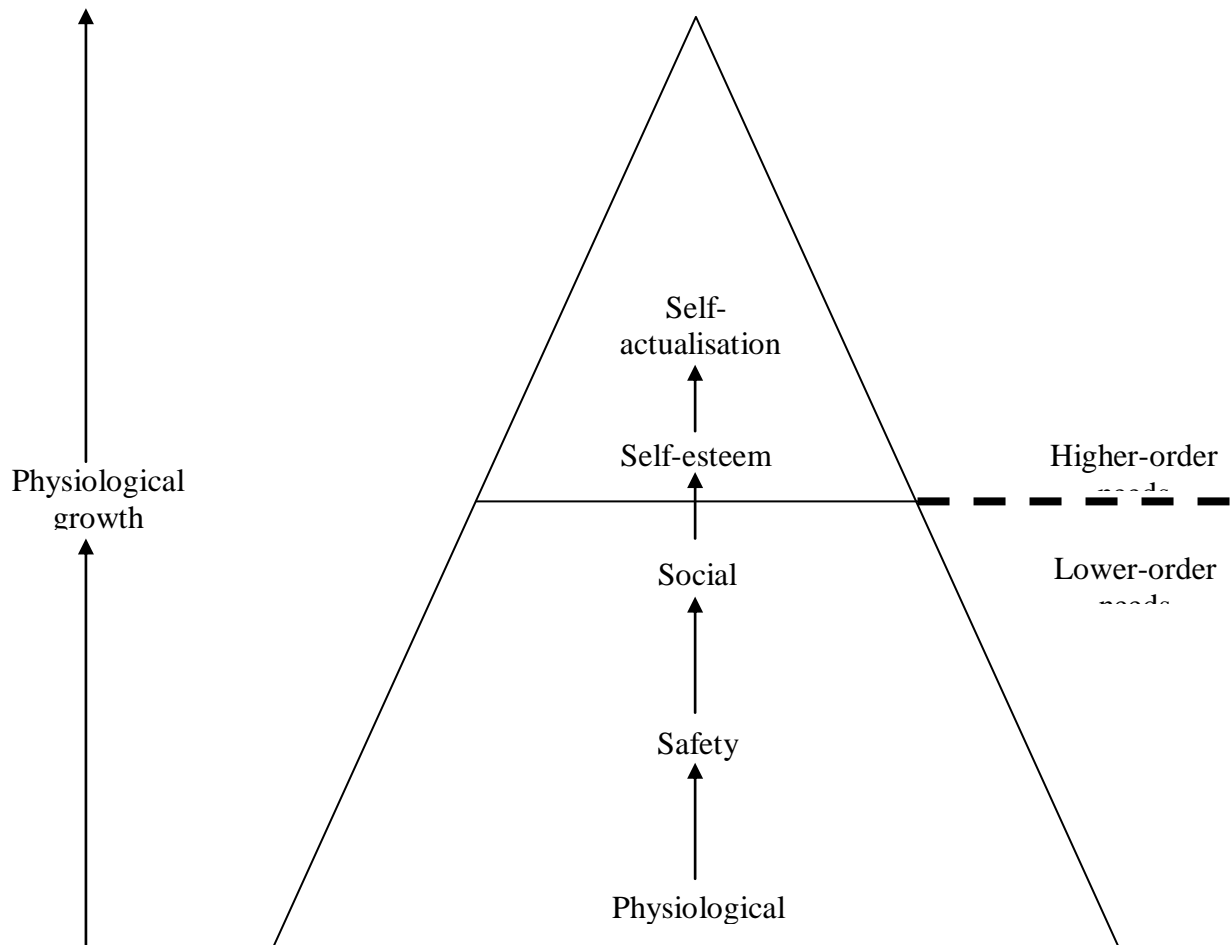
According to Boamah, (2014), equity Theory helps the individuals compare their job inputs and out-comes with those of others and then responds to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to one's education, experience, efforts and time used. Boamah (2014) quotes Adams and observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavourable behaviours among employees. These must be adequately studied by all

managers in institution to enable employees, exhibit their potentials reflected in their participations and performance at the work place.

Expectancy Theory of Motivation stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviours” of teachers to perform better to achieve their goals (Nickols, 2010). The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance are attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

This theory argues that human needs are supreme, it asserts that teachers “ behaviour is motivated by desires for creativity choice and self-actualization. Basically, Abraham Maslow, as quoted by Boamah (2015) proposes a hierarchy of human needs to account for a range of human motivation. He concentrated on human potential for self-actualization. Teachers should develop a sense of belonging as stipulated by the hierarchy.

**Figure 1: Maslow's Hierarchy of Needs**



**Source: (Maslow, 1946 in Boamah, 2014)**

Those who have critiqued Maslow's ideas have argued that the ranking of the needs is unreal and cannot apply to all categories of employees. They argue that these needs do not cater for factors such as selfishness, bravery, charity and heroism (Boamah, 2014). Much as the hierarchy of needs theory has been critiqued by several authors and practitioners, it still holds relevance in modern management practice. In terms of managerial practice, it is important to ensure that employees' lower level needs are met and opportunities for meeting higher level needs are created within organizations.

## **2.2 Empirical Review**

The purpose of the empirical review is to examine scholarly work and present it in the context of study objectives and variables defined in the conceptual framework. A number of studies have been undertaken in the important area of motivation and employee performance across the globe (e.g. Ogbogu, 2017; Akuoko et al., 2012; Kuria, 2013; Boamah, 2014; Getange, 2016; Waiyaki, 2017; Nduka, 2016; Nabi et al., 2017; Nyakongo, 2015; Mbwana, 2015; Nyakundi, 2012) among others.

### **2.2.1 Staff development and teachers' performance**

Staff development is the process by which knowledge and skills are imparted in individuals for purpose of effectively addressing the challenges of life, Ramsley (2015). In the view of Kizito (2014), staff development is perceived as the process that results in effective preparation of individuals capable of performing tasks competently. Door (2010) views training as an endeavour that mould people to develop desirable knowledge, skills and attitudes needed in solving real life problems. Seen from another perspective, staff development is the process by which individual's ability to execute a task is enhanced through acquisition of skills, knowledge and positive attitude necessary for harmonious co- existence in a social set up, Hommer (2017). Since staff development is perceived as the process of acquisition of knowledge, skills and desirable attitudes needed in addressing threats in real life, an institution that seeks to solve its job performance challenges must consider investing in human capital, (Njeri, 2015).

Offering Training to teachers is crucial in determining the extent to which an institution intends to achieve its academic goals, since this is motivational for purposes of realizing increased job performance. Institutions therefore need to embrace regular training so that defined behaviour patterns expected in the accomplishment of specialized task can be acquired, (Ndege, 2014).

Staff development should be considered in a broad perspective that covers the training for initial job placement in addition to continuous in- service that is helpful in dealing with emerging issues in the field of education. Doing a study on the influence of training on employee performance in Ainamoi Constituency, Kirui (2010) observed that people often fail to perform their duties well if they display inadequate professional skills demanded by the task. The researcher recommends that individual employees should be engaged in tasks for which they have been properly trained.

He also advises organization to emphasize the presence of learning curve even by sponsoring employees in short courses such as seminars and workshops in order to boost their competence in performance of tasks.

Training of employees makes it easy in job design, since each job depicts certain behavioural attributes which specific job seekers are expected to possess and training is the best strategy to be used in developing such attributes in the workers (Emmah, 2013).

Omieri (2016) doing a study that focused on influence of in- service training on teachers' job performance in public secondary schools in Manga Sub-County of Kisii County, observed that learning institutions should invest more in training their personnel to build human capital with suitable knowledge and skill in order to discharge their duties competently. The researcher suggests that training be embraced continuously so that people skills are enriched for productivity performance of tasks. Mwalulu (2016) conducting a study on organizational productivity with special reference to the NGOs in Nyatike Constituency, recommended that internal policy framework of an organization ought to give special provision for in- service training of employees to gain confidence in their jobs.

All firms must strategize by adopting competitive posture to reign in the market and one effective way of attaining a firm is employees training. Education is seen as a critical factor in enhancing ability of firms to compete, Olango (2014). Loly (2006) advises that training needs not be expensively conducted as this may work against the realization of a firm's profitability; instead he suggest that training sessions can be organized in the form of workshops and seminars with training content focusing on the desired competencies to be acquired by employees.

Reporting from the findings of the study conducted in Trans Nzoia, Wanyama (2012), while focusing on factors for the growth of small scale and medium enterprises, observed that training on management was found to have strong influence on the growth of businesses.

### **2.2.2 Incentives and teachers' performance**

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is

difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self-worth both of which are the identified needs that require satisfaction and enables employees to perform better.

According to Clark Hull, (2013): Hull believed that "learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforced pairing of a stimulus and responses was believed to increase habit strength by a small amount". Reinforcement occurs when drive is reduced. In sense, learning depends upon adequate motivation. Eric Klinger, (2015) agrees with Hull and says, "Important of meaning fullness for peoples" lives" meaning fullness, in turn, is provided by toward which people work. People pursue those objects, events, and experiences that emotionally important for them. People therefore, work and behave in order to obtain those incentives that are prized. The New Vision of Wednesday January 19th 2016:23 in the article; Kampala Primary School Teachers" demand tax free vehicles, by Ofwono Opondo, the teachers complained to the government about low pay yet we pay a lot of taxes. "They criticized government for paying them peanut salary which cannot keep their children in schools while they look after those of other people" Teachers need to be motivated to produce good work.

Al Amri, (2017) seems to be supporting what is written by Opondo, and stated that direct monetary benefits are the packages of teachers" salary, allowances and fringe benefits. All these contribute to the good performance of 24 teachers. However, there are other factors that could motivate a teacher to be more committed.

According to Maicibi, (2013:90), monetary rewards or incentives are financial rewards directly related to performance. In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on how each employee values it and how it's directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees" input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individuals" personal goals and is dependent on performance criteria (Robbinson, 2017:180). However, the researcher feels

that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations.

In similar development, Locke, (2012) as quoted by Bratton, (2016), points out that monetary incentive are related to all man's needs like housing, food, health and care for himself and his family while Pfeiffer, (2015) as quoted by Bratton and Gold, (2016), attached its importance on improving the meanings of their lives. However, the research studies by Armstrong, (2013), observed that external motivational practices like provision of salaries and wages have powerful effects on employees' performance but do not necessarily last long. Other internal motivation practices like recognition of best performers, promotion and praises have a long term effect on individuals' performance for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and performance at the work place.

As postulated by Robinson, (2017), salary increment is no longer a motivator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment". This is in line with the research findings by Robbins, op cit, that the additional amounts of money offered for performance, are not always perceived by employees as significant because the merit pay raise which should be at least 70% of basic pay has been averagely 3.9 to 4.4% respectively. In Uganda, this has been averagely 1% to 1.5% for all workers, a demotivating factor to the employees (Robbinson, 2017). Therefore, the degree of satisfaction and performance depends on how the individual values it and other pressing needs.

