

**INFLUENCE OF TRAINING, MOTIVATION ON TEACHERS' PERFORMANCE IN  
SELECTED PUBLIC SECONDARY SCHOOLS.  
A CASE STUDY: KIMAKA DIVISION, JINJA MUNICIPALITY**

**BY**

**LINGO SAMUEL  
BPA/46081/151/DU**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF POLITICAL  
AND ADMINISTRATIVE IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT OF A BACHELOR'S DEGREE IN  
PUBLIC ADMINISTRATION OF KAMPALA  
INTERNATIONAL UNIVERSITY.**

**APRIL, 2018**

**DECLARATION**

This research project is my original work and has not been presented for any award of a degree in this University or any other Institution of higher learning.

Signature.....


Date.....11/05/2018.....

**LINGO SAMUEL**

**BPA/46081/151/DU**

## APPROVAL

This project has been submitted for examination with my approval as a Supervisor.

Signature  .....

Date ... 14<sup>th</sup> May 2018 .....

MRS. BIRUNGI SYLVIA

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
TABLE OF CONTENT .....	iii
LIST OF ACRONYMNS .....	v
ABSTRACT .....	vi
CHAPTER ONE:.....	1
INTRODUCTION .....	1
1.0 Introduction .....	1
1.1.0 Background of the Study .....	1
1.1.1 Problem Statement .....	8
1.1.2 Main objective.....	8
1.1.3 Specific objectives .....	8
1.2.0 Research questions .....	9
1.2.1Significance of the study .....	9
1.2.2 Scope of the study .....	9
1.2.3 Limitation of the study .....	11
1.3.0 Basic Assumptions of the study .....	11
1.3.2 Conceptual Framework of the study .....	11
1.3.3 Justification of the study .....	13
1.3.4 Definition of significant terms as used in this study .....	13
CHAPTER TWO: .....	15
REVIEW OF RELATED LITERATURE .....	15
2.0 Introduction .....	15
2.1 Theoretical framework .....	15
2.2Motivation practices .....	16
2.3.0Theories of Motivation .....	17
2.4.0Cognition Theory of Motivation.....	18
2.4Humanistic View of Motivation .....	19
2.5 Provision of Fringe Benefits and Teacher's Performance .....	24
2.6 The Nature of Working Conditions and Employee's Performance in Schools .....	28
2.7 Summary of Identified Gap.....	32

CHAPTER THREE: .....	34
RESEARCH METHODOLOGY .....	34
3.0 Introduction .....	34
3.1 Research Design.....	34
3.2 Population of the Study .....	34
3.3 Sample and Sampling Procedure .....	35
3.4 Research Instruments .....	36
3.5 Validity and Reliability of Instruments.....	37
3.6 Data Collection Procedures .....	37
3.7 Data Analysis .....	37
CHAPTER FOUR: .....	39
RESULTS AND DISCUSSIONS.....	39
4.0 Introduction .....	39
4.1 Demographic Characteristics of Respondents .....	39
4.2 Motivational practices in terms of fringe benefits and nature of working conditions in secondary schools .....	40
4.3 Nature of Working Condition among Secondary Schools in Kimaka Jinja Municipality .....	43
4.4 The state of teacher’s performance among urban secondary schools in Kimaka division Jinja Municipality. ....	46
4.5 The relationship between motivational practices and teacher’s performance in urban secondary schools in Kimaka division. ....	48
5.1 Introduction .....	49
5.2 Summary .....	49
5.3 Conclusion .....	50
5.4 Recommendations.....	51
REFERENCES .....	53
APPENDICES.....	55
Appendix 1: Motivational Practices Questionnaire for Research Participants.....	55
SECTION A: DEMOGRAPHIC INFORMATION.....	55
SECTION B: Motivational Practices.....	55
Appendix 2: Deputy Head teachers’/Head Teachers Questionnaires .....	58
Appendix 3: Map of Uganda with Jinja district.....	60

## LIST OF ACRONYMNS

BOG	:	Board of Governors
DQASO	:	Department of Quality Assurance and Standard Officer
EFA	:	Education for All
FPE	:	Free Primary Education
U.C.E	:	Uganda Certificate of Education
GPA	:	General Purpose Account
MDG	:	Millennium Development Goal
MOES	:	Ministry of Education and Sports
NACOSTI	:	National Commission for Science Technology and Innovation
RoU	:	Republic of Uganda
PTA	:	Parents Teachers Association
UNESCO	:	United Nation Education Scientific and Cultural Organization
UNO	:	United Nations Organization

## ABSTRACT

The purpose of the study is to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teacher's performance in secondary schools.

Qualitative, quantitative, and descriptive-correlation research design is used in the study. The researcher used purposive and simple random sampling techniques to select the research participants respectively from selected secondary schools. The targeted population is 105 and the sample size of the participants was 103. Data was collected using questionnaire as research instrument and analyzed by means of descriptive statistics, namely; frequencies, percentage, and mean. Pearson Correlation Coefficient is used to establish the relationship between motivational practices and teacher's performance in secondary schools.

The findings from the study indicated that 59.2% of the respondents with a high mean of 3.5464 reported that the nature of working conditions are still favorable to some employees and this reflected undesirable behaviors among the employees. Good working conditions are necessary for all employees for their effective performance in institutions. The study showed that the payment of salaries and wages have no direct bearing on teacher's performance.

The study findings indicated that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management's perception. These benefits have an effect on teacher's performance when paid after completion of the task. The nature of working conditions is still favorable in some institutions and this affected the actual performances in schools. Good working conditions are therefore, pertinent for all employee's performance in any institutions.

The study findings also indicated a weak correlation between motivational practices and teacher's performance as Pearson correlation is 106 and the coefficient of determination is 0.0112, which is 1.12% level of determination; and this implies that there are other many factors that contribute to teacher's performance. In conclusion, the results of the study indicated that there is a very weak relationship between

motivational practices and teacher's performance in urban secondary schools in Jinja.

INDEX WORDS: Motivational practices, fringe benefits, nature of working conditions, teacher's performance, and secondary schools.



## CHAPTER ONE:

### INTRODUCTION

#### 1.0 Introduction

This chapter entails the background of the study, problem statement, and purpose of the study. Besides, it also features objectives of the study, research questions, operational definitions of the variables and theoretical framework. Moreover, also contains the conceptual framework of the study, rationale for the study, significance of the study, limitations of the study, as well as the location of the study which will be carried out in four selected public secondary schools (Jinja College, St. Florance, Mpumude high And Butiki college) Kimaka division along Kamuli Road Jinja Municipality Jinja District, Eastern Uganda.

#### 1.1.0 Background of the Study

People do not learn or live merely to satisfy their bodily needs. They spend a lot of time and energy doing things as working puzzles, reading books, going to church, visiting friends and hosting other activities that serve to immediate biological purpose. This implies that there are set goals that individuals strive to achieve. These goals may be internally or externally influenced.

All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organization's set goals. Therefore, recognizing and understanding how and why motivating employees, is a central point for every organization (Maicibi, 2003:61 and Draft, 2000: 214).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians,

teachers and the like. The reverse may mean low morale in performance or even abandoning the activity.

Motivating the staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended, desired goals and depending on how they are motivated, determines the efforts that's exerted at a particular time, situation and needs of individuals (Dessler, 2003:283).

Therefore, institutions like schools cannot effectively achieve their mission without motivating their personnel to work together for the attainment of the set goals(Glenmyers 1999), and they have a lot to do with their teachers motivational level, teacher's behaviors, teaching style, the structure of the course and informal interactions with learners all have a large impact. Similarly, teachers need to be motivated in monetary and other incentives so as to be best performers in the work.

Employees are the key resources in sustaining the institution's long term competitive advantage and the ability to attract, maintain, retain and motivate its workforce is a key influence in sustaining a constant success (Zimmerman, 2000).

Therefore, researcher feels that by understanding the employee's motivational behaviors and their effect at the work place, is very pertinent in any institution in attaining significance performances.

Motivation is a desire to achieve a goal, combined with energy to work towards a goal. Motivation as a concept which comes from the word **mover, meaning and motive** which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Beelson, 1999: 239 and Musazi 2006:44).

According to physiological psychologists, **motivation** is a force that determines the direction of the person's behavior, level of effort and performance in an organization (Gareth et,al, 2000:721). From the management perspective, it's a drive and effort to satisfy the needs, desire and wishes of individuals (Maicibi, 2003:40).

According to Kemmerer (1990), the term incentives is as all the direct and indirect benefits offered to teachers as intrinsic motivators, more especially, he states that direct monetary incentives and all other financial resources need to be offered to teachers.

These might include professional support, such as initial and ongoing training programs, teacher guides, fringe benefits, free or subsidized housing, food and transport. Non-monetary include professional status in the community, promotion, recognition and approval by, parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, his or her performance is influenced positively.

Therefore, the researcher's study on motivational practices focuses on fringe benefit and nature of working condition, which will be adopted from Maicibi, (2003) Musaazi, (2006) and Robbins, (2003), who incorporated it (motivation) as a force that determines the individual's behaviors and direction at the work place at a particular time.

