

**TEACHERS MOTIVATION AND ACADEMIC PERFORMANCE OF PUPILS
IN KAMUYANGE PARENTS PRIMARY SCHOOL, MABAALE
SUB-COUNTY, KIBAALE DISTRICT
OF UGANDA**

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DECLARATION

I, hereby declare that the information provided in this piece of work is my own original work and has never been submitted to any institution of higher learning for the award of Diploma or conferment of Degree


Signed *Abigaba*

ABIGABA ANNET


Date..... *17/12/2010*

APPROVAL

This research has been submitted for research project examination with my approval as a university supervisor

Signed 

MR. OCHIENG MOSES

Date 

DEDICATION

I wish to dedicate this research to my beloved husband Kusiima Francis , my dad Ssentongo Wilson, my mum Namayanja Regina, my children Abigaba Francis and Ategeka Francis, my brothers and sisters who directly or indirectly created an enabling environment around me to accomplish the task of this research to come up with this report.

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LIST OF ACRONYMS

BOG	-	Board Of Governors
DEO	-	District Education Officer
HOD	-	Head Of Department
UNEB-		Uganda National Examination
MOE	-	Ministry Of Education
PTA	-	Parents' Teachers Association
TSC	-	Teachers Service Commission

ABSTRACT

This study was carried out to investigate teachers' motivation and academic performance of students. To establish the types of motivation used in Kamuyange Parents primary school. To determine whether the methods of motivation used contribute to academic performance in the school. From the research study, it was evident that there existed a notable relationship between a teacher motivation and academic performance of students in the subject handled by the same teacher. It was note –worthy that rewards given to teachers boosted their morale and this subsequently improved student's performance. Verbal praises have noted to be almost trivial as compared to material rewards, promotions and financial rewards. From the study, it was found that when teachers were rewarded, they worked harder and this motivated disinterested learners to learn and also preserved and fostered the enthusiasm of those who were interested in learning. Therefore, extrinsic motivation plays significant role in determining the performance of students in academic. The study recommended that the government, through the TSC, should work closely with the heads of schools (both primary and secondary) in order to ear mark industrious teachers for promotions. Prize giving ceremonies should be held in schools on term basis to reward teachers and students for their good performance. The government and the heads of schools should over-relie on extrinsic motivation as opposed to intrinsic motivation.

CHAPTER ONE

INTRODUCTION

1.1background Information

Motivation is a psycho-physiological or internal process initiated by some need which leads to activity which will satisfy that need. Lorell K. 1967 – Educational psychology – London, University of London Press limited).

Motivation was noted to play a role in determining academic performance. This study was carried out in Kamuyange Parents primary school in Mabaale Sub-county, Kibaale District in Uganda.

This case study involved an investigative study of a various motivational strategies of teachers in Kamuyange Parents primary school and how they fueled academic performance of pupils in the school.

Motivation is a force that serves three functions; it energizes or cause people to act, it directs behaviour towards attainment of goals and it sustains the efforts expected in reaching the goals – ie the force that energizes directs and sustains behavior (Riggo Ronald E 1996 – introduction to industrial /organizational psychology).

Motivation workers were noted to have a clear goal and t hey drove to take action required to achieve those goals plus needs equal motivation (Needhoms Dave et al Business for high awards 1995). The study revealed that teachers were motivated by a desire to see their students perform well in exams. They strive to set goals to achieve those needs. The process of motivation started with needs which created desire to achieve or obtain something.

Goals were then established and a behavior pathway selected aimed at achieving the goal.

According to Armstrong Michael – Resource management practices 1999 7th edition, if the goal is achieved, the need will be satisfied and behavior is likely to be repeated.

In order to motivate teachers, there are a number of parameters put in place. Job satisfaction was a vital pre-requisite to motivation. It encompassed higher pay, an equitable payment, real opportunities for promotion, considerable and participative management, a reasonable degree of social interaction at work, interesting and varied tasks and high degree of control over work place. These included both intrinsic and extrinsic motivations. The research also found out that demotivated /dissatisfied workers could be manifested in distinct pattern of behaviour such as absenteeism, lateness, wastes, pilferage, and lack of cooperation of merely sheer obstructionism.