However, organisations tend to focus efforts of individual workers on meeting specifically planned goals. Planning in a sound manner and therefore considered a crucial exercise that offers to provide a clear roadmap for realizing organizational accomplishments, (Hart 2014). Focusing on factors motivating teachers' work performance in public institutions in Singapore, Gollymore



(2016) observed that institutions that rarely pay serious attention on motivation of their workforce definitely fail the productivity test. Such schools hardly retain their teaching force should lucrative opportunities get sported.

### **2.2.3 Personal characteristics and performance of teachers**

Studying the level of productivity of employees in private sector firms in third world countries with specific reference to Africa, Shalu (2017) noted that many private owned institutions and business venture were doing relatively well, contributing approximately more than 60% of the G.D.P in Africa. It was observed that these organizations were able offered conducive atmosphere for workers to perform their best. From the survey based on personal characteristics influencing productivity of workers in the education sector in Brazil, Douglas (2014) discovered that productivity corresponds to the cumulative performance individual characteristics.

In the same document, it is argued that since every teacher attaches a lot of substantial and sustainable livelihood from organizations, their efforts to perform assigned tasks are always in tandem with obtained benefits. According to Dorothy (2014), management of organizations should not expect a lot from employees by giving little in return. In the work, it is suggested that an internal system should be established in institutions that measures employee productivity and indicates equivalent monetary rewards. These rewards help in developing the characterises that can enable individual to advance in his career.

Employee productivity entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers with respect and the overall profit obtained by an organization, a worrying employee does nothing to the organisation Dorine (2016). It is acknowledged that organizations that emphasizes on motivating workers are ones whose paths to profitability are predictable to the satisfaction of all key stakeholders. Resources which an organization invests in its operations equally determine the extent to which it attains its objectives. It is not just about investment of resources but even the style of deploying such resources would offer strong indicators of organizational performance.

A Chief Executive of an organization who is pre-occupied with producing satisfactory results must provide satisfactory tools and resources necessary in the performance of specific, jobs Andrew (2003). Generally, an organization that is keen on enhancing employee performance must begin this journey by enhancing the working environment before subsequently considering other factors of work execution. Most employees of organizations derive a feeling of recognition and self-worth when working in an environment they will not shy to show off to other people even low, Cyndy (2016).

Teachers' performance acts as the pressure point that powers the system of a school such that if the performance is low, the education systems also cripples and vice versa. It is advisable to invest in human capital since a pool of competencies is a superior strategy for increasing organizational performance, Ramsley (2015).

Other scholars seem to look at motivation and performance not only on material gain but rather a number of human activities. The pivot of performance with little efforts in sharpening skills and knowledge of such employees will simply remain a game of musical chairs, Gant (2011). It is observed that at the heart of teacher performance, management of organizations has no meaningful direction if human is not developed as a priority.

Krust (2017), in a study done to establish employee performance in private schools in Argentina noted that, among other factors motivating performance is working environment. Element of such a working conditions highlighted by Krust include; terms of employment, whether permanent or temporary; availability of necessary tools and equipment for performing specific jobs and enough working space. Owuonda (2018) notes that organizations seeking to stand tall in service provision to their intended beneficiaries are those staffed with personnel whose motivational levels are extra ordinary high. It is suggested that primary concern about productivity should place a great premium on human capital which has not only been nursed through training, but which is properly motivated through superior rewards. It is also observed that motivation through rewards should not only be perceived on the parameter of material gain, but if a little exchange of smiles and recognition between a supervisor and a subordinate is observable, that is motivational enough.

Employee training, remuneration and environment upon which tasks are performed are considered as critical in determining the level of productivity in an organization since they look at personal characteristics, Otande (2012) summarizes all while disclosing that training helps to improve the knowledge, behaviours and skills of workers in the executive of duties. It is noted that workers effectiveness is also boosted by attractive remuneration, allowance, fringe benefits enjoyed and the provision of a conducive working environment. Doing a comparative study between public and private schools on grounds of teacher productivity, Motoke (2015) revealed that performance in public institutions among employees was generally low in stark contrast to workers performance in private schools. The researcher observed that whereas in public schools, employees remuneration is pegged on job groups and experience in total disregard of innovation and creativity, private schools on the other hand, fix remuneration on the extent of achieving performance target and rarely on experience alone.

Davidson (2015) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organization do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. Therefore it is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers who are working in secondary schools.

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on teachers performance. De Dreu & Beersma, (2015) identified employee motivation and organizational effectiveness. They used questionnaire to collect the data and SPSS was used to analyze the result. The findings showed positive relationship between employee motivation and organizational performance.

Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings employees satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost reduces.

Kumar, (2014) investigated the relationships between some characteristics of organization and employee satisfaction and performance in Bharti Airtel India Ltd at Shimla head office. He designed a questionnaire that contains the major factors influencing both the main parameters i.e. organizational climate and employee satisfaction, Kumar found a positive relationship between organizational climate and employee satisfaction. That is why Bishay (2016) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. Further, Bishay found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

The gap identified in the study-related reviewed literature was that much has been written on motivation of employees in terms of monetary reward and other incentives, but little has been documented on motivating workers or employees by means of fringe benefits and good working condition. Since American institutions observed that equity in rewards and inputs exerted by employees, create a strong linkage between individual efforts and visible outcome and rewards hence highly valued and respected by the organizations.

However, in Uganda this has not been fully achieved by the managers and there is still a great disparity between employees basing on major moderating variables like origin, relationship and know who, which has actually affected their performances. Managers and administrators of institutions need to borrow a leaf from American styles of management and to the researcher

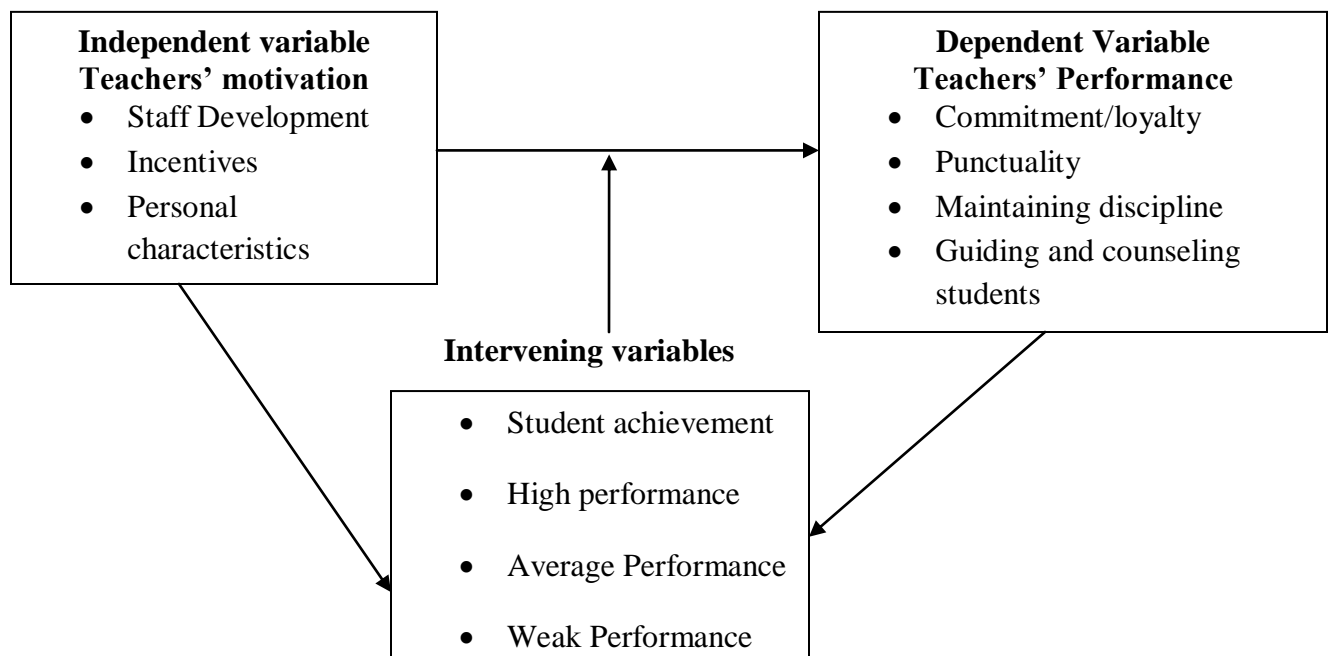
motivation works as catalyst to workers in any organization as it increases interest and working morale, hence, leading to high performance.

This is supported by the journal of higher education outreach and engagement volume II (Nov. 2, 2016) which says “reward structure needs serious consideration”. Therefore, by assessing the needs of the staff while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff’s present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi, 2016). The managers and administrators of Kasese. Municipality schools need to do something more than they have done to motivate their staff if performance in schools is to be maintained and improved.

### 2.3 The Conceptual framework

According to Sekaran (2003), a conceptual framework is either a graphical or narrative form of the main dimensions to be studied or the presumed relationship among them. Sekaran (2003) that conceptual framework will help to conceptualise and hypothesise any forms of relationships between set of variables to gain understanding of a situation. Figure 2.5 examines the relationship between motivation and teachers’ performance.

**Figure 2: Conceptual Framework**



*Source: Adopted from . Ogbogu, 2017, and modified by the researcher, 2018*

As indicated in Figure 2, the independent variable Teachers' motivation is viewed in terms of staff development, financial incentives and personal characteristics. Therefore, according to the conceptual framework, teacher motivation directly affects teacher performance which is defined in terms of commitment/loyalty, punctuality, low cases of absenteeism, discipline, guidance and counselling and other variables. The motivation and performance of teachers is influenced by student achievement, high performance, average performance and weak performance. And when teachers do their work as trained and are rewarded, they get motivated to continue doing well or even much better. Therefore, the more management motivates teachers, the more teachers exhibit higher performance, and the opposite happens when the motivation is not good, thus the schools may not achieve the desired outputs.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design and methods used to collect the data. It is organized into the following sections: research design, target population, sampling procedure and sampling size, research instruments, data collection procedure and data analysis techniques and a statement on compliance to ethical standards. The chapter consist of and the methodology that was adopted in this research. The elements covered are as follows; research design ,unit of analysis, target population and sampling design, data collection instruments, and the measure that ensures quality, reliability, data analysis and adherence to and procedures.

#### **3.2 Research design**

The survey design was suitable to the study as it involved experienced teachers who have observed and assessed students' performance over the years. A correlational descriptive research design was used through both qualitative and quantitative approaches. The qualitative approach was used to describe variables that are not measurable in quantitative terms while the quantitative approach was used in testing the hypotheses using inferential statistical measures. The study adopted a mixed method approach so as to be able to address the objectives of the study.