However, from the researcher's perception, it is a force within individuals that produces behaviors 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 2006:5). 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 teacher's 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, 2003:478), "performance" is the behavioral aspect that defines the way in which organizations, teams and individuals get work done. Taken all together, Cole, (1998) and Kountze, (1999) contend that performance is a function of motivation, ability to cope with the task in a given environment, performance as a function of motivation, involves achieving business objectives and responsibilities from the perspective of judging party (Hersey and Blanchard, 1998). Performance can be

good or bad. However, good performance involves being punctual at work, cooperating with co-workers, management in overcoming problems, having control over emotions, commitment and regular at work among others while poor performance involves late arrivals at work place, leaving early, lack of commitment, absenteeism, too much complaints, unwillingness to accept the delegated duties and having no control over emotions hence, strikes (Cole,1998). Therefore, where motivation is high and promptly paid to the employees, the degree of participation and commitment is high as well as performance. There is correlation between motivation and teachers performance.

Globally, motivation is a cultural bound practice with its roots from the industrial revolution in the European and American States, like Japan, Greece, Mexico, Denmark, Norway, Sweden and Netherlands where social needs were recognized as a basis for good performance and workers benefits were more sensitive to equality hence, equal treatment of workers (Robbins, 2003:178).

Unfortunately, in most countries, Uganda inclusive teaching is a relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar standard of education in its practitioners. And it is widely believed that recruitment to the teaching profession is adversely affected by low motivation, hence, substantial numbers of suitably qualified students who would otherwise be motivated towards teaching, rate salaries, allowances, fringe benefits are too low for the prevailing levels of teacher pay to attract them. 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, 1997:225). 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, 2003:334 and Pena, 2001).

In this regard, therefore, the researcher feels that monetary incentives have been in existence and are still pertinent in accelerating actual performance of employees in most institutions. Analysts from USE funders analyzed that most schools are having strikes and

performing poorly due to poor relationship and poor motivation by teachers and head teachers towards schools problems, (2009).

Generally, the motivation and its effects and the work force has been a question of concern among the scholars, between employees and managers since the industrial revolution and this intense debate has become a reflection of complicity to most institutions. Much of the management thinking still emphasizes on what motivates people rather than how they are motivated. However, it is important to note that in Uganda's institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi,2003:59). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background.

In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003:173). Therefore, the researcher feels that school administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior workers differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003:9).

The researcher is aware that the government has increased teacher's salaries last year 2010. But still, teachers, do not seem to be satisfied and are on strike, (2011). The researcher therefore, wants to further investigate whether there are other factors that motivate teachers other than salary payments.

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 Luwero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance (Maicibi, 2003:52). Therefore, the researcher feels that motivation as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviors 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. 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.

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. Therefore, equity of rewards and inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools.

Still in Kimaka division Jinja Municipality schools, teachers are not performing well and in some schools working conditions are still appealing. These have resulted into variations in performances between teachers and institutions. Hence, the previous strategies to improve on teachers' performance have not succeeded.

Motivation is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, investigated whether there are other factors that motivate teachers other than payments.

There is a tendency of attributing the success and achievement to the members of staff handling candidate classes and those with more responsibilities and ignore the class teachers who lay the foundation for the success. This not only creates individualism but

also conflict of interest among employees which affects performances. However, it is important to note that in schools, there is no defined criteria and yardstick for measuring performance of teachers. It is therefore, a combination of teacher's effort in cooperation with the management.

According to Herzberg, (1999), most of the workers in institutions tend to attribute the good results to their own efforts and shoulder the blame to the administration in case of poor results. Good performance in schools involves power sharing and gaining cooperation with no command control over the subordinates but serving them, advising, directing, motivating and appreciating their efforts to meet the desired goals (Selznick, 1997). This is done by defining the available outcomes from the institution employee has the ability and support needed like textbooks, prep books, laboratory, equipments, good and adequate working environment to meet the desired or set goals. Therefore, researcher feels that once all these equipments are provided adequately and in time, teachers would feel intrinsically happy and perform above average in schools.

In achieving maximum performance, the school administrators must recognize and understand that individual staff performance is a key element in the overall performances which is governed mainly by a net of incentives and adequate reward packages including competitive salaries, allowances and adequate working conditions which are still inadequate in most urban schools. As observed by Mc Bridge and Nick,

(1999) workers in institutions perform well, show more energy and determination to succeed and achieve the results, cooperate in overcoming problems, accept responsibilities and accommodate change when they are well motivated. However, in Jinja urban schools, some of these indicators are lacking and as a result there is sense of individualism, lack of commitment, absenteeism and unwillingness to accept the delegated duties and high labor turn over, a clear signal that workers are not motivated.

Academically, Jinja district is among the first four districts in Uganda in UCE in 1990s, however, it is nowhere in the top performing schools.

A lot has been promised but implementation has remained a nightmare to the staff. The nature of working conditions, still deserve a lot of attention. In most schools, teachers lack accommodation, adequate text books, lab equipments, physical structures, furniture, job securities and empowerment as prospects of good performance.

### **1.1.1 Problem Statement**

A number of schools have resorted to use different motivational practices to influence teachers and improve on their performance. Despite the possible strategies put in place by the administrators in order to increase the performance of teachers in Kimaka division Secondary Schools Jinja Municipality, there has been a variation in performance in Uganda Secondary Schools in particular Kimaka division Jinja Municipality. Concern for Kimaka division secondary schools is that there is a declining test scores and escalating poor academic and teacher's performance. Therefore, there was a need for a researcher to carry out a research on motivational practices and teacher's performance among secondary schools in Kimaka division Jinja Municipality.

### **1.1.2 Main objective**

To establish the relationship between motivation practices and teacher's performance in urban secondary schools in Kimaka division Jinja Municipality.

### **1.1.3 Specific objectives**

1. To find out the socio demographic characteristics of the respondent in terms of sex, age, school responsibility, marital status, and education.
2. To assess the extent to which motivational practices in terms of fringe benefits and working condition are implemented among secondary schools in Kimaka division.
3. To ascertain the state of teacher's performance among urban secondary schools in Kimaka division.



4. To establish the relationship between motivation practices and teacher's performance in urban secondary schools.

### **1.2.0 Research questions**

1. What are the demographic characteristics of the respondent?
2. Are motivational practices in terms of fringe benefits and working condition implemented among secondary schools in Kimaka division?
3. What is the state of teacher's performance in urban secondary schools of Kimaka division?
4. Is there any significant relationship between motivation practices and teachers performance in urban secondary schools.

### **1.2.1 Significance of the study**

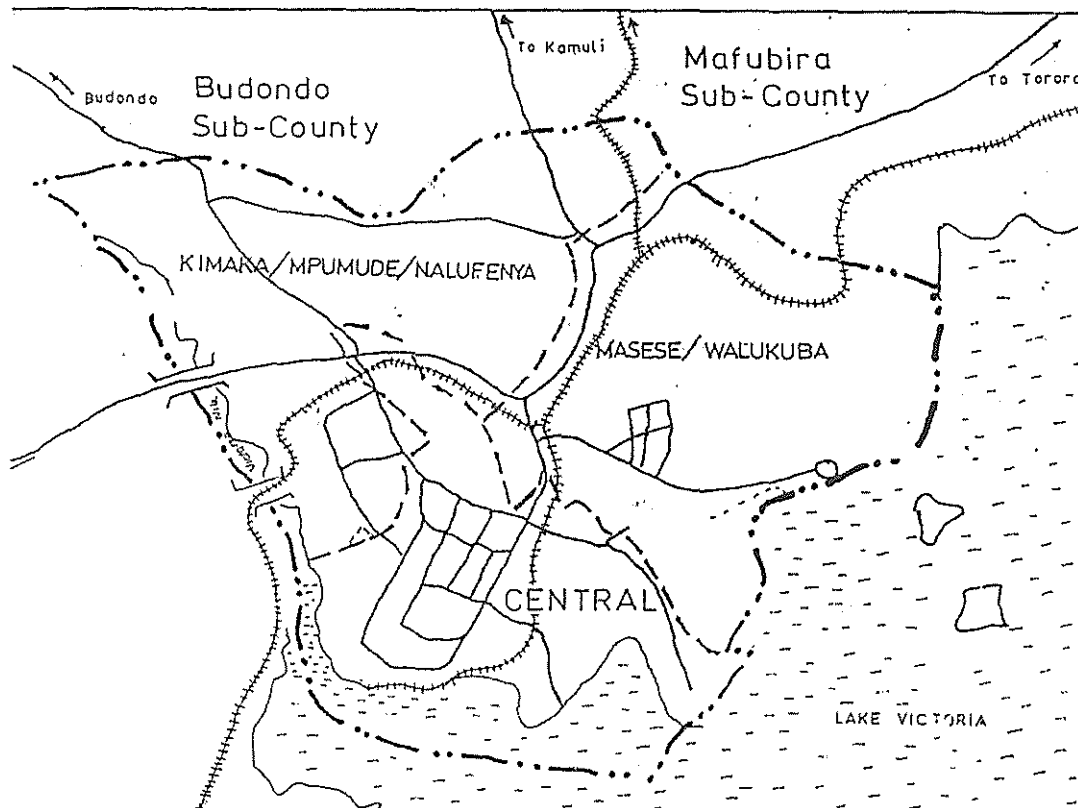
The study can be significant to teachers in Secondary Schools in Kimaka division Jinja district Eastern Uganda, for they can gain information on how to improve their performance in various engagements. Besides, teachers at different levels of education, basic, tertiary, as well as higher education can equally benefit significantly from the study results by obtaining best human capital management practices to enhance job performance, for the benefit of both individual worker and the organization, this study can also be significant to the management of public schools to gain insights into measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

### **1.2.2 Scope of the study**

#### *Geographical scope*

The study was conducted out in Kimaka division Jinja Municipality where the respondents was drawn from three government secondary schools in the division.