According to the research, there existed many types /methods of motivations offered by various school managements as well as teachers service commission (TSC), teacher's employer. These included awarding of good performance on incentives for teachers to encourage them to work harder. These took the form of cash awards as well as material awards such as wall clocks, pressure lamps, umbrellas, radios; television sets etc. some schools also offered subsidized rental houses in the school compounds. Schools with means of transport offered free transport for teachers to their residential places outside the school compound.

Some head teachers also recommended teachers who performed well for promotions as head teachers or heads of departments (HOD) or deputy head teachers. Each school had independent welfare organization which catered for teacher's lunches and other various problems like death which may befall a teacher.

Able schools organized trips/tours for teachers to other towns /places both in Uganda and abroad. These incentives and fringe benefits were intended primarily to motivate teachers to give better performance and to encourage them to stay with the employer. Despite these fringe benefits and incentives offered to teachers, several schools did not perform as expected. National examination results still fell below average.

Few schools which were able to offer almost all the basic incentives and fringe benefits managed to perform better in national exams. In some schools, students were offered awards in the form of books, school bursary, bags, watches etc when they did better in

national exams which in turn intrinsically motivated the teachers to work harder and attain job satisfaction.

The investigative study intended to determine the relationship between teachers' motivation and academic performance of students at Kamuyange Parents primary school in Mabaale Sub-county, Kibaale District.

1.2 Statement Of The Problem

Over the past years, there had been recurrent failures and dismissal academic performance in both local and national exams. This has posed a serious challenge to scholars and therefore the need to carry out an investigative study on ways of improving performance. This study rested on the premise that in every pupil there is potential and this must be realized by the teacher. This called for teacher motivation.

1.3 Purpose Of The Study

This study was aimed at ascertaining how teachers' motivation could be used constructively to improve academic performance of students. It was noted that it was paradoxical that in certain instances, teachers were motivated but the yields were still dismal. This study served to investigate effective use of teacher motivation as a foundation for good academic performance by the pupils.

1.4 Objective Of The Study

This research study had the following objectives

- i) To establish the types of motivation used in Kamuyange Parents primary school
- ii) To determine whether the methods of motivation used contribute to academic performance in the school
- iii) To make suggestions on how to enhance motivation in Kamuyange Parents primary school

1.5 Significance Of The Study

This study was conducted in order to help come up with recommendations to curb poor academic performance of pupils in schools. The results of this study would help in improving academic performance. The findings would also assist the school managements to find the best methods of motivation to offer to teachers to obtain better performance in national exams.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of literature on motivation. The main components of this chapter include types of motivation, methods of motivation and analysis of importance of motivation to workers.

2.1 Definition Of Motivation

Motivation is a force that serves three functions; it energizes or causes people to act, it directs behaviour towards attainment of specific goals and it sustains the efforts expected in reaching the goals – ie the force that energizes directs and sustains behavior (Riggo Ronald E 1996 – introduction to industrial /organizational psychology)

2.2 Types Of Motivation

According to Spaulding C.L (1992) motivation is of two types which include intrinsic and extrinsic motivation.

Intrinsic motivation is the type of motivation that exists in a situation whereby teachers are self motivated because of thirst for success. Their needs are satisfied when the academic performance of their pupils goes up.

2.2.1 Extrinsic Motivation

Exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity but because they desire to realize rewards associated with the engagement or to avoid consequences artificially imposed on those who are off task. Workers for example teachers are motivated by the anticipated fringe benefits when their pupils perform well in exams. Such rewards rewards.

According to M. J Boella(1994), need for acceptance depends on our job and our way of –living social mobility has increased considerably and the main evidence is change in occupational status, types of housing etc there is also need to satisfy one’s own ambitions and aspirations.