#### **3.3 The Population of the Study**

The target population size of 187, comprising teaching and administrative staff, was constituted from three secondary schools. The participant schools located in Kasese Municipality, which are government-aided, with dummy names, school A, School Band School C. The composition of the study population is presented in Table 3.1.

**Table 3.1: The Study Population by Strata by School**

Categories of Respondents	Schools			Population size
	A	B	C	
Teachers	40	42	48	<b>130</b>
Administrators	15	17	25	<b>57</b>
<b>Total</b>	<b>55</b>	<b>59</b>	<b>73</b>	<b>187</b>

### **3.4 Sampling Procedures and Techniques**

The study sample size was calculated based on a popular formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n is the sample size,

N is the population size, in this particular case, 187, and

e is 0.05, the level of margin of error, at 95% confidence level.

Applying the formula:

$$\begin{aligned}n &= \frac{N}{1 + Ne^2} = \frac{187}{1 + 187.(0.05)^2} \\ &= \frac{187}{1.4675} \\ &= 128\end{aligned}$$

Accordingly, the sample size for this study was set as 128, which was proportionately apportioned to the participating schools by teachers and by administrators (table 3.1).

#### **Computing sample proportions for administrators and teachers**

The number of administrators and teachers constituting the sample was 39, and 89 respectively, as determined by computation below;



Sample size n =

$$\frac{\text{Total number of administrators for three schools}}{\text{populationsize}} \times \text{computed sample size}$$

Administrators for the sample:	Teachers for the sample:
$= \frac{57}{187} \times 128 = 39$	$= 128 - 39 = 89$

Number of Teachers by school

Number of Teachers School A contributes to sample size:	Number of Teachers School B contributes to sample size:	Number of Teachers School C contributes to sample size:
$= \frac{40}{130} \times 89 \approx 27$	$= \frac{42}{130} \times 89 \approx 29$	$89 - (27+29) = 33$

Number of Administrators by school

From School A:	From School B:	From School C:
$= \frac{15}{57} \times 39 \approx 10$	$= \frac{17}{57} \times 39 \approx 12$	$39 - (10 + 12) = 17$

To determine the stratum size for each category of respondents, a formula number of administrators and teachers towards the sample size, proportions were computed according to the population proportion as follows:

**Table 3.2: Composition of the Study Sample**

Categories of respondents	Schools			Sample size
	A	B	C	
Teachers	27	29	33	<b>89</b>
Administrators	10	12	17	<b>39</b>
<b>Total</b>	<b>37</b>	<b>41</b>	<b>50</b>	<b>128</b>

Source: Field data, 2018

The number of administrators per school, as part of the sample, was computed (Appendix C), based on the number of administrators for a particular school as a proportion of the combined number of administrators of the three schools. Hence the contributions of administrators towards the sample was 10, 12, and 17 respectively.

Similarly teachers' proportion in the sample was computed to be 89, out of who schools contributed 27, 29 and 33 respondents respectively. Purposive selection was applied to the administrative staff after determining their respective proportions for each school, while stratified random sampling was applied to the teaching staff to identify the respondents for the study.

### **3.5 Data Collection Methods**

The study employed both the survey and review of related literature to collect primary and secondary data. The survey method used both questionnaires and interviews while literature review involved the review of scholarly materials on motivation, policy documents and other relevant publications.

### **3.6 Data collection instruments**

The study used both self-administered questionnaires and structured interviews as data collection instruments.

#### **3.6.1 The Self-Administered Questionnaire (SAQ)**

The questionnaire comprised mainly of statements requiring the respondents to opt for one answer out of five using the Likert format of questionnaire design. This required the respondents to decide between varying degrees of agreement to disagreement. The shortcoming with this method is that some respondents refuse to return completed questionnaires or may not possess the necessary knowledge to understand the subject matter. However, the questions are short and understandable and as such the respondents will be able to deal with this shortcoming.

#### **3.6.2 Interviews**

An interview guide was developed focused on the study topic using the responsive interviewing model (Rubin & Rubin, 2005). The goal of responsive interviewing is a solid, deep understanding

of what is being studied. To obtain this depth the researcher must follow up, asking more questions about what was initially heard (Rubin & Rubin, 2005). Semi-structured questions guided the line of inquiry and answers were recorded on the interview guide form with emergent follow-up questions also recorded. Every attempt was made to make sure questions were asked in an objective, unbiased manner. This was used to generate consistent general information about motivation and teachers' performance in the selected secondary schools. The responses received helped to enhance the results generated from the secondary sources and also the questionnaires.

### **3.6.3 Review of Documents**

Each school's students' academic records were requested for and accessed to observe trends in performance of candidate classes, for the immediate past period, 2015 to 2017. Archived records of e-mail correspondence, circulars, to parents, grading/progress reports summaries, and personnel files were reviewed for this purpose. The conditions under which these records were produced as well as the accuracy of the records have been documented by the researcher.

### **3.6.4 Piloting of the questionnaire**

The questionnaire was pre-tested using key personnel from the school and also teachers. The feedback received was used to refine the instrument in order to improve its reliability.

## **3.7 Validity and Reliability of the Instruments**

The study ensured both internal and external validity were complied within the data for the study. The most important aspect of validity that was successfully fulfilled addressed content validity involving piloting of instruments to ensure that instruments were valid. By incorporating the use of quantitative and qualitative research the study ensured triangulation of the research processes, the instruments were tested for reliability using the Cronbach Alpha coefficient. The Cronbach Alpha coefficient value equal to, or more than 0.70, as suggested by Kothari (2006), was interpreted as evident reliability of the items of each tested construct.

## **3.8 Measurement of Variables**

The variables were measured using a five point scale ranging from strongly disagree (1) to strongly agree (5). An average was then computed in SPSS for all items under a particular variable so that both simple and multiple regression equations could be made possible.

### **3.9 Data Analysis Techniques and Procedures**

Data analysis was preceded by tests aimed at verifying the usability of the completed questionnaire responses. The first test was to determine whether the data set was normally distributed, and the other was to determine whether the three constructs of the independent variable, teachers' motivation had internal consistency and therefore acceptable level of reliability, using Cronbach alpha test.

The necessity for these pre-requisite tests was guided by the recognition that subsequent analyses were based on the two assumptions that the data was normally distributed and that it was internally consistent, hence reliable.

The data analysis was guided by objectives of the study and the research questionnaire. The research questions was analysed in different ways. The first research questions were subjected to descriptive statistics to establish frequency and percentage ration of occurrence of the phenomena of the study. The analysis of the other research questions was done using inferential statistics. Descriptive methods involved the presentation of the processed data using tables, percentages, charts and graphs while descriptive statistical measures such as mean, standard deviation among others was also used. Relationships between the variables were established through Pearson's correction analysis and regression analysis.

### **3.10 Ethical Considerations**

A supporting letter from the University was obtained explaining the objectives of the research was presented to the management of the selected schools seeking for clearance to obtain any necessary data. The questionnaire also included a cover letter explaining the purpose of the research, why the particular respondents were important in the successful completion of the study and the protection of identifies. This helped to create a free environment for the respondents to participate in the study.

# **CHAPTER FOUR**

## **DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

### **4.0 Introduction**

In this chapter, an analysis of the data obtained is presented along the research objectives, and questions. The questionnaire was distributed to the identified categories of respondents throughout the three selected secondary schools in Kasese Municipality. After three weeks' time, a total of 107 completed questionnaires were collected, representing a response rate of about 84 percent and therefore deemed acceptable for further analyses.

### **4.1 Sample Characteristics**

Before running tests to analyse the data, it was necessary to ensure that the data was complete, devoid of occurrences of missing data, and reflecting a normal distribution. Moreover, the data had to be ascertained to be reliable. The choice of tests was based on the assumptions of completeness, normality and reliability that needed to be met, or else, data would not be suitable for use for further analyses.

#### **4.1.1 Missing Data**

Inspection for occurrences of missing data was applied over the data set and for all instances of such; missing data was replaced by a computed mean value for a data item. This was done to ascertain completeness of the data set prior to running any relevant tests data.

#### **4.1.2 Normality Test**

Second, data was examined for normality of the constructs: staff development, incentives, and personal characteristics. Andy (2013) presents the Shapiro-Wilks test for normality as one of three general normality tests designed to detect all departures from normality. It is comparable in power to the other two tests. The test rejects the hypothesis of normality when the p-value is less than or equal to 0.05. Failing the normality test allows you to state with 95% confidence the data does not fit the normal distribution. Passing the normality test only allows you to state no significant departure from normality was found.

Both the Kolmogorov-Smirnov and Shapiro-Wilk tests were requested under SPSS analytical software.

**Table 4.1: Normality Tests**

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Staff development	.069	106	.200*	.969	106	.054
Incentives	.075	106	.164	.986	106	.334
Personal Characteristics	.097	106	.016	.976	106	.059
Teachers performance	.081	106	.081	.976	106	.076

**Source: Field data, 2018**

Concerning the dataset, Table 4.1 shows that staff development, incentives, and personal characteristics, all describing the independent variable, Teacher motivation, are associated with p-values greater than 0.05 and the interpretation that the data was normally distributed. However, the alternative tests such as the graphs for PP Plot and histograms gave points which did not align completely on the diagonal line. Similarly, the table of ‘Descriptives’ accompanying the Kolmogorov-Smirnov and Shapiro-Wilk tests of normality indicated some amount of skewness and kurtosis, all deviating slightly from the typical normal distribution. However, for the purposes of the study, the deviation did not deter subsequent use of the data in the rest of the relevant tests.

#### 4.1.3 Reliability Test

Data was also examined for internal consistency, in order to qualify it as reliable or not. The tests for reliability returned Cronbach alpha values as shown in Table 4.2:

**Table 3.2: Reliability Statistics**

Construct	Cronbach's Alpha	Number of Items
Staff development	.750	10
Incentives	.666	11
Personal characteristics	.841	12

**Source: Field data, 2018**

Table 4.2 shows that 10 items for staff development returned a Cronbach alpha of 0.750, higher much than the threshold alpha value of 0.600. This reflected a high level of internal consistency among the items. The items representing incentives given to teachers were 11. The Cronbach alpha for these items was found to be 0.666, just slightly above the threshold value of 0.600. Personal characteristics, represented by 12 items returned Cronbach alpha value of 0.841, which was much higher than the threshold value 0.600. However, inspection of the data set led to removal of one item from the ‘personal characteristics’, and a fresh reliability test was done over the remaining 10 items leading to improved reliability rating.

**Table 4.3: Reliability Statistics-Final**

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Staff development	.750	10
Incentives	.825	10
Personal characteristics	.841	12

**Source: Field data, 2018**

Table 4.3 for final reliability of the personal characteristics improved to 0.825, quite higher than the 0.6 threshold. Overall, the items representing all the items for teachers’ motivation were deemed to be adequate and relevant for the study hence, A stage was set to carry out data analysis involving analysis of the biographic profile of the respondents.