The map below shows location of Kimaka division in Jinja Municipality



### *Content scope*

The study specifically investigated the motivational practices which include Fringe benefits like allowances, recognition, promotions and praises. It will further assess the nature of working conditions such as accommodation, education, medical, interpersonal relationship, responsibilities and leave (sick and maternity) as the independent variable. On the other hand it will also look at the performance of teachers in terms of job activities, exam setting, classroom activities, scheme of work, attending staff meetings, student's reports, and time management, co-curricular and record of work.

### *Time scope*

The study covered influence of training, motivation on teachers' performance in public secondary schools according to Jinja Municipal education report years 2015-2018.

### **1.2.3 Limitation of the study**

The study was limited by insufficient resources for developing the research instruments and spending on other research related activities, is also constrained by unwillingness of some respondents in giving information as a consequence of unexplained suspicions. However, these limitations are overcome by operating within the budget and also informing the respondents of the significance of the study as well as disclosing statement of confidentiality between the researcher and the respondents that any information obtained is strictly for academic purposes only.

### **1.3.0 Basic Assumptions of the study**

The study is grounded on the basic assumptions that students general performance directly corresponds to teacher's job performance, the sample selection procedures adopted realizes a final sample that reflects the true characteristics of the target population in its key attributes, respondents willing to give information truthfully and objectively and that the data collection instruments are valid and reliable in taking the desired measures.

### **1.3.2 Conceptual Framework of the study**

A conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically, Mugenda and Mugenda (2003). The study's conceptual framework is regarded as significant, for it assists the researcher to quickly perceive the relationship established. The conceptual framework of the study is illustrated in figure 1.1 below

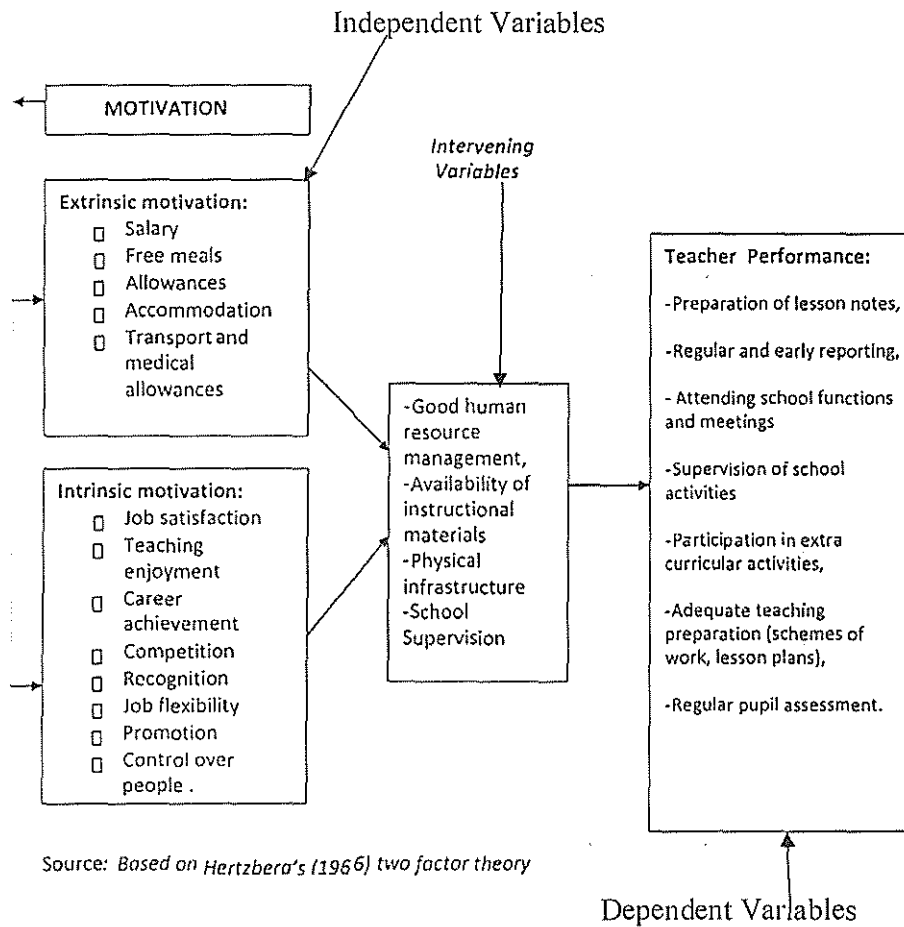


Figure 1.1, above describes motivation as being intrinsic or extrinsic in nature and the researcher based on that. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

### **1.3.3 Justification of the study**

The justification for the study is drawn from the need of ensuring that all the world's people acquires quality education necessary in obtaining survival skills for life. In the light of this noble goal, the Ugandan government rolled a policy of registering all children in schools, through free primary and free day secondary schools education, as a mean of increasing retention rates across the levels of learning. Considering such realities, realizing the objectives of quality education, the process of learning must be strengthened through effective teacher management practices. As these teachers' management practices are numerous, for the sake of this study, teacher's training and motivation is considered a crucial dimension in enhancing job performance.

### **1.3.4 Definition of significant terms as used in this study**

**In-service training:** refers to subsequent training orientations embraced by teachers continually to equip them with the new trends in the field of education.

**Motivation:** refers to the drives, both internal and external to a person and are given to reinforce behavior.

**Promotion:** refers to a process of arousal and internal satisfaction in which the teachers is continually up graded over time by way of salary increment and higher level of responsibility.

**Public school:** refers to a school developed and maintained by public fund from the government, parents and community.

**Teachers' job performance:** refers to how the teachers respond to duty in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in schools.

**Working Conditions:** refers to the conditions upon which tasks are performed by teachers in their schools, such as provision of tools, resources, enough working space, availability accommodation, security of tenure, among other factors.

**Allowances** –are the amount or something that is permitted, especially with a set of regulations given at regular intervals for a specified purpose, like when teachers, head departments.

**Recognition** –in this study, recognitions the identification of teachers after work well done.

**Nature of work** –is the fundamental quality of work, identity or essential character. Fringe benefits are variables such as accommodation, medical, paid leave, maternity and interpersonal relationships.

**Timetable** –is a schedule listing the times at which certain events, such as arrivals and departures arranged according to the time when they take place by teachers and learners?

**Co-curricular activities**–is outside activities in the school but usually complimenting the regular curriculum.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.0 Introduction

This chapter presents the literature reviewed by the researchers on the issues of motivational practices and teachers performance in secondary schools.

### 2.1 Theoretical framework

This study was grounded on McClelland's Achievements Theory (1986). This theory was considered suitable since the study was based on motives that drive employees to perform tasks in certain ways which was also McClelland's major preoccupation in the theory.

According to Orodho (2009) theoretical framework refers to a collection of interrelated ideas based on theories attempting to clarify why things are the way they are based on theories, introducing new view of the research problem, allowing understanding realm of the problem, helping conceptualize the topic in its entirety and to acknowledge the problem from a wider perspective for objectivity. In many fields, theories and propositions about concepts and relationships have been formulated. In such field, the researcher may be interested in ascertaining or testing a particular theory, Best and Khan (2008). Motivation is defined as all the tensions and inner energies and drive that move people to behave in particular ways, it is concerned with the 'why' of human behavior and explains why people behave in certain ways, Angela (2006). McClelland developed the theory which classified people's need within the organization in three categories which he called motivational needs; need for affiliation, achievement and power.

Need for affiliation, was associated with employees at the lower level of the organizational hierarchy and meant that human beings need meaningful relationship and places of work are considered to provide the ground upon which workers seek to

strike worthy relationship. Need for achievement was associated with middle-level employees and entails workers desire to be seen as achieving more to the organization. Need for power was associated with the top management and he observed that employees at this level are driven by strong desire to alter the Course of events or make strong impression on others and events hence want to be in control of situations and people.