Boella argued that people would put in long hours on difficult conditions even low payments when intrinsic motivation is high. Having satisfied all these needs, security of their continuity satisfaction was itself another motivator. It was often found that where job security was higher, such as banking or insurance, labor turn over was lower. Job security normally led to stable and skilled labor force with many of the consequent efficiencies.

McClelland (1970) Achievement Motivation Theory states that three needs are central to work motivation. The needs for achievement, power and affiliation. Individuals with high need for achievement were those who loved the challenge to work. Such individuals were motivated by a desire to get a head to the job to solve problems or to be outstanding work performers. Individuals with high need for power were noted to be status oriented and were motivated by the chance to gain influence and prestige than personally solve particular problem or reach performance goal. Also those who had need for affiliation had the desire to be linked and accepted by others. Such people were greatly concerned with interpersonal relationship on the job and preferred working with others on the task. This displayed motivation by cooperative rather than competitive work situation.

2.2.2 Intrinsic Motivation

Intrinsically motivated activity is more rewarding in and of itself this children learn more from this sort of activity and they retain their learning better.

According to mark Lepper, children who are intrinsically motivated to work do so for their own sake for the enjoyment of provides the learning it permits or the feeling of accomplishment it invokes” (Lumesden, 1994). Education specialist L. Tobin (1991) believes that children who do not feel they can accomplish a task tend to become good at

covering up the skills they lack. He suggests that if you want to see a change, you need to make a change.

Heckhausen (1976) talks of striving to increase or keep as high as possible ones own capability in all activities in which a standard of excellence is thought to apply. Ball (1977) said that the need for success is a pattern of well planned actions and feelings. These are connected with striving to achieve some internalized standards of excellence. Atkison (1964) also says that an individual strength of motivation to achieve the tendency to approach success.

2.3 Methods Of Motivation

Well motivated employees are more productive and creative and the opposite also holds true. Motivation is the key to performance improvement. You can take a horse to the water but you can not force it to drink. It will only drink when it is thirsty, so with people.

There are a number of methods of motivation which have been put in place by the organizations including schools to motivate the workers. In Abraham Maslow's Hierarchy of needs, physiological need can be achieved by higher basic pay and overtime bonus and other financial benefits while safety needs can be achieved by higher basic pay and overtime bonus and other financial benefits while safety needs are achieved by allowing workers to belong to trade unions, good health and safety conditions company pension scheme and retraining schemes. This hierarchy of needs also reiterated that for belonging and social facilities /social clubs could be provided. To ensure self esteem needs, training courses were noted to be necessary to improve skills and improve opportunities for workers.

Chances for promotion were noted to help workers realize their self-actualization needs.

According to Boella M.J Human Resource Management in Hospitality industry, 5th edition 1992 Stanley Thornes publisher, United Kingdom, incentives stimulate performance. They were offered in order to focus the employee's attention on the business objectives of employer ie to stimulate and promote extra productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this research, case study was employed. Although the research could be carried out in all the schools in Kibaale district in Uganda, only one school was selected to represent the whole population. The research study was conducted in Kamuyange Parents primary school in Mabaale Sub-county, Kibaale district in Uganda.

3.1research Design

The researcher resorted to random sampling due to its non- complexity and accuracy. In this case, the choice of respondents was not based on any criteria.

This was encouraged to avoid inaccurate information given by suspicious respondents. In this case any body was equally likely to be chosen as a respondent

3.2instruments/Tools

The most instrumental tool of collecting data used by the researcher was questionnaires. This provided and malleable information on the methods of intrinsic motivation that were used. These included the experience of teachers, motivation through promotions, financial reward and material rewards. Personal interviews were also conducted to solicit information from the teachers. Also the rate at which the teachers were dedicated to their job after receiving various rewards was also observed. These led to the compilation of the Table of various motivators and the grades obtained by students in various disciplines.

3.3sample Size

The researchers used sample 5 schools to carry out the study using simple random sampling. In each school approximately eight teaching were selected at random.