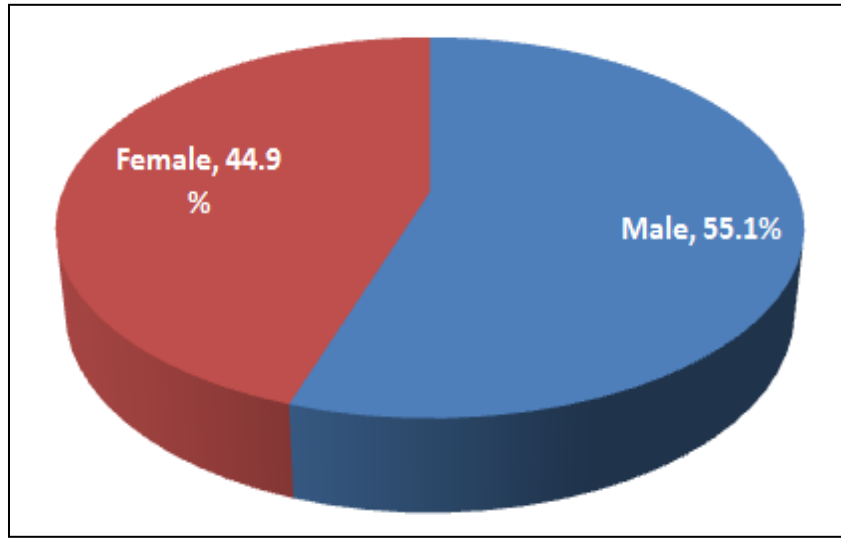
## **4.2 Demographic Profile of the Respondents**

The respondents’ demographic profile was considered along sex, age group, marital status, and years of service experience, position and highest qualification attained.

### **4.2.1 Composition of Respondents by Sex**

As much as possible, the selection of participants followed objectivity and random techniques, to define the most balanced sample possible. Second, considering that completing a questionnaire and interviews for each respondent was required in subsequent stages, the level of enthusiasm to complete the questionnaire as well as time for collecting the completed questionnaires defined the composition of respondents. The survey instrument emerged with the gender composition in figure 1.

**Figure 1: Composition of Respondents by Sex**



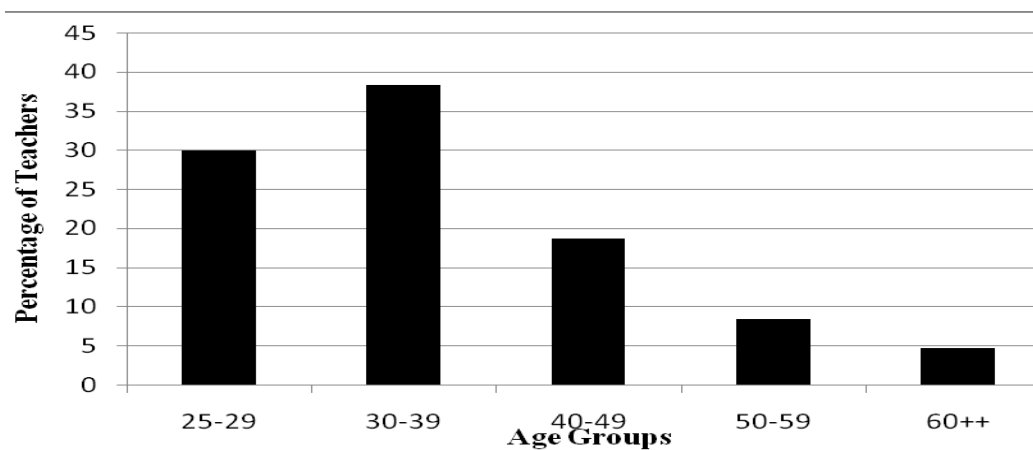
**Source: Field data, 2018**

Figure 1, shows the distribution of the respondents by sex. The male respondents were represented by 55.1 percent, whilst the female respondents were represented by 44.9 percent. This indicates that the male respondents were many and willing to take part in the study, though even though the females were few, all the respondents availed data which was crucial for this study.

#### **4.2.2 Respondents by Age Groups**

The following figure shows the percentage distribution of the respondents among the various age groups, Figure 2;

**Figure 2: Composition of Respondents by Age Group**



**Source: Field data, 2018**



The dominant age group was 30 to 39 years with 38.3 percent, closely followed by the 30 to 40 years age group with 29.9 percent, the third was the 40 to 49 years age group with 18.7 percent, whilst the 50 to 59 years age group was represented by 8.4 percent. The least was the over 60 years age group represented by 4.7 percent. From this presentation and analysis, most respondents were aged 25 years to 49 years , but all the respondents availed data which was crucial for the study.

#### 4.2.3 Marital Status of the Respondents

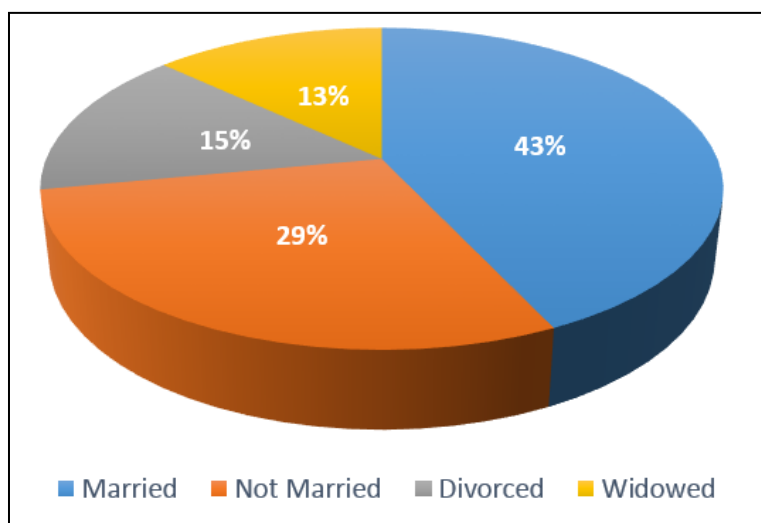
Table 6 shows the percentage composition of the respondents by marital status, four groups altogether.

**Table 4.4: Respondents’ Marital Status**

Marital Status	Frequency	Percent
Married	46	43.0
Not married	31	29.0
Divorced	16	15.0
Widowed	14	13.1
<b>Total</b>	<b>107</b>	<b>100.0</b>

Source: Field data, 2018

**Figure 3: Graph for Respondents’ Marital Status**



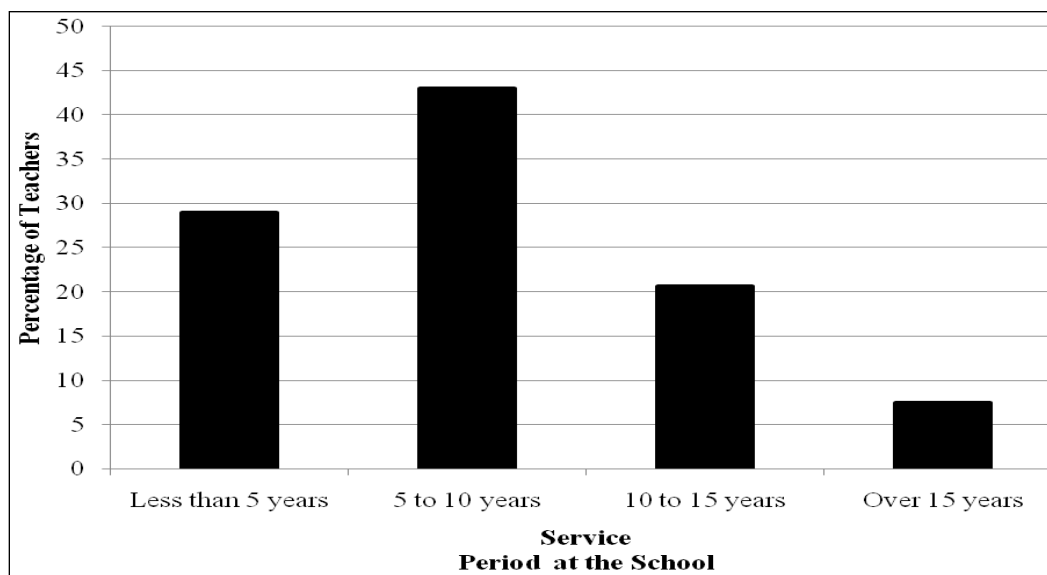
Source: Field data, 2018

Figure 3, shows that the category of the ‘married’ was represented by 43 percent, and the next populous group was the ‘not married’ represented by 29 percent. The divorcee group was represented by 15 percent, and the ‘widowed’ were 13.1 percent. Majority of the respondents were unmarried and the married, though all the respondents were able to avail data for this study.

#### 4.2.4 Work Experience at the School

A school is an institution that employs professionals who may youthful, the middle-aged, and advanced-age such pensioners, contractors. This was reflected in the sample composition and respondents to the questionnaire. Figure 6 shows the distribution of work experience among the respondents, within the four age groups.

**Figure 4: Service Experience at the Current School**



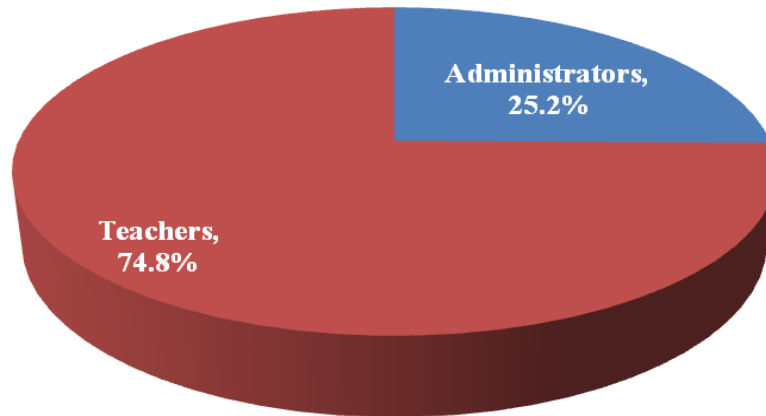
**Source: Field data, 2018**

In terms of service experience at the school, the above figure indicates that 43 percent of the respondents were 5 years to 10 years of experience. In the second position were respondents with less than 5 year service, who constituted 29 percent. Teachers who had served at their schools for a period ranging from 10 to 15 years were third-ranking making up 20.6 percent. The longest-serving teachers were the fewest at 7.5 percent. But all respondents were able to avail viable data for this study.

#### 4.2.5 Distribution of Respondents by Position Held in the School

The respondents were requested to indicate whether they were teachers or administrators by designation. The responses to this item are summarized in Figure 5.