Connecting achievement theory to this study, the researcher noted that motivation played a significant role in influencing teacher's performance, as each of the study variables; teacher's in-service training, teacher's promotion, and the working environment, was basically seen as a motivation with significant influence on teacher's job performance. In order to increase teacher's job performance in public Secondary Schools, teachers at every level in the hierarchy of the School administration must be made to feel that their needs are catered for in order to get motivated for higher performance. Management should also appreciate that workers ought to be treated on the basis of their needs rather than universally to boost their performance.

## **2.2 Motivation practices**

Many researchers and writers on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to pass well and obtain good grades in their examinations. But teachers not only in Uganda but worldwide are not well motivated.

Kathleen, (1996:192) quoted a teacher: "The harder you work the less you are appreciated by some people. There is nothing to be proud of. I don't tell people that am a teacher" A teacher with such views will not carry out his or her duties effectively to produce good results.

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses, simulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in



an attempt to satisfy it. For example a hungry child eats food with full knowledge that will ease hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing and shopping it.

There are existences of some source of energy that drives behavior. Proposed are just one source of energy that exists for all the general behavior behind the energy

Assumptions of a general energy source require the existence of some additional mechanism that can direct this energy in different ways at different times which proposals are that force behind particular behavior in specification. Thus, the concept of energy is more important.

### **2.3.0 Theories of Motivation**

To understand motivation and teachers performance, there is a need to look at theories of motivation.

#### **2.3.1 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 behavior to occur. According to Hull, (1943) human behavior is a result of drives that exist within human behavior itself, example hunger and thirst. Performance involves the connection of stimuli and responses as a result, teachers' performance needs motivation to be driven higher.

#### **2.3.3 Arousal Theory**

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.

#### **2.4.0 Cognition Theory of Motivation**

This theory 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. Head teachers create an environment where, there are lots of tools, where, teachers can develop an understanding.

#### **2.4.1 Equity Theory**

This theory states that individuals compare their job inputs and out-comes with those of others and then respond 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. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors 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.

#### **2.4.2 Expectancy Theory of Motivation**

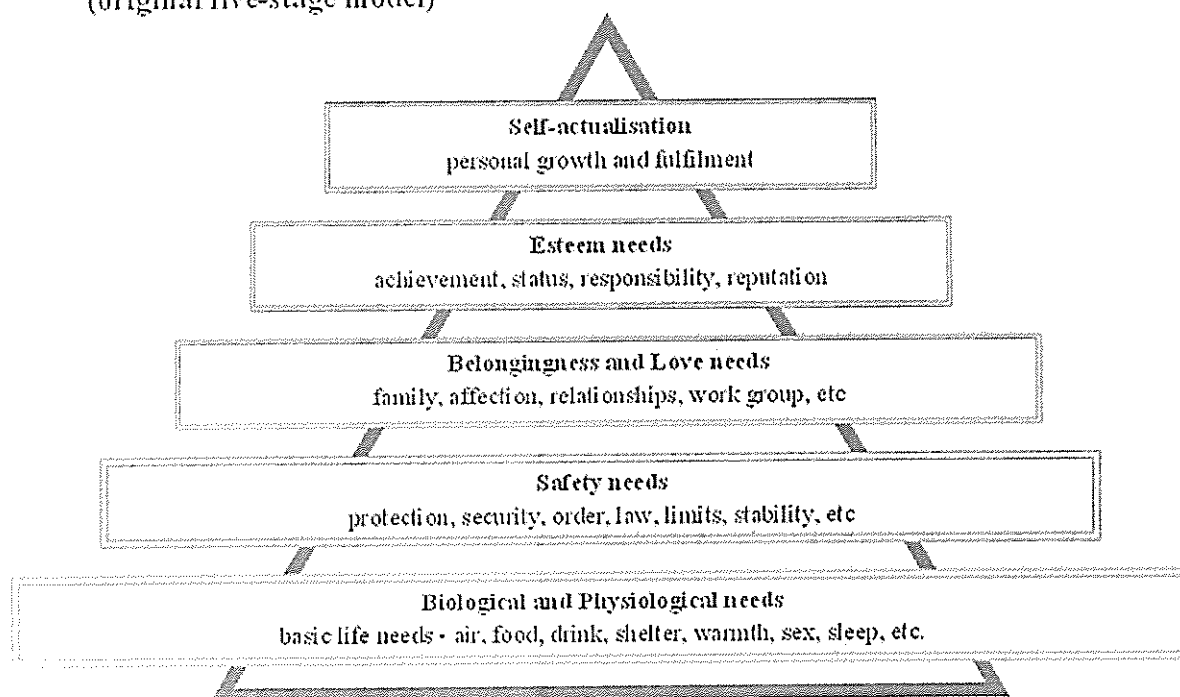
This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors" of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance 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.

## 2.4 Humanistic View of Motivation

This theory argues that human needs are supreme. It asserts that teachers' behavior is motivated by desires for creativity choice and self-actualization. Basically, Abraham Maslow, (1970) Retrieved, (2010), 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 below:

Maslow's Hierarchy of Needs  
(original five-stage model)



© alan chapman 2001-4, based on Maslow's Hierarchy of Needs

Not to be sold or published. More free online training resources are at [www.businessballs.com](http://www.businessballs.com). Alan Chapman accepts no liability.

Figure 2. Modified by the researcher from *Abraham Maslow's hierarchy of needs*

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, 1997:225).

However, its practical and theoretical development is pioneered by Taylor in the 20 century, with his scientific study on the use of economic incentives as a means of achieving high levels of performance and is valued more important than the nature of the work or job (Dessler, 2003:334 and Pena, 2001).

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

According to Clark Hull, (1943): Hull believes that "learning involves the connection of stimuli and responses as the result of reinforcement, and since each reinforces pairing of a stimulus and responses is believed to increase habit strength by a small amount". Reinforcement occurs when drive is reduced. In sense, learning depends upon adequate motivation.

Al Amri, (1997) stated that direct monetary benefits are the packages of teacher's salary, allowances and fringe benefits. All these contributes to the good performance of teachers. However, there are other factors that could motivate a teacher to be more committed.

According to Maicibi, (2003:90), 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 employee's 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 individual's personal goals and is dependent on performance criteria (Robbins, 2003:180). 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, (1989:379) as quoted by Bratton, (2003:288), 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, (1998:112) as quoted by Bratton and Gold, (2003:289), attached its importance on improving the meanings of their lives. However, the research studies by Armstrong, (2003), 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 Robbins, (2003), 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, (2003), 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 (Robbins, 2003:180). Therefore, the degree of satisfaction and performance depends on how the individual values it and other pressing needs.

Moreover, Kroggi, (1988), asserts that most of institution's managers have zeroed on the strategy of encouraging superior levels of performance by offering extra or additional financial rewards which are linked to individual or organizational performance. This not only encourages performance but creates competition, exertion of extra efforts and improvement in quality hence, high productivity. However, this has no significant effect on some employees who are motivated by non-financial incentives.

Therefore, having a clear and comprehensive study is pertinent in improving employee's behaviors and performance in institutions.

In institutions, there is no clear rewarding policy undertaken by the management that meets or suits with the employees' needs and demands. This is because every time, their social, economic and political demands change little has been done to meet these expectations. The researcher feels that administrators need to study in-depth each situation and design the policies that suit with particular situations. Therefore, knowing the culture and the history of the school is an essential tool for all managers if they are to succeed in their organizations and meet their performance targets.

In institutions, not all employees are adequately motivated by money (Robbins, 2003:9). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation. Therefore, it's important to note that, offering the staff with financial rewards actually diminishes their intrinsic motivation. The needs of women, men, single disabled and senior teachers differ, hence, deserve different treatments. In both private and government schools, performance and monetary pays are poorly linked and are more often determined by non-performance factors like experience, seniority, level of education, cooperation with the boss no matter how poorly one performs. More efforts by the management are necessary in establishing the possible performance indicators as a benchmark for the teacher's effective performance.

In most schools, there is a common practice between the members of staff comparing themselves with other workers doing similar or more related jobs basing on major moderating variables like salary earnings, allowances paid, gender, professionalism and levels of education. However, according to the research studies conducted by Robbins, (2003) observed that in most institutions, women are typically less paid than men in comparable jobs and have less expectation from the work.

Apparently, this does not still stand in most of Uganda's institutions where both men and women are employed in similar positions and enjoy same benefits. Therefore, equal treatment of employees is pertinent in all employees in any diversified work force for effective performance.

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, 2003:52 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, 2005:15, September 5, 2011) and university lecturers strike (MUK) for high pay, (The New Vision 30<sup>th</sup> March 2005).

In Uganda, salaries of workers are supposed to be delivered at the end of the month but this takes one or two weeks before it can be delivered to the civil servants, of which teachers are inclusive. However, Fournier, (1998) observed that weekly pay of civil servants is something that all workers expect by virtue of their employment, but other non-financial rewards like praise, promotion and recognition are continuous and continuously motivate the workers.

In institutions, where employees (teachers) have already satisfied their physiological needs like land, shelter, clothing, education and medical care, salary is no longer a motivator but any other thing that may help them to meet other needs. On contrary, it's however, still true to the most poorly and lowly remunerated civil servants that, an increase in salaries and wages acts as an incentive for good performance in institutions.