3.4 Procedure Of Study

This research study was conducted in a number of stages. Related Literature on motivation and academic performance was first reviewed. The research proposal and instruments/tools were then developed. The researcher carried out a pilot student which further led to adjustment of the instrument. Permission was then sought from then head teacher Kamuyange Parents primary school to conduct the research. Data collection, presentation, organization and subsequence analysis was done

3.5 Data Analysis

The study generated both qualitative and quantitative data. The researcher used descriptive case study methods such as frequencies to analyze the data. The open ended questions were analyzed as indicated by the correspondents.

The analyzed data was presented in table forms, graphs and pie charts

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with the analysis of raw data obtained from the field.

4.1 Social Economic Background Of Respondents

The study investigated the bio-data of respondents which included sex, age, and education level. Data on sex, age and education level is tabulated below

Table 1: Sex composition, age distribution and levels of education among respondents

Sex	Number	Percentage (%)
Male	29	72.52
Female	11	27.7
Total	40	100
Age Group		
18-27	2	5
28-37	13	32.5
38-47	18	45
48-57	6	15
50+	1	2.5
Educational Level		
Graduate	02	5
Diploma	30	75
Untrained	8	20

Source: primary data

The population of males (72.5%) was found to be greater than that of females (36.7%0) this was due to the fact that most teachers and males. This is also an indication OF gender

imbalances in leadership position. The key informants were fairly distributed by sex compared to the respondents

The findings also revealed that 45% of respondents were between 38 and 47 years of age, 37.5% between twenty-eight and thirty seven years. This is probably because between the ages of thirty and fifty people working and more likely to be socially recognized and this more likely to win elections

Table 2: Showing employer of teachers

Categories	Frequency	Percentage
TBC	30	75
BOU	5	12.5
Volunteer	5	12.5
Total	40	100

Source: Primary data

Table 2 indicates that 75% of teachers are employed by TBC while 12.5% by BOU and 12.5% are volunteers. This means that majority of the teachers were being employed by TBC.

Figure 1: Graphical representation of employer of teachers

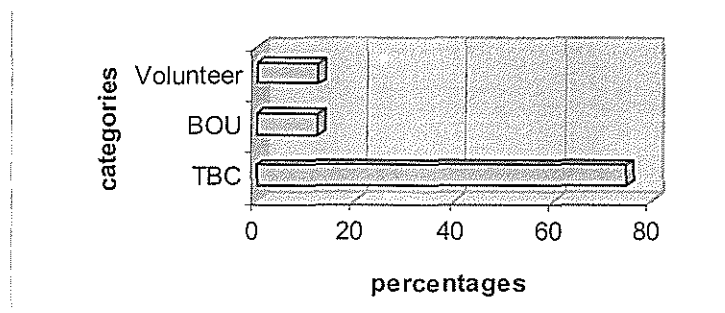
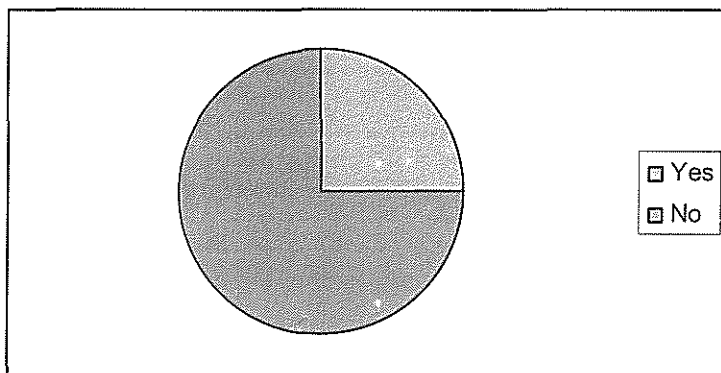


Table 3: Whether the principal offers any incentives for extra lesson taught

Response	frequency	Percentage
Yes	10	25
No	30	75
Total	40	100

Source: primary data

Figure 2: A pie chart showing whether the principal offers any incentives for extra lesson taught



From the table and figure above indicate that 75% of the respondents said that they have no incentives given to them, while 25% agreed that there is incentive for extra- lesson taught. This means that there is a low incentive as being offered to the teachers