**Figure 5: Composition of the Respondents by Position held**



**Source: Field data, 2018**

The respondents were 25.2 percent of the respondents were administrators and 74.8 percent were teachers (Figure 5) with the possibility that some administrators doubled as teachers by profession. All the respondents were able to avail vital data for this study which revealed actual and reliable responses.

#### 4.2.6 Educational Qualifications

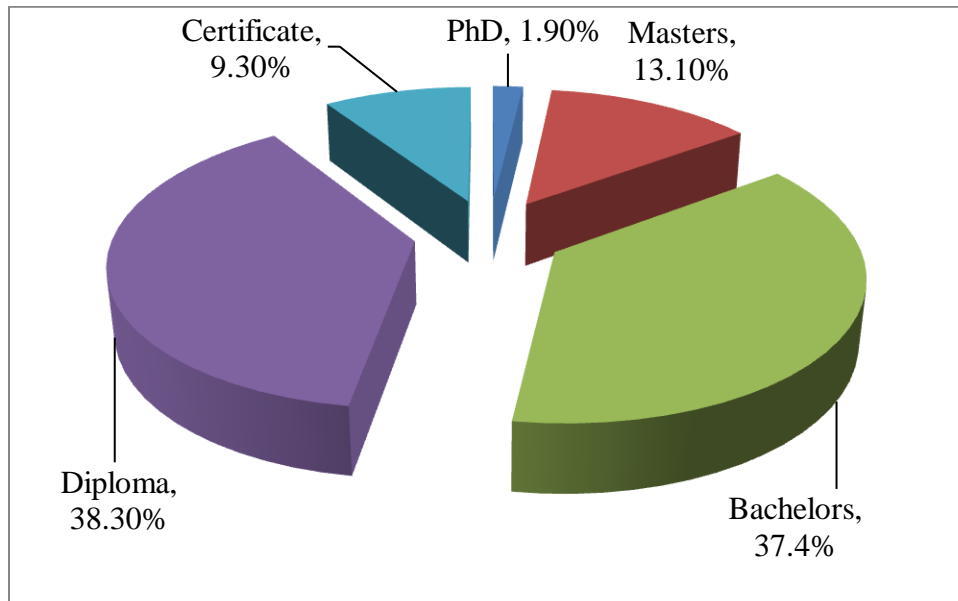
Respondents were asked to indicate their highest academic qualifications. The various levels of educational attainment were distributed according to Table 4.5, figure 6.

**Table 4.5: Highest Qualification Attained**

Qualifications	Frequency	Percent
PhD	2	1.9
Masters	14	13.1
Bachelors	40	37.4
Diploma	41	38.3
Certificate	10	9.3
<b>Total</b>	<b>107</b>	<b>100.0</b>

**Source: Field data, 2018**

**Figure 6: Graph for Highest Qualification Attained**



**Source: Field data, 2018**

Figure 6 shows a presence of PhDs among the respondents, represented by 1.9 percent. The masters turned out to be 13.1 percent, and bachelors degree holders were 37.4 percent. The diploma holders had the highest presence at 38.3 percent. The certificate holders were nearly one tenth at 9.3 percent of the respondents. But all the respondents availed data for the study.

### **4.3 Correlation of staff motivation and teachers' performance**

Three relationships were investigated namely: the relationship between Staff Development and Teachers' Performance, the relationship between Incentives and Teachers' Performance and the relationship between Personal Characteristics and Teachers' Performance. Pearson correlation coefficients were obtained for each of the three relationships.

#### **4.3.1 Examination of the Relationship between Staff Development and Teachers'**

##### **Performance**

The relationship between Staff Development and Teachers' Performance was explored by performing a correlation of the mean of item scores representing each of the two variables. This helped to fulfil study Objective 1 and thus answered Research Question 1. Table 4.6 presents the results of correlation.

**Table 4.6: Correlation of Staff Development and Teachers Performance (n=107)**

		<b>Staff Development</b>	<b>Teachers Performance</b>
Staff Development	Pearson Correlation	1	.019
	p-value	.000	.848
Teachers Performance	Pearson Correlation	.019	1
	p-value	.848	.000

**Source: Field data, 2018**

A Pearson correlation coefficient,  $r = 0.019$ ,  $p\text{-value} > 0.05$ , for the relationship between staff development and teachers' performance was observed. However, the Pearson correlation was not flagged as significant. Staff development is thus viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally to prepare themselves for advancement in the institution or beyond the campus, which in the case of the schools includes programmes such as on job training and refresher courses meant to equip the teachers with new and refresh existing capabilities for effective and efficient teaching.

The study found out that there are several staff development activities which include staff recruitment and retention are done but for selected staffs in government aided schools and related public schools because the administrators can only recruit the support staff such as those in welfare department like cooks, cleaners, and those in that category but cannot recruit teachers because they are just posted by government through the District Service Commission in conjunction with the Education Service Commission and Ministry of Education and Sports.

According to the study, administrators are trying to come up with ways to develop performance plans and engage in a continuous process of leading and motivating staff members through coaching. in a verbatim, it was revealed that effective coaching allows supervisors and staff members to build stronger relationships and to work collaboratively to attain performance goals, which has and is being adopted in the public schools, though incredible results are yet to be

realized. From the findings, it was noted that teachers' are seldom rewarded which makes it hard for employees to be happy because the salary paid is just the normal salary, and there are almost absence of fringe benefits.

#### 4.3.2 Examination of the relationship between Incentives and Teachers' Performance

The relationship between Incentives and Teachers' Performance was explored by performing a correlation of the mean of item scores representing each of the two variables. This helped to fulfil study Objective 2 and thus answered Research Question 2. Table 9 presents the results of correlation.

**Table 4.7: Correlation of Incentives and Teachers Performance (n=107)**

		<b>Incentives</b>	<b>Teachers Job Performance</b>
Incentives	Pearson Correlation	1	.168
	p-value	.000	.085
Teachers Job Performance	Pearson Correlation	.168	1
	p-value	.085	.000

**Source: Field data, 2018**

A Pearson correlation coefficient,  $r = 0.168$ ,  $p\text{-value} > 0.05$ , for the relationship between incentives and teachers' performance was observed. However, the Pearson correlation was not flagged as significant. The correlation between personal characteristics and teachers' performance was  $r = .168$ ;  $p\text{-value} = 0.085$ , which was not flagged as significant.

The study that aimed at determining whether incentives can improve teachers' work performance, the respondents noted that most teachers are not given accommodation because the schools do not have sufficient housing facilities. Furthermore, where such facilities exists, yet few, the teachers are given salary and its part of what they use for rent whereas just a few get funding for housing and transport, and where it is given, it is inadequate.

There is a difficulty in the availability of facilitated accommodation, cheap and reliable public transport facilities had negative implication on both teachers and students' performance. One educational stakeholder commented:

*“The government does not provide to teachers houses for accommodation at school compounds, something which makes them depend much on public transport to and from school. They usually report at school very late for the same reason. This denies them time for teaching preparation and consultation with the students. In some cases they have to leave school earlier in order to cope with public transport crisis and therefore, they do not have adequate time to provide remedial teaching for slow learners.”*

Kasese, Uganda

The quotation indicates that since teachers have no houses and reliable transport, their teaching morale is low and dissatisfied with their job. This consequently makes them unable to deal with students' academic problems hence poor performance.

In related verbatim, incentive systems are an important part of organizational motivation and are central to helping understand the forces that drive the organization. Incentive systems can encourage or discourage employee and work group behaviour. Incentive pay programs aim to entice educators to behave in ways that will result in specific outcomes: to get teachers to work in hard-to-staff schools (Arrieta & IDEA, 2010; Vegas, 2005), to teach toward standardized exams (Lavy, 2003), or just to show up for work (see Parker, 2010). The schemes include both financial and non-financial rewards; Lavy (2003) compares their cost effectiveness and concludes that money incentives are the more effective, but that the schools included in the scheme are probably not representative of all Israeli schools. Merit pay schemes might provide incentives for better teachers to stay and for poorer teachers to leave and thus may have little to do with variations in effort.

#### **4.3.3 Examination of the Relationship between Personal Characteristics and Teachers'**

##### **Performance**

The relationship between Personal Characteristics and Teachers' Performance was explored by performing a correlation of the mean of item scores representing each of the two variables. This helped to fulfil study Objective 3 and thus answered Research Question 3. Table 4.8 presents the results of correlation.

**Table 4.8: Correlation of Personal characteristics and Teachers Performance (n=107)**

		<b>Personal characteristics</b>	<b>Teachers Job Performance</b>
Personal characteristics	Pearson Correlation	1	.224*
	p-value	.000	.021
Teachers Job Performance	Pearson Correlation	.224*	1
	p-value	.021	.000

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

**Source: Field data, 2018**

According to Table 4.8, a significant Pearson correlation coefficient,  $r = 0.224$ ,  $p\text{-value} < 0.05$ , for the relationship between personal characteristics and teachers' performance, was flagged as significant.

The personality characteristics of the teacher influence the environmental setting in which the teaching-learning process occurs. Teaching demands specific abilities and qualities of personality not possessed in sufficient degree by all people. Although there may be some few characteristics required for persons in all specialities, different characteristics will be needed in different kinds of educational work.

According to one senior administrator, effective teaching requires well-rounded instructors who are confident in the material they teach as well as their own skin. Students have a keen ability to sense if a teacher is nervous, unsure or lying. Being genuine is one of the most important personal characteristics that a teacher can possess. There are other personal and professional characteristics as well that are necessary for effective teaching which the teachers possess in low, moderate and high measure.

According to the interviews conducted, the researcher was reliably informed that the current crop of teachers are knowledgeable about the subject they teach. They tend to understand the concepts thoroughly and are able to explain and articulate them in detail to the interest of the learners, though, it was also revealed that to the chagrin of the learners, there are some teachers who have



not replenished their skills and knowledge on the subject matter, thus may not be in position to engage students and to judge where and how to be of assistance. But generally, the teachers, by virtue of their training and work experience ideally have practical, hands-on experience with the subject matter.

One head teacher remarked that the best teachers care about their students and are passionate about the material. If a teacher is bored with the material, then the students will also be bored and less likely to learn. Passion and enthusiasm draw students in to learning. It excites their minds, creates curiosity and inspires them to raise their energy levels in class. In further analysis, it was agreed that humans have an innate sense of what is just and what is not. Favoritism and unfair treatment can scar students for a lifetime. The best teachers do everything they can to ensure their classroom is fair and just. Students can only grow and learn in an environment they feel is safe and honest.

One respondent noted that what they had observed in schools is that students quickly disrespect teachers who are unprepared. Being unprepared shows your lack of care about the students and the material. It makes you appear incompetent. Be prepared for every class in order to win and maintain your students' respect.

Creativity lets teachers think outside the box and work around problems. Creativity helps teachers reach students in enjoyable, memorable ways. It cures boredom and raises moral and enthusiasm in the classroom.