This is in line with the research studies by Maicibi, (2003), in Ugandan schools and universities, which concluded that salaries and wages are still motivators to the junior staff and some academic staff and not to the senior and non-academic staff. However, what is pertinent is that, monetary incentives are still a motivating factor in most schools and their degree of satisfaction differs from individuals to individual and from time to time.

## **2.5 Provision of Fringe Benefits and Teacher's Performance**

For a long time, teacher's salaries have been very low. Teachers have a number of times voiced their predicament to government through different organizations and associations. Buruku cited by Kachope, (2000:SP) pointed out that in their memorandum to the government, in 1994 the Uganda Teacher's Association (UTA) put forward this matter in a manner that vividly reveals the teachers' disadvantaged position. "When we come to fringe benefits, teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section"

On the contrary, unlike in Uganda and Kimaka division Jinja Municipality in particular, in Britain, teachers are motivated by being provided incentives such as, salary incentives, transport funds, extra vacation time to travel abroad, child allowances and housing. But since Uganda is not as Britain, child allowances, housing and loans could promote teachers performance.

Fringe benefits or top up allowances are additional payments paid to the workers above the basic pay. According to Longman dictionary of contemporary English (1999:36), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons Cushway, (1999:156) referred incentives fringe benefits as additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pays.



Bratton and Gold, (2003:292) referred to these allowances (fringe benefits) as the financial and non-financial rewards added to the basic pays, related to work behaviors, performance, learning and experience. Fringe benefits may be paid in financial or non-financial forms. However, what is vital is the rate at which these benefits are paid and when actually paid to the workers. In most organizations, such benefits include; performance related pay, incentive pay, merit pay, knowledge contingent pay, team based pay and organizational based pay, based on the profitability of the firm, recognitions, promotion and praises.

Motivation of teachers in schools depends on the availability of resources and the culture of the institution and this results the statement or views that salary do not have additions for productivity. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama.

Most of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to individual and from institution to institution. These are in form of leadership allowances, responsibility allowances, duty allowances, overload and overtime allowances, recognitions and promotions. However, their adequacy and provision in time have an effect on teacher's performance in schools.

Some of these fringe benefits are linked seniority, status and responsibility, while in private schools the payment of benefits depends on cooperation with the boss, status, availability of students and funds. In institutions where these benefits are on equitable grounds based on performance indicators and competency of individuals, drive attraction, participation, commitment and performance at the workplace. Employees therefore, are of high priority in sustaining and maintaining the institutions' performance standards.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance (Dessler,

2003:204 and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

As postulated by Kyambalesa, (2000) managers and administrators cannot effectively attain meaningful performances, unless they have the ability to induce their staff to fully invest their full energies, time and commitment at the workplace. Therefore, the researcher feels that through discussions and interactions with teachers enable them to fully exhibit their potentials, become more committed, responsible and accountable at the workplace.

In institutions, there are no clear policies of determining how these fringe benefits are paid neither are based on superior or low performance indicators. Some of these fringe benefits are determined by Head teachers, board of Governors with no clear yardsticks and at times, fixed by the parents' teachers in general meetings. However in some schools, administrators have attendance of overlooking these benefits by attaching and allocating the available funds to other sectors other than rewarding their employees. Therefore, fringe benefits are only in theories for teachers do not practically receive them and where they exist, are not paid within the stipulated time and this demoralizes the workers. More still, little efforts have been put in place by the management to analyze the situation, leaving the gap between them which have affected their actual performances.

This is much linked with Victor's theory on what employees expect to gain from their inputs. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi, 2003:520), in most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools' staff actual performances and lack information on who performs what, when and to what extent. In schools, this demoralized the teachers' presence and performance at the work place.

Praising the best performers depends on the management's perception, availability of funds, culture of the institution and cost of living in which these institutions work. Therefore, the behavior of one's boss is the major determinant of job satisfaction and subsequently good performance of his employees. According to the research studies by Robbins, (2003), good performance in employees' arises when immediate supervisions are understanding and very friendly, listen to employees opinions, show personal interest in them and subsequently praises them for good performance.

Administrators in these institutions should always monitor and ensure that employees are motivated appropriately especially in those jobs and areas that contribute most to institutions as postulated by Maicibi and Nkata, (2005:100). Therefore, the researcher feels that the provision of fringe benefits should adequately be paid after the achievement is immediately attained for a meaningful impact in the organization or when the achievement is still fresh in the performers' minds. This would enable teachers have continued good performance; remain committed and dedicated at the work place.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically good or happy for the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees(Robbins, 2003:80).

However, regardless of these financial and non-financial rewards, their existence and provision in time, give a more concrete reasons for employees to stay longer in that institution.

In institutions and schools in particular, satisfaction of employees is much linked to the attendance of the workers. The more the satisfaction, the more the employee attends to work for that institution. However, in Uganda schools, the attendance of teachers depends on the responsibilities held, convenient working days stipulated and other duties assigned,

which vary from individual to individual and from institution to institution. These should be adequately studied to balance the payments and incentives for all employees in the organization.

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003:81) that workers with high levels of job satisfaction and performance had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of good performance in any institution of employees.

## **2.6 The Nature of Working Conditions and Employee's Performance in Schools**

The nature of working conditions in any organization lays a basis for good performance. According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation in employees.

The nature of working conditions in institutions entails the conditions in which employee work. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003:84). The provision of these adequate working securities enlists higher commitment subsequently more efforts that strive for good work.

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and motivation of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place.

When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind. (Musazi, 2003:79).

However, according to clarification of employees in institution is a difficult variables to determine for it is caused by a combination of factors some of which are externally correlated to the workplace and these should be thoroughly observed by all managers and school administrators.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, would enable them perform to their best remain committed and interested in the job.

Better still, Ssekamwa, (2001) contends that clean environment, classroom, staffroom, adequate rooms for teachers, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teacher's performance in schools. Other external conditioned like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teacher's performance in schools. These still lack in institutions and most of the teachers have found it difficult to cope up with situations. Their attitudes and behaviors have also been affected as well as their performance.

In similar development, Robbins and Maicibi, (2003) assert that "Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution. In institutions, job satisfaction and good performance occur when there is joy and

excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

Social interaction with colleagues is still an important source of motivation in many jobs. In schools, teachers interact in formulating school rules and regulations, performing weekly duties, co-curricular activities, teaching, enforcing discipline and in performing other duties assigned to them.

The provision of necessary conditions in time encourages the staff to work harder and keep them united as a team towards the achievement of the set goals. This not only reduces personal conflicts but also reduces the risks of demotivating factors with their related effects of their work places (Bent et al 2002), working as a team promotes the staff effectiveness, productivity and organizational efficiency. (Maicibi, 2003:109).

In schools, socialization of employees enables them to freely express their feelings, opinions, attitudes all other affairs that affect them at work place. It is therefore, a healthy system for the institutions survival, teamwork and productivity. (Maicibi, 2003:61). However, it is important to note that institutions that put their working staff first, (consideration) have a more committed and dedicated workforce than other which do not. This leads to higher employee productivity and satisfaction that subsequently results into good performance. Workers respect or deserve a lot of attention by all managers for the organizations' effective performance at the work place.

In other secondary schools, there is a continual replacement of the teaching staff especially in private schools. This has affected the academic progress of the schools, teachers' performance as there is no assurance of staying longer in the organization (job security) in private schools, and teachers' services are terminated without any notice despite the overload given to them. This has caused a lot of stress and uncertainties between and among the teaching staff, as well as their behaviors and efforts to perform. Their rights in institutions have been violated and this has scared or threatened others still

at the work place. The costs of these institutions have also increased through retraining and recruiting an experienced and resourceful work force more especially in private schools (Dessler, 2003:303). Therefore, researcher feels that a comprehensive human resource plan is pertinent in the institution in foreseeing the likely occurrences and prepare more adequately in time. Individual resource profiles need to be reviewed and studied by all managers.

According to the study by Robbins (2003), married couples in institutions have fewer absences as compared to their counterparts (unmarried ones), undergo less labor turnover and are more satisfied with their jobs. Women still conform to the authorities in institutions than their counter parts (men) who are more aggressive with their counterparts (men) with more expectation for success. In other institutions, the tedious and demotivating nature of the jobs often lead to high rates of employee turnover as postulated by Gray (2004). This has led to the reduction in resource manpower as well as performance at work place.

Edward and Daniel (1996) and the Hawkmere Group Report (1998) observed that, managers need a conducive atmosphere for the employees to enable them measure their independence, increase their responsibilities, autonomy and gradually make tasks more challenging if the set goals or targets are to be achieved. In schools, individual workers are only encouraged to work to their best of their abilities. If they realize that they are in charge of their own lives and responsibilities, their jobs are more challenging, stimulating for them to be more accountable and participative. (Hawkmere Group Report, 1998).