*“One respondent noted that the professionally well acquainted teachers were discovered to be availing an amiable atmosphere for better concentration and performance. Their students learn best in a positive atmosphere created by visionary and clam teachers. This entails being humorous which helps the teachers to break the ice and dispel awkward or negative situations. Teachers who are comfortable enough to laugh at their own mistake are strong examples of confident, witty individuals”.*

*Kasese, Uganda*

According to Strykowski (2003), respect others to gain respect in return. Teachers who respect their students are respected themselves. Teachers who respect their students' privacy, who speak to students' individually after class and who are sensitive to their students' needs and feelings tend to be the most respected. Thus being in a position of authority, teachers must know how to

take the lead. There is no room for shyness and timidity. Leaders must have a vision, a goal toward which they are directing the students. They must inspire and encourage students to implement action. The best leaders are the best listeners.

#### 4.4 Tests of Hypotheses

Hazewinkel (2001) stated that a statistical hypothesis is an assumption about a population parameter. This assumption may or may not be true. Hypothesis testing refers to the formal procedures used by statisticians to accept or reject statistical hypotheses.

The hypothesis include;

**H<sub>0</sub>:** (Null hypothesis). The null hypothesis, denoted by  $H_0$ , is usually the hypothesis that sample observations result purely from chance.

**H<sub>1</sub>:** (Alternative hypothesis). The alternative hypothesis, denoted by  $H_1$  or  $H_a$ , is the hypothesis that sample observations are influenced by some non-random cause.

##### 4.4.1 Testing the First Hypothesis

To test the first hypothesis, framed as:

**H<sub>1</sub>:**“There is no significant relationship between staff development and teachers’ performance in selected public secondary schools in Kasese municipality”, required linearly regressing Staff Performance against Staff Development. Below are the results;

**Table 4.9: Regression Coefficient**

R = 0.019	R Square = 0.0361	Adjusted R Square = - 0.009	Std. Error = 0.55002
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**Source: Field data, 2018**

According to the study, the regressions coefficients at R. 019 and Adjusted R. Square at .009, and standard error at .55002, it indicates that the teachers are not ideally developed through replenishing of their skills and knowledge, hence has not motivated them, and their conditions has led to lukewarm and less progressive performance.

**Table 4.10: Analysis of Variance**

	Sum of Squares	df	Mean Square	F	p-value
Regression	.011	1	.011	.037	.848
Residual	31.462	104	.303		
Total	31.473	105			

**Source: Field data, 2018**

From the analysis of variance in table 4.11 above, with df at .011 and .303 Mean Square and F at .037, it means that the teachers are not given more training by the school, except that they get from Uganda National Examinations Board as examiners, and that which they achieved and therefore their performance does not depend on the training they are given.

**Table 4.11: Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	3.46 2	.163		21.238	.000
Staff Development	.011	.056	.019	.192	.848

**Source: Field data, 2018**

According to the study findings regarding the coefficients at Beta (.019) while also  $R = 0.019$ ,  $p\text{-value} > 0.05$ , and P value for Staff development at .848, it means that the null hypothesis was accepted, implying that there was no significant relationship between staff development and teachers' performance.

#### 4.4.2 Testing the Second Hypothesis

To test the second hypothesis, framed as:

**H<sub>2</sub>:**“There is no significant relationship between incentives and teachers’ performance in selected public secondary schools in Kasese municipality”, required linearly regressing Staff Performance against Incentives.

**Table 4.12: Regression Coefficient**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.168	.028	.019	.54227

**Source: Field data, 2018**

According to the study, from the regression coefficient, R at .168 and Adjusted R. Square at .019, it means that the teachers are not given adequate incentives if they get them, or else they are non-existent which means that the teachers have no much motivation accorded to them hence they do not get appeased to perform better by almost non-existent motivators.

**Table 4.13: Analysis of Variance**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p-value</b>
Regression	.891	1	.891	3.031	.085
Residual	30.582	104	.294		
Total	31.473	105			

**Source: Field data, 2018**

The study shows that with df at 1 and 105, Mean Square at .891 and p-value at .085, it means that there are no considerable incentives for teachers to make them more motivated to teach, handle co-curricular activities, but they do so because of the professional ethical demands required of them.

**Table 4.14: Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	3.094	.235		13.178	.000
Incentives	.164	.094	.168	1.741	.085

**Source: Field data, 2018**

According to the coefficients, with Beta at .168 and p-value at .085, it means that there are no considerable incentives to make the teachers highly motivated, thus their performance is only based on the terms upon which they were recruited, and for  $R = 0.168$ ,  $p\text{-value} > 0.05$ , the null hypothesis was accepted, implying that there was no significant relationship between incentives training and teachers' performance.

#### 4.4.3 Testing the Third Hypothesis

To test the third hypothesis, framed as:

**H<sub>3</sub>**: "There is no significant relationship between personal characteristics and teachers' performance in selected public secondary schools in Kasese municipality", required linearly regressing Staff Performance against Personal Characteristics.

**Table 4.15: Regression Coefficient**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.224	.050	.041	.53615

**Source: Field data, 2018**

From the regression coefficients, with R .224 and Adjusted R Square at .041, it means that the teacher's nature and conduct either significantly or not weakly have an influence on their own performance.

**Table 4.16: Analysis of Variance**

	Sum of Squares	df	Mean Square	F	p-value
Regression	1.578	1	1.578	5.489	.021
Residual	29.895	104	.287		
Total	31.473	105			

**Source: Field data, 2018**

From the analysis of variance, with df at 105, Mean square at .287, and p0value at .021, it means that that the personal character traits of the teachers may have but insignificant impact on their performance.

**Table 4.17 Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Consta nt)	2.945	.239		12.301	.000
Chars	.172	.073	.224	2.343	.021

**Source: Field data, 2018**

According to the study, with Beta at .224 and p-value at .021 ( $p\text{-value} < 0.05$ ), the null hypothesis was rejected, implying that there was a significant relationship between personal characteristics and teachers' performance. The impact of personal characteristics on staff performance, however, was weak.

#### **4.5 Discussion of Findings on Motivation and Teacher Performance**

This chapter discusses the data analysis and findings of the study. The questionnaire used in this study was carefully analyzed to ensure that the data gathered was presented clearly with the aid of tables, percentages and graphs, where possible. The main objective of the study was to examine the relationship between teacher motivation and teachers' job performance. Teacher motivation was taken to be a composite of three elements, which were, Staff Development, Incentives given to teachers and Personal Characteristics or traits of the teachers.

The findings of this study need to be interpreted and compare to the earlier related studies and highlight the implications of the findings. The questionnaire comprised four sections with a total of 50 structured questions that were developed to ensure objectivity of data.

The biographic profile of the respondents shows a young group of professionals who are just beginning the work journey in their career. Youthfulness embodies ambition and anxiety. When handled appropriately, such individuals can be turned into performers. The significance of

balancing opportunities between the gender types is a measure of fairness that needs to be reflected in studies such as the current one. To ensure equitable representation, the study struck a reasonable balance between the female participants and the male counterparts in the ratio 45 to 55 (9:11).

#### **4.5.1 Staff Development and Teachers' Performance**

Kasese Municipality schools that participated in the study have not succeeded in leveraging staff development programmes toward lifting the performance of their teaching staff, which remains a challenge to them. Such a view might not imply that those schools have done nothing about staff development requirements. Rather, they have not adequately addressed the critical components such as objectivity during selection of the staff to attend in-service or advanced courses, length of the courses including their relevancy toward empowerment to address instructional needs of the students. These results have implications which range from the need for schools to periodically review the training needs of their teaching staff and incorporate them in the schools' training budget, based on a fair consideration for each staff member.

#### **4.5.2 Incentives and Teachers' Performance**

The study found that the incentives regime was not sufficient to elicit better performance among all teachers. The results were supported by low scores on incentives and suggestion that only some teachers were favoured to receive enough in wage earnings, at the exclusion of many others. The social environment appears to be inappropriate since a substantial proportion of teachers did not perceive any efforts towards creating opportunities for social fulfilment and meeting both personal-family and societal obligations such as when a teacher must attend a bereavement ceremony. The results demonstrate that teachers from the three schools in Kasese municipality strongly shared the view that they were not satisfied with the way they were remunerated - low salaries, not being able to get financial assistance in time of need, lack of duty allowance and not being able to get social get-together functions, all combine as poor facilitation. Consequently there was moderate enthusiasm toward performance of their work and the support they give to their students.

The findings indicate demotivating circumstances in which teachers generally operate across the country, which has persisted over a much longer period than the study time scope. To explain how teachers can manage to operate in such environment can be attributed to the intrinsic motivation that compels them to push against odds in their workplaces. When teachers are demotivated, it means they cannot attend to their duties or else if they do, they cannot do so with commitment to duty. High incidence of absenteeism and poor guidance to students, ill preparation for duties cannot be ideal for good performance. The three schools need to vigorously engage in programmes that can create higher motivation among their teachers. By so doing, they will be able to improve the performance of their teachers.

#### **4.5.3 Personal characteristics and teachers' performance**

The results revealed that personal characteristics of teachers influence their performance in the three schools involved in the study. However, the level of influence observed was low. This implies that the teachers serving in those schools need to continually change their attitudinal outlook as professionals; the more they do so, the more they will attain performance levels greater than never before.

#### **Conclusion**

This chapter discussed the data analysis and findings and presented them in table and graphic format. Literature was used to indicate similar findings. The data collection of 107 questionnaires out of 128 initially administered revealed that although there was high enthusiasm, some of the would-be respondents lacked interest or were not ready at the time of collection. Teachers were aware about of the professional practices that ingredients to performing their tasks but do not do things the right way. However, to find that they did not apply what they knew to be appropriate in their profession needs explanation. Teachers' lack of enthusiasm resulted from the poor work conditions and income supplementing substitutes. Lack of effective supervision was hinted to, and head teachers are to blame because they also pursued income generating activities, thus lacking authority to discipline or enforce compliance with school regulations among teachers and other administrators in their schools. The next chapter, that is Chapter 5 summaries the findings, discusses the conclusions and makes recommendations for practice and further research.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter makes a brief presentation of the summary or key findings, the conclusions empirically deduced, and advances recommendations that practicing educational managers and research fraternity might find usable at some point, as well as finding reference in further research initiatives.

#### **5.1 Summary of findings**

It is evident that teacher motivation is key to realizing high teachers' job performance. Viewed as staff training, teacher motivation makes a teacher confident, resourceful and forward looking to tasks in their purview. It is also clear that although rewarding or remunerating a worker adequately may not necessarily transform into higher performance at the job, at basic needs must be met by the rewards given, moreover, in time. According to the study, the teachers are not ideally developed through replenishing of their skills and knowledge, hence has not motivated them, and their conditions has led to lukewarm and less progressive performance. The teachers are not given more training by the school, except that they get from Uganda National Examinations Board as examiners, and that which they achieved and therefore their performance does not depend on the training they are given.

Use of other incentives such as facilitated socialization events, duty allowances, word of mouth appreciation have been found missing in the school environment. The teachers are not given adequate incentives if they get them, or else they are non-existent which means that the teachers have no much motivation accorded to them hence they do not get appealed to perform better by almost non-existent motivators. There are no considerable incentives for teachers to make them more motivated to teach, handle co-curricular activities, but they do so because of the professional ethical demands required of them. Finally, school performance being at the low and declining level it is has not led to teacher job performance.

The study has revealed a number of relationships between variables which add particularly insight to this topic. Professionalism of teachers and it translated into managing students learning process was not appropriately tuned to the requirements of their schools. The teacher's nature and conduct either significantly or not weakly have an in flounce on their own performance, the personal character traits of the teachers may have but insignificant impact on their performance. The null hypothesis was rejected, implying that there was a significant relationship between personal characteristics and teachers' performance. The impact of personal characteristics on staff performance, however, was weak.

## **5.2 Conclusion**

Public school administrators have been contending with challenges that have been running over years. One of those challenges has been to effectively handle the subject of teacher motivation, and thereby raise the level of teachers' job performance. With partial government funding, the schools in this study cannot adequately give sufficient monetary rewards or meet teachers' social needs. Secondly, the same schools cannot meet training and development needs of the teachers. This is not helped by unsupportive personal traits of individual teachers. All of them impact teachers' job performance, so much so that school performance in terms of enrolment, and national examinations results show never ending decline each year. On a positive note, however, if ways can be found to raise teachers' motivation, schools in that category can have a chance of realizing improved job performance, for the assured progress of the schools.

The government does not provide to teachers houses for accommodation at school compounds, something which makes them depend much on public transport to and from school. They usually report at school very late for the same reason. This denies them time for teaching preparation and consultation with the students. In some cases they have to leave school earlier in order to cope with public transport crisis and therefore, they do not have adequate time to provide remedial teaching for slow learners.

Staff development is thus viewed as the activities and programs (formal or informal and on or off campus) that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional and divisional goals and purposes, and grow personally and professionally. The study found out that there are several staff development

activities which include staff recruitment and retention are done but for selected staffs in government aided schools and related public schools because the administrators can only recruit the support staff such as those in welfare department like cooks, cleaners, and those in that category but cannot recruit teachers because they are just posted by government through the District Service Commission in conjunction with the Education Service Commission and Ministry of Education and Sports.

### **5.3 Recommendations of the study**

Having exhausted the study on motivation and teachers' performance in public secondary schools in Kasese Municipality, Uganda, the following recommendations are advanced;

- i. There is need for urgent increment of allowances and other fringe benefits for staff in order to boost their morale and performance. In addition, there is need to provide staff with accommodation closer to school to enable them arrive for duty early and organise and schedule regular training opportunities for staff as well as engage parents and guardians or other potential partners in supporting teachers' welfare. Also, late arrival or early departure will be checked, and the monies they save can help them better meet their personal needs. Administration should consider setting up a regime of packages to be given to exception performers, which can encourage meaningful beneficial competition among the staff.
- ii. School administrators need to get closer to their staff and discuss how best they can continue to work for the improvement of their schools before they can lobby political leaders for greater funding package from the central government or other stakeholders. In addition, the administration needs to organise training opportunities should be availed to teachers as well as administrators to access novel approaches to problem-solving, or novel methods of carrying out their professional tasks.
- iii. School administrators need to engage parents and guardians or other potential partners to meet schools' goals. Teachers' professional discipline should be a priority of head teachers and the management boards. Teachers need to create strong bonds and guidance to steer students to better achievements.

## **5.4 Areas for further research**

While the research focused on three schools in Kasese Municipality in Western Uganda, further research could be done to investigate the topical matter in schools located in other parts of the country or outside Uganda.

- ❖ Effectiveness of on-job training in enhancing teachers' performance
- ❖ Teacher affluence and performance of learners
- ❖ Parent-teacher relationship and school performance

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## APPENDICES

### APPENDIX A: SELF-ADMINISTERED QUESTIONNAIRE

**Dear respondent,**

In fulfilment of the requirement for the award of the Degree of Master Education Management and Planning at Nkumba University, a student is required to undertake empirical research and submit his or her findings.

The study seeks to establish the relationship between Motivation and Teachers' Performance in Public Secondary Schools in Kasese Municipality, Uganda. You have therefore, been selected to participate in this study that seeks your opinion on the topic for academic purposes only. As a key stakeholder, your participation in this study is of paramount importance to its success. **Please spare some time to complete this questionnaire. The instructions have been provided so as to guide you while filling the questionnaire. You are requested to** be as honest as possible and for purposes of confidentiality, do not indicate your name anywhere on the questionnaire. Kindly ensure that you complete each section of the instrument. There is no right or wrong answer.

Thank you.

.....

Yours truly,

**BARBRA JACKLINE**

**STUDENT**

## SELF-ADMINISTERED QUESTIONNAIRE

### SECTION A: BACKGROUND INFORMATION

Please fill in the box the number corresponding to your answer

1. Sex/Gender:            1. Male    2. Female
2. Age (Years):            1. 25 - 29   2. 30 - 39   3. 40 – 49   4. 50 - 59   5. Over 60
3. Marital status            1. Married    2. Not married   3. Divorced    4. Widowed
4. Number of years spent working with the School:
1. Less than 5 years   2. Between 5-10 years   3. 10-15 years   4. Above 15 years
5. Position in the School:
1. Administrator    2. Teacher
6. Highest qualification at present:
1. PhD   2. Master’s Degree   3. Bachelor’s degree    4. Diploma
5. Certificate

**You are required to respond to each item in the following sections using the Likert scale, by ticking the option that best expresses your opinion on a scale of 1-5 where:**

**1= Strongly Disagree (SD); 2= Disagree (D); 3= Neutral (N); 4= Agree; and 5= Strongly Agree**

B1.	Training and Development	SD	D	N	A	SA
1.	Training needs are regularly assessed at the school					
2.	There is a training program for teachers at the school.					
3.	Teachers get the opportunity to discuss training and development requirements with their seniors.					
4.	The school provides teachers with training opportunities.					
5.	Trainees are selected on the basis of their education and experience.					
6.	The training and development program is compulsory for all teachers.					
7.	I am satisfied with the effectiveness of the training program.					

8.	There is skilled employee shortage at the school.				
9.	You acquired technical skills through the training program.				
10.	Before training you were less confident and not having proper knowledge.				
11.	After training you feel confident and you can handle your own work.				
<b>B2.</b>	<b>Incentives</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	I am paid a salary that is enough to cater for all my basic needs.				
2.	Salary payments are always prompt.				
3.	I feel satisfied with chances of a salary increment.				
4.	The school provides financial assistance to teachers with parties.				
5.	The school offers weekly duty allowances.				
6.	The school provides advance to teachers with financial needs.				
7.	The school organizes end of year parties for teachers.				
8.	Teachers who perform well are given prizes.				
9.	The reward system is based on performance of teachers.				

10.	I am satisfied with the benefits I receive.						
11.	The benefits we receive are similar to those received by teachers in private schools.						
12.	We are provided with accommodation.						

**B3: Personal traits/characteristics**

1.	I am a talkative person.						
2.	I consider myself a lively person.						
3.	I always enjoy attending school parties.						
4.	I usually take the initiative in meeting new friends.						
5.	I like mixing with people.						
6.	I sometimes feel miserable for no good reason.						
7.	I consider myself a nervous person.						
8.	I often feel lonely.						
9.	I am often troubled about feelings of guilt.						
10.	I have ever cheated at a game.						

11.	I have ever taken advantage of someone.					
12.	I enjoy co-operating with others.					
<b>C:</b>	<b>Teachers' performance</b>					
1.	Teachers come very early at school.					
2.	Teachers always prepare their lesson plans.					
3.	Teachers provide feedback to students on a regular basis.					
4.	Teachers participate actively in co-curricular activities.					
5.	Teachers are committed to their jobs.					
6.	The rate of teacher absenteeism is very low.					
7.	There is regular assessment of students by teachers.					
8.	Training and development positively affects performance.					
9.	Incentives have a positive effect on performance.					
10.	Personal characteristics influence performance.					

**Thank you**

## **APPENDIX B: INTERVIEW GUIDE**

The purpose of this interview is to establish the role of motivation in the performance of staff these roles have affected the performance of teachers in government aided schools in Kasese Municipality. You are therefore, kindly requested to answer as freely as possible to enable dependable empirical results for academic purposes **ONLY**.

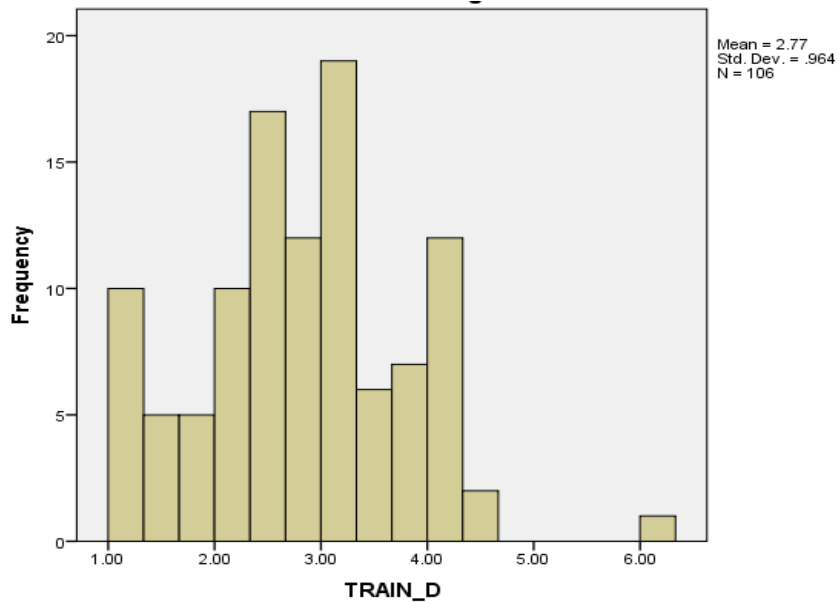
1. Does the school administration supervise the teachers?
2. What other factors could be responsible for the poor performance of teachers?
3. What steps do you take to create your relationship with your students?
4. Are you motivated?
5. If yes in 6 above, how are you motivated?
6. If not as in 6 above, why?
7. How do you celebrate student success?
8. How do you deal with disruptive behaviour in your classroom?
9. In what ways do you handle the students' academics in the school?
10. In what ways do you handle the students' discipline?
11. How does the administration influence your work?
12. Any other relevant information