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, motivated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, motivation diminishes. Employers therefore, make work challenging because their employees are motivated, when they realize the values, their work adds and their effects to others. The researcher, therefore feels that minimum work load with limited supervisions, enable

teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

As observed by Ssekamwa (2001), feeling good at the workplace, being in control over ones immediate environment are perfect recipes for job satisfaction and optimum work performance of employees in organizations or institutions. Fringe benefits, in institutions have however, become effective in attracting new employees but rarely motivate them to use their potentials more effectively. In institutions and schools in particular, teachers and management perform well when the work is very interesting with greater participation, challenges and opportunities for development which are all the aspects of motivation. These vary from institution to institution and from individual to individual.

According to Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that motivation is a necessary contributor for job performance but also other factors like knowledge and skills which are achieved through training in specific fields. In schools, the teachers' efforts would therefore be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

Besides, Kyambalisa, (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of performance.

## **2.7 Summary of Identified Gap**

The gap identified in the study-related reviewed literature is 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, creates 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, 2006) 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, 2006). The managers and administrators of Kimaka division schools need to do something more than they have done to motivate their staff if performance in schools is to be maintained and improved.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter represents a description of how the whole research process is carried out. It focused on the key areas of which the researcher used in conducting the study such as the research designs, target population, sample size and sampling techniques, research tools, data collection method and data analysis methods.

#### **3.1 Research Design**

The research was case study and it utilised both qualitative and quantitative tools of inquiry. The quantitative aspects were used to capture quantifiable patterns on the responses of the respondents and the qualitative aspect was used to explore in-depth the issues in the study.

The researcher used a descriptive-correlation design in the study process to establish the grounded facts regarding the motivational practices and teacher's performance in urban secondary school in Kimaka division Jinja Municipality. The researcher employed open-ended and close-ended questionnaires. The rationale behind the choice of using descriptive-correlation design is that the researcher intends to describe the existing situation and establish the relationship that may exist between motivational practices and teacher's performance in secondary schools.

#### **3.2 Population of the Study**

The researcher 3 out of (4) head teachers, 3 out of (4) deputies, 100 teachers in Kimaka division Jinja Municipality that have undergone a professional training course in the field of education. Most of those who have been in the field for more than 2 years are given a special consideration as professionalism is recognized and respected by the Ministry of Education. The targeted population was 100 teachers, 3 deputies and 3 head teachers.

### 3.3 Sample and Sampling Procedure

The sample was 3 out of (4) schools which participated. The researcher used the elite and modest schools. Both male and female, 100 teachers (30 from Jinja College, 30 from Butiki college, 20 from Mpumide high, and 20 from st. Florence), 4 head teachers, 4 deputy head teachers are considered for study. For the purpose of making inferential statistics, deductions and generalizations, the researcher used purposive sampling technique on head teachers and their deputies for they provide very useful, relevant information and their involvement and participation in administration is responsible for the teacher's performance.

#### Sampling Procedure

Simple random sampling technique is used in the study for collecting data and information specifically from teachers who comprises the majority in the teaching profession and their views, aspiration, feelings, attitudes and opinions are very important. All the respondents are given equal opportunity and independent chance of being selected.

**Table 2: Below shows Sample procedure and Size**

Sampling method	Respondents	Population	Sample	Reasons for the choice
Purposive	Head teacher	4	3	Give relevant information
Purposive	Deputy head teachers	4	3	Give relevant information
Simple random	Teachers	100	94	Convenient for large population
Total		108	100	

This was done in line with Morgan and Krejcie table 1970 in determining sample size of targeted population (education and psychological measurement, 30, 60).

**Table 3: Sample of Research Participants**

No	Schools	Head teacher		Deputy head teachers		Teachers	
		Popn	Sample	Popn	Sample	popn	Sample
1	Jinja College	1	1	1	1	41	40
2	Glory land Sec. Sch	1	1	1	1	33	32
3	Mpumunde High Sch	1	1	1	1	26	25

### 3.4 Research Instruments

The main tool the researcher used to gather data is a self-constructed questionnaire. It contains both closed and opened-ended questions. The questionnaire is chosen due to the fact that it is more applicable and can gather information from a large number of people within a short time. At the same time it is cheaper and flexible using a questionnaire as it can provide accurate information. Section A handles demographic characteristics of respondents, Section B motivational practices, Section C other factors and Section D the open ended items. The questionnaire is self-constructed and administered to all sampled participants, mainly; deputy head teachers, and teachers. Scores on questionnaire items are by using five Likert Scales as shown below.

**Table 4:** Mean Range of Likert Scale

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

The second tool used in the study is the interview as relevant tools to collect data. The interviews are meant specifically for the head teachers. This is because they have key information that is needed for the study which the questionnaire does not give clearly such as performance of the teachers and motivational aspects that the questionnaire cannot

capture. Face-to-face interviews are conducted with the study participants, namely, the head teachers.

### **3.5 Validity and Reliability of Instruments**

In establishing the validity of instruments, the researcher, in consultation with the supervisors, cross checked the questionnaire items for consistency, relevancy, clarity and ambiguity is done before the questionnaires are administered to the participants from urban private and public secondary schools that did not take part in the study. Besides, the researcher ascertained the instrument validity by calculating the content validity index (CVI) by dividing the total number of valid items over the total number of the items in the questionnaire, which gives  $CVI=17/18=0.8$  implying that the tool is valid.

To ensure that the instrument is reliable the researcher made a pre-test of research tool, namely questionnaire, it is subjected to 20 respondents so as to establish its reliability. Using SPSS, scores on questionnaire items are measured by using Cronbach's Coefficient alpha for internal consistency on 19 questionnaire items. The instrument is reliable since the Cronbach's Alpha Coefficient is 0.70 or above.

### **3.6 Data Collection Procedures**

The researcher took time to visit first and held discussions with the schools administration. The researcher used face-to-face interviews and questionnaires in collecting data from the primary source.

### **3.7 Data Analysis**

After collecting data, the researcher analyzed the data by using a Statistical Package for Social Sciences (SPSS). By means of SPSS, descriptive statistics, namely; frequency, percentage, and mean are used to analyze scores on the research objectives one and two. Descriptive design concerns itself with describing situations as they are and hence, aimed at providing a description that is as factual and as accurate as possible. On the other hand,

correlation research design helped to determine whether and to what degree the relationship exists between two or more variables.

### **3.8 Ethical issues**

At the onset of data collection, the researcher got permission from the District Education Officer who introduced the researcher to the head teachers. The head teachers also introduced the researcher to the teachers as well as the SMC members. In addition, each questionnaire containing an opening introductory letter requesting for the respondents cooperation in providing the required information for the study was provided to the respondents. The respondents was further be assured of confidentiality of the information they would provide and that the study findings would used for academic purposes only. Respondents was further assured of their personal protection and that they would also have authority to refuse or accept to be interviewed.

**CHAPTER FOUR:**  
**RESULTS AND DISCUSSIONS**

**4.0 Introduction**

This chapter presents and discusses the findings which are presented based on the research objectives derived from research questions. After the presentation of the study findings, the recommendations are.

**4.1 Demographic Characteristics of Respondents**

The total numbers of teachers from the secondary schools who received and returned the questionnaires are 103 respondents. In analyzing the demographic characteristics of the respondents the following items are considered; sex, education level, marital status. Majority of the respondents are males, 62 (60.2%) while females are 41 (39.8%). This implies that more respondents are males. It is found that 52 equivalent to 50.5% of the respondents are having 32 and above in terms of age, 35 (34.0%) are having 26-31 years of age and only 16 are having 20-25 years of age. It is also discovered that 66 (64.1%) are married, However, 7 of the teachers married are having certificates, 33 (32.0%) are single, 3 (2.9%) have divorced. It is also discovered that 51 equivalents to ( 49.5%) of the respondents under study are degree holders followed by 41 (39.8%) diploma holders, 7 (6.8%) certificate holders and only 4 (3.9%) are Master degree holder. This implies that most of the respondents in schools are Degree holders in education as indicated in Table 6 shows below.

Items	Description	Frequency	Percent
<b>Table 6: Demographic Characteristics of Respondents</b>			
Gender of the Respondent	Male	62	60.2
	Female	41	39.8
	Total	103	100.0

Age of the Respondents	20-25	16	15.5
	26-31	35	34.0
	32 and above	52	50.5
Marital Status	Single	33	32.0
	Married	66	64.1
	Divorced	3	2.9
	Others	1	1.0
Education level	Certificate	7	6.8
	Diploma	41	39.8
	Bachelors'	51	49.5
	<u>Master's degree</u>	<u>4</u>	<u>3.9</u>

#### 4.2 Motivational practices in terms of fringe benefits and nature of working conditions in secondary schools

The second study objective is to assess the extent to which motivational practices in terms of fringe benefits and nature of working condition are implemented among secondary schools in Kimaka division Jinja Municipality. To meet this objective, the researcher analyzed the application of two main motivational practices in secondary schools of which the results are shown in Table 7 below.

The extent of motivational practices in terms of fringe benefits among secondary schools in Kimaka division Jinja Municipality have a graded high mean of 3.5631, this shows that motivational practices in terms of fringe benefits among secondary schools in Kimaka division Jinja municipality are practiced more. Motivation of teachers in schools depends on the availability of resources and the culture of the institution and this results in the statement or views that salaries do not have additions for productivity. In secondary schools, teachers gets allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama. Fringe benefits also differ from school to school and according to location. Most allowances includes



transport, medical staff development, duty, academic performance, and over load allowances.

As observed by Dessler (2003), fringe benefits paid to teachers provides a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use fringe benefits as a means of improving on one's performance. However, these fringe benefits should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact. Fringe benefits in schools make teachers intrinsically happy more productive and committed.

On whether, fringe benefits improves on teachers performance, 98 teachers agreed that, allowances paid to teachers provides basis for good performance while 18 disagreed with the statement, (See table 7). In general analysis it is concluded that over 98 teachers agreed with the view (statement) meaning that teachers are universally motivated by fringe benefits when paid on time and on equity grounds.

On equity fringe benefits, (table 7) it is observed that, fringe benefits in schools are not uniform to all members and this varied from school to school and from individual to individual. This is in line with teacher's response where 56 disagreed with the statement and admitted that fringe benefits vary in their schools and among teachers while only 29 agreed with equity in pay of fringe benefits. As postulated by Robbins, (2003:81), employees with more responsibilities access more fringe benefits hence, more pay and an increase in one's material well-being.

**Table 7:** motivational practices in terms of fringe benefits among secondary schools

Items	Description	Freq.	Percent	Mean	Interpretation
Teachers are given allowances for additional responsibilities at school	Strongly disagree	5	4.9	3.7282	High
	Disagree	16	15.5		
	Undecided	5	4.9		
	Agree	53	51.5		
	Strongly Agree	24	23.3		

The school administrators make sure that teachers are recognized for the work well done	Strongly disagree	5	4.9	3.5146	High
	Disagree	19	18.4		
	Undecided	11	10.7		
	Agree	54	52.4		
	Strongly Agree	14	13.6		
Promotion is one of the factors the administrators does not take for granted	Strongly disagree	11	10.7	3.3010	Moderate
	Disagree	18	17.5		
	Undecided	17	16.5		
	Agree	43	41.7		
	Strongly Agree	14	13.6		
There are always occasions where teachers are praised/appreciated for the work well done	Strongly disagree	2	1.9	3.9903	Moderate
	Disagree	11	10.7		
	Undecided	2	1.9		
	Agree	59	57.3		
	Strongly Agree	29	28.2		
Allowances are always paid on equitable ground to all the teaching staff	Strongly disagree	16	15.5	2.7864	Moderate
	Disagree	40	38.8		
	Undecided	7	6.8		
	Agree	30	29.1		
	Strongly Agree	10	9.7		
Allowances are given to teachers promptly	Strongly disagree	14	13.6	3.0000	Moderate
	Disagree	34	33.0		
	Undecided	7	6.8		
	Agree	34	33.0		
	Strongly Agree	14	13.6		
Recognition at work improves on teachers' moral and commitment	Disagree	4	3.9	4.6214	Very high
	Undecided	1	1.0		
	Agree	25	24.3		
	Strongly Agree	73	70.9		

### **4.3 Nature of Working Condition among Secondary Schools in Kimaka Jinja Municipality**

The extent of motivational practices in terms of nature of working conditions among secondary schools in Jinja municipality have a grand mean of 3.5464, this shows that motivational practices in terms of nature of working conditions among secondary schools in Jinja municipality, is more practiced as indicated in Table 8.

The results from the study shows that the nature of working condition has an effect on teacher's performance. Some of these working conditions includes housing conditions, terms of pay, how, when, hours of work, leave assurances, job security and pension assurance, empowerment, interpersonal relationships, medical and education (Maicibi, 2003:84) However, the provision of these working conditions, creates more commitment to the staff is subsequent good performance. As conceptualized by Herzberg, good working conditions creates job satisfaction and motivation of employees and where such conditions lacks, yield negative attitudes subsequently a fall in teacher's performance. Where conditions are good, friendly and conducive, employees feel proud of their institutions.

Working conditions in institutions are very important to the way employees feel about where they work. Employees feels proud of their institution when conditions are conducive and friendly to the workforce. In institutions, they are more concerned with their work environment for both personal comfort and these facilities in doing a good job. Once they are provided to their staff, it enables them perform to their best, remains committed and interested in the job.

Most jobs however, requires constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which results into a happier staff, reduces staff turnover and frequent absenteeism at the work place.

In institutions, having too much workload, being stretched beyond limits, having no clear understanding of what is unexpected of them, greatly demotivates and demoralizes the

staff to perform. Such institutions usually find it increasingly difficult to retain and attract the most capable, motivated and resourceful employees. Frequent interferences also demoralize the staff and where these employees are dissatisfied, motivation diminishes. Employers therefore, make work challenging because their employees are motivated, when they realize the values, their work adds and their effects to others. The researcher, therefore, feels that minimum work load with limited supervisions, enable teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

Besides, Kyambalisa, (2000) observes that managers and administrators in institutions cannot achieve meaningful results through others unless they have the ability to induce them to invest their full energy time and commitment to attain higher levels of performance. Since the findings have revealed that the poor performance on the side of teacher and it has been observed that there exists motivation in terms of working condition, there must be other factors which affect the performance of teachers other than motivation in terms of working condition. These might be the political condition of the country, Management policy, Culture, and many others.

Generally from the responses, it can be stated that the nature of working conditions determines the teacher's level of performance. In some schools, teachers prefer friendly policies, balance between work and leisure and all other fringe benefits. Where teachers enjoy adequate working conditions, teachers interact, socialize in formulating rules, instituting discipline, teaching, marking and in performing other school activities. Where there is tedious and demotivating nature on the jobs, teachers complaints increase resulting into high labor turnover. Manager and school administrators need to create a conducive atmosphere for employees to enable teacher's measure their independencies at their places of work, (Edward and Daniel, 199). As observed by Ssekamwa, (2001) feeling good at the work place is a recipe for job satisfaction and optimum job performance at the school.

**Table 8: The nature of working condition among secondary schools in Kimaka division, Jinja municipality**

Items	Description	Freq	%	Mean	Interpretation
Our school provides adequate working condition	Strongly disagree	12	11.7		
	Disagree	25	24.3		
	Undecided	8	7.8	3.2039	Moderate
	Agree	46	44.7		
	Strongly Agree	12	11.7		
Interpersonal relationship is part of the school policies	Strongly disagree	5	4.9		
	Disagree	12	11.7		
	Undecided	15	14.6	3.6699	High
	Agree	51	49.5		
	Strongly Agree	20	19.4		
Most teachers have adequate atmosphere to operate in	Strongly disagree	9	8.7		
	Disagree	26	25.2		
	Undecided	13	12.6	3.1845	Moderate
	Agree	47	45.6		
	Strongly Agree	8	7.8		
The administration has clear and good relationship with the teachers in terms of communication	Strongly disagree	4	3.9		
	Disagree	31	30.1		
	Undecided	6	5.8		
	Agree	45	43.7	3.3883	Moderate
	Strongly Agree	17	16.5		
Teachers are given opportunities to express themselves about their feelings to the top management	Strongly disagree	13	12.6		
	Disagree	33	32.0		
	Undecided	6	5.8	3.0291	Moderate
	Agree	40	38.8		
	Strongly Agree	11	10.7		
The top administration makes sure that teachers	Strongly disagree	5	4.9		
	Disagree	12	11.7		

participate fully in the schools activities	Undecided	2	1.9	3.8641	High
	Agree	57	55.3		
	Strongly Agree	27	26.2		
The working conditions improve on the teachers' performance at school	Strongly disagree	1	1.0	4.4854	Very High
	Disagree	4	3.9		
	Agree	37	35.9		
	Strongly Agree	61	59.2		
<b>Grand Mean</b>			<b>3.5464</b>		<b>High</b>

The third research objective is to assess the state of teacher's performance among urban secondary schools in Jinja Municipality. The results on this objective are shown in table 9 below.

#### 4.4 The state of teacher's performance among urban secondary schools in Kimaka division Jinja Municipality.

The state of teacher's performance among urban secondary schools among secondary schools in Jinja municipality have a grand mean of 2.7378, this shows that teacher's performance among secondary schools in Kimaka division Jinja municipality is low. As pointed by Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation.