**END**

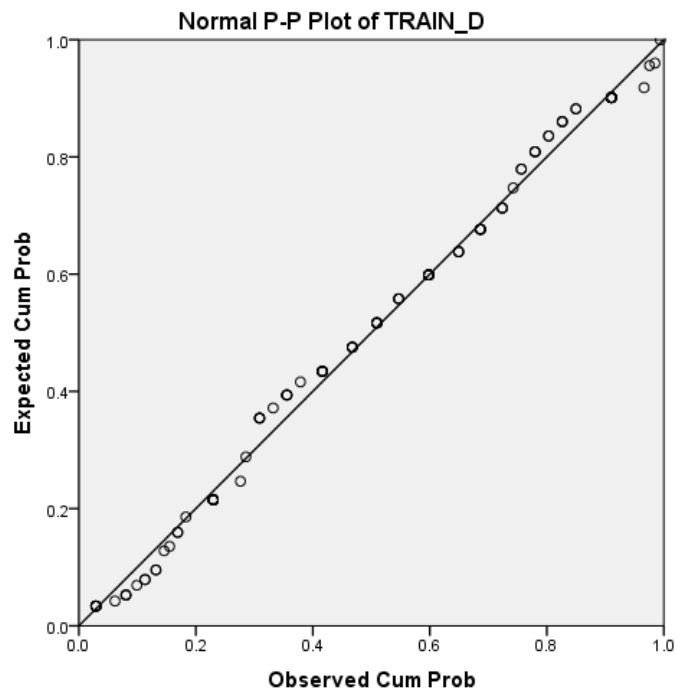


# APPENDIX D: NORMALITY TESTS FOR CONSTRUCTS OF THE INDEPENDENT VARIABLE

## 1. Staff Development (TRAIN\_D) Histogram



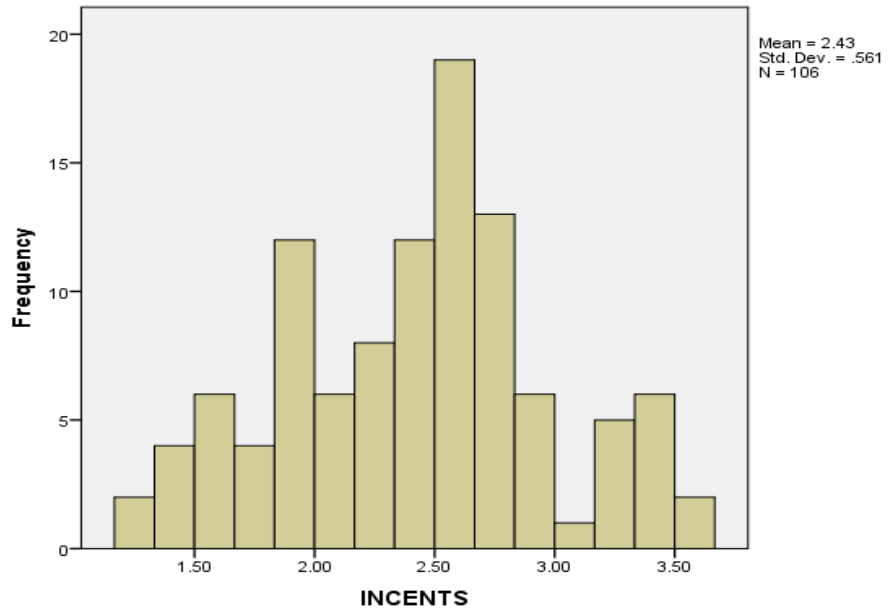
Training and Development Histogram



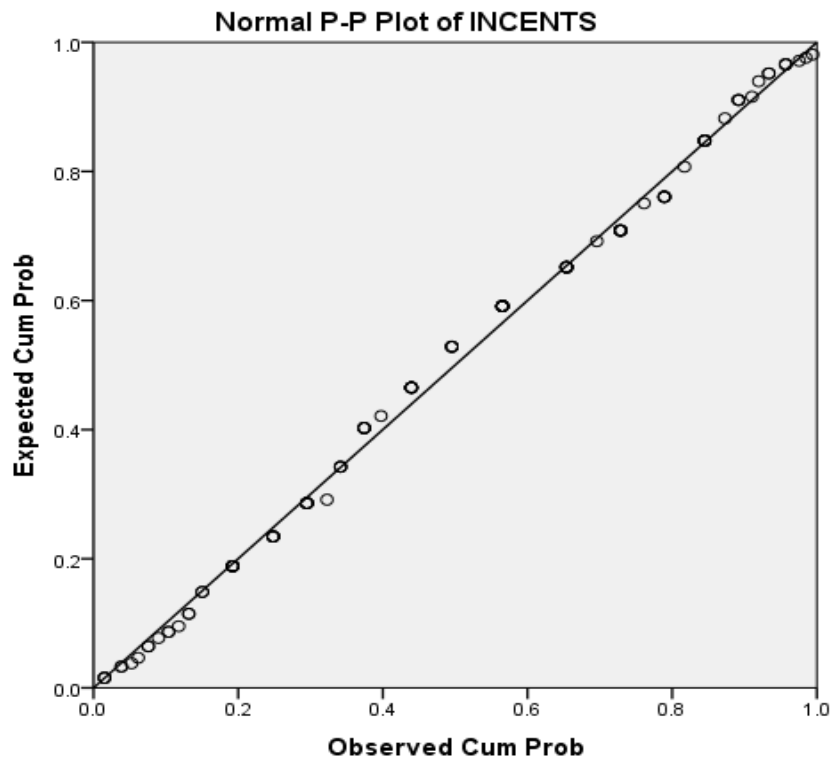
Training and Development – PP Plot



## 2. Incentives Test for Normality

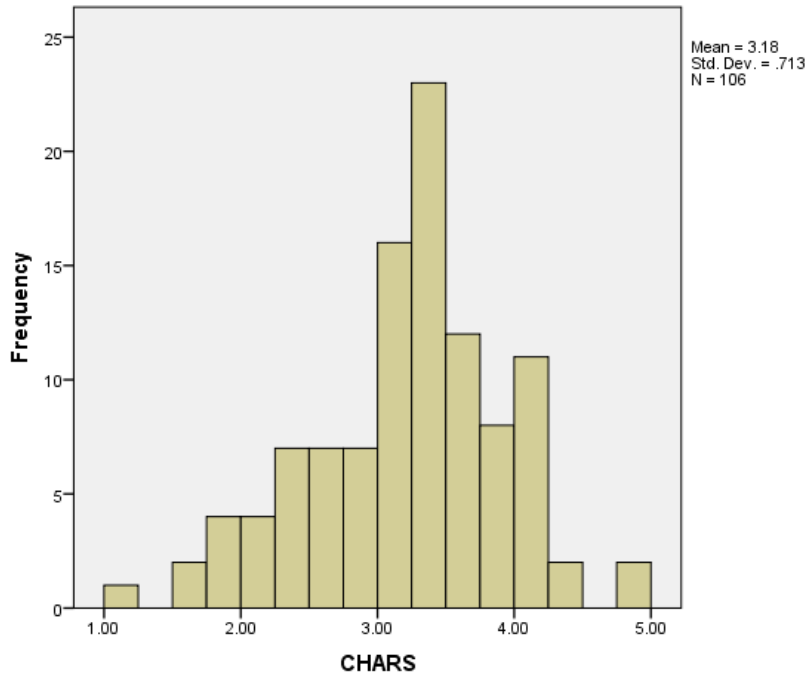


Incentives Histogram

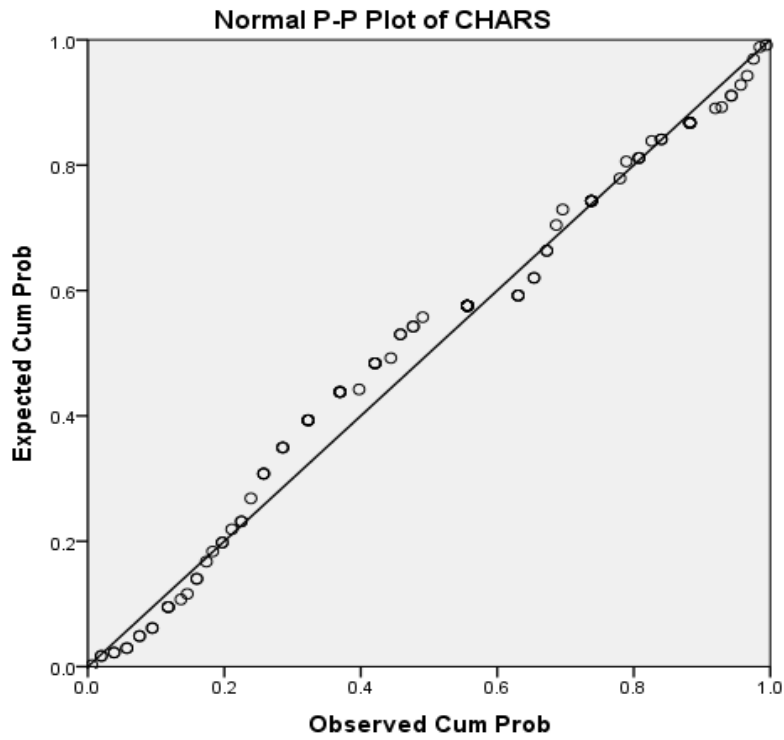


IncentivesPP Plot

### 3. Personal Characteristics Tests for Normality



Personal Characteristics Histogram



Personal Characteristics PP Plot

## Descriptives

### Staff Development

	Statistic	Std. Error
Mean	2.7667	.09364
95% Confidence Interval for Mean	Lower Bound	2.5810
	Upper Bound	2.9523
5% Trimmed Mean	2.7654	
Median	2.8000	
Variance	.930	
Std. Deviation	.96413	
Minimum	1.00	
Maximum	6.00	
Range	5.00	
Interquartile Range	1.50	
Skewness	.074	.235
Kurtosis	.094	.465

### Incentives

	Statistic	Std error
Mean	2.4252	.05449
95% Confidence Interval for Mean	Lower Bound	2.3172
	Upper Bound	2.5333
5% Trimmed Mean	2.4272	
Median	2.4545	
Variance	.315	
Std. Deviation	.56100	
Minimum	1.18	
Maximum	3.60	
Range	2.42	
Interquartile Range	.75	
Skewness	-.039	.235
Kurtosis	-.416	.465

### Personal Characteristics

		Statistic	Std error
Mean		3.1830	.06923
95% Confidence Interval for Mean	Lower Bound	3.0457	
	Upper Bound	3.3202	
5% Trimmed Mean		3.1981	
Median		3.3167	
Variance		.508	
Std. Deviation		.71278	
Minimum		1.17	
Maximum		4.92	
Range		3.75	
Interquartile Range		.85	
Skewness		-.403	.235
Kurtosis		.120	.465