In schools, the teacher's efforts would therefore, be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

**Table 9:** the state of teacher's performance among urban secondary schools in Kimaka division Jinja Municipality

Items	Description	Freq.	Percent	Mean	Interpretation
-------	-------------	-------	---------	------	----------------

Performance of teachers in terms of exams setting time	Very poor	8	7.8		
	Poor	42	40.8		
	Moderate	14	13.6	2.8738	Moderate
	Good	33	32.0		
	Very good	6	5.8		
Performance of teachers in terms of Scheme of work	Poor	30	29.1		
	Moderate	38	36.9		
	Good	35	34.0	3.0485	High
Performance of teachers in terms of record of work	Poor	42	40.8		
	Moderate	13	12.6		
	Good	43	41.7		
	Very good	5	4.9	3.1068	High
Performance of teachers in terms of Students report	Very poor	12	11.7		
	Poor	50	48.5		
	Moderate	32	31.1	2.4272	Low
	Good	3	2.9		
	Very good	6	5.8		
Performance of teachers in terms of Time management	Very poor	7	6.8		
	Poor	77	74.8		
	Moderate	7	6.8	2.2330	Low
	Good	12	11.7		
<u>Grand Mean</u>				<u>2.7378</u>	<u>Low</u>

Legend:

Description	Mean Range	Scale	Interpretation
SA	4.50-5.00	5	Very high
A	3.50-4.49	4	High
UD	2.50-3.49	3	Moderate
D	1.50-2.49	2	Low
SD	1.00-1.49	1	Very low

#### 4.5 The relationship between motivational practices and teacher's performance in urban secondary schools in Kimaka division.

The fourth study objective is to establish the relationship between motivational practices and teacher's performance in secondary schools. Table 10 below shows the relationship between motivational practices and teachers performance in urban secondary schools in Kimaka division Jinja Municipality. From the results got from the computation of correlation, it is discovered that there is a very weak relationship between motivational practices and teachers performance in urban secondary schools in Kimaka division at an r value of .106. Since the  $r^2$  is 0.0112, and the level of determination is 1.12%, motivational practices affect only at very insignificant level teacher's performance. The implication is that since motivational practices are practiced in secondary schools but still teacher's performance is low, therefore, there are other factors like monetary incentives and many others, which may be significantly affecting the performance of teachers in secondary schools.

**Table 10:** The relationship between motivational practices and teachers performance in urban secondary schools in Kimaka division Jinja Municipality.

		Teachers performance	
Motivation Practices	R-Value	.106	ns
	P-Value	.288	

*Relationship is Significant at 0.05 N=103*

The study findings does not support the hypothesis as there is no indication of a significant relationship between motivational practices and teacher's performance in secondary schools. As concluded earlier, the implication of the findings is that there are other factors that contributes to work performance of teachers in secondary schools besides motivational practices in terms of fringe benefits and nature of working condition.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter organizes, presents and analyzes data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

#### 5.2 Summary

The study was about motivational practices and teacher's performance in urban secondary schools. A sample 103 and 19 head and deputy head teachers are used. Descriptive co relational research design is used to analyze the objectives.

The general objective of the study was to assess the relationship between motivational practices and teacher's performance in urban secondary schools in Jinja.

In analyzing the demographic characteristics of the respondents the following items are considered; sex, education level, marital status and education level. Majority of the respondents are males, 62 (60.2%); 52 equivalent to 50.5% of the respondents have 32 and above in terms of age; 66 (64.1%) are married; and 51 equivalents to 49.5% of the respondents under study are degree holders.

The extent of motivational practices in terms of fringe benefits among secondary schools in Kimaka division Jinja Municipality have a grand mean of 3.5631, this shows that motivational practices in terms of fringe among secondary schools in Kimaka division Jinja Municipality is more practiced.

The extent of motivational practices in terms of working conditions among secondary schools in Jinja municipality have a grand mean of 3.5464, this shows that motivational practices in terms of working conditions among secondary schools in Kimaka division, is more practiced.

The state of teacher's performance among urban secondary schools in Kimaka division Jinja Municipality among secondary schools in Jinja municipality had a grand mean of 2.7378, this shows that teachers' performance among secondary schools in Kimaka division Jinja Municipality, is low.

From the result got by computing the scores to establish the correlation, it is discovered that there is a very weak relationship between motivational practices and teachers performance in urban secondary schools in Kimaka division. It is indicated that motivational practices are practiced, but still teacher's performance is low. Hence, this implies that there are other factors that caters for teacher performance in secondary schools.

### 5.3 Conclusion

In conclusion therefore, the results of the study indicated that there is a very weak relationship between motivational practices and teacher's performance in urban secondary schools in Kimaka division Jinja Municipality.

As regards fringe benefits paid to the staff, it is found out that the fringe benefits of all types, when paid in time provides job satisfaction and subsequently good performance in schools. It is concluded that, the provision of fringe benefits have an effect on teacher's performance when paid on equity and on one's performance. Therefore, good performance in schools is linked to teacher's educational level, experience, performance indicators and allowances paid.

With reference to working condition, it is concluded that adequate working atmosphere instills high levels of commitment to the staff, job satisfaction, and subsequently good performance by the teachers. It is also found out that the nature of working condition reflects the teacher's behaviors as well as performance at the work place. The study, therefore, concluded that favorable working conditions are necessary in improving the employee's performance in any institution.

In spite of the provision of fringe benefits and slight good working condition to teachers as the study findings showed teacher's low performance to a great extent is influenced by other factors.

#### **5.4 Recommendations**

Recommendations are based on the study findings and made to the key education stakeholders in the government of Uganda.

##### **To the Ministry of Education**

The study recommends the Ministry of Education (MOE) to send Universal secondary education grants in time and increase on funds. Since most schools are private and others government, some lack adequate funds to equip their schools with all necessary materials. More budgetary allocations from the governments are necessary in improving the welfare of teachers in schools like putting up teachers' accommodation. Once this is done teachers would prepare and organize their work in time, as it minimizes on distance, stress, late arrivals and escapisms from school, performing school duties.

The ministry of education should apply motivational practices when recruiting teachers to encourage the youth to join the profession.

The MOE through the local government should organize regular workshops, seminars, refresher courses for teachers to boost their morale and efficiency.

It should also look into teacher's fringe benefits and nature of working conditions as other civil servants like Doctors and Revenue Authority workers. It should also revise the policy of taxation on teachers' salary since their income is still little.

##### **To administrators**

The administrators should provide flexible working atmosphere to employees to enable them balance work and leisure. To this end, family friendly policies, good and timely

payments, job security, leave pays with a clean environment and minimum supervision leave a lot to be desired from teachers.

All administrators need to make all employees feel good and easy at the work place by paying these fringe benefits if performance is to be maintained. Therefore, recognizing the performance of their workers, knowing who performs what, when and how, is necessary so that rewarding them with allowances is done accordingly. They should also give some powers and authority to Deputy Head teachers and teachers, and always discuss the way forward with them.

Due to the drift in technology and management systems or practices, there is need for all educational managers to study the new management practices that suit both situations and their employees. This is true as every moment of time, employees and employers adjust to new life styles with different expectations.

#### **To the Head teachers**

The head teachers should create good teacher relationship and give encouragements to their staff regularly. The head teachers should communicate and interact with their staff freely and recognize teachers' good performance in order to motivate others.

#### **To Interested Researchers**

The research recommends interested educational researchers to investigate further motivational behaviors of all employees in all places of work so as to meet the motivational needs of each employee. The interested educational researchers may also make investigation on other better ways through which teaching job in schools can be made flexible, innovative and enjoyable by increasing monetary incentives as well as other types of incentives that were not researched on in this study. They may as well research on nonmonetary benefits and the effect of high taxes on teachers' performance. There is need to compare the nature of working conditions in government aided secondary schools with those in other private secondary schools of similar status, in the same area and nationwide.

## REFERENCES

- Abraham Maslow, (1970). Retrieved 2010-09-26 *A Theory of human motivation*.
- Al Amri K. (1997) *The central life interests of secondary schools teachers and principals in Jordan*, Dirast, Vol, 11 and Vol, 12, 121 – 141.
- Amin, M.E. (2005) *social science research: conception, methodology and analysis*. Makerere University press, (3 Ed).
- Armstrong, M. (2003). *A hand book of human resource management practice*. (9 Ed), 120 PentoAville LondonN19JN.UK Cambrian Printers ltd.
- Beelson, B. & Gary, A. S, (1999). *Humanbehavior, An inventory of scientific findings*. University of Chicago.
- Bent, R., Forbes, C. Ingram, A. & Seaman. (2002). *Staff motivation in small manufacturing enterprise. The perceptions of owners and managers: British journal*. Volume 102 No. 10.
- Bratton, J. & Gold, J. (2003). *Human Resource Management: Theory and Practice*. (3<sup>rd</sup>ed), Pal Grave Macmillan Publishers Ltd. Great Britain.
- Cole, G. A. (1998). *Management theory and practice*. London: The Guernsey Press Ltd.
- Cole, G. A. (2002). *Theadministrative theory and Workers Motivation*, Zante Institute of administration press Ltd,ABU Zaria, Nigeria.
- Cushway, B. (1999). *Human Resource Management*,(2<sup>nd</sup> Ed.) The first track MBA Series, Kogan page limited. 120 Pentonville Road London N19NJJ.
- Dessler, G. (2003). *Human Resource Management*, (9<sup>th</sup> Ed) Prentice Hall.

- Edward And Daniel (1996). *Employees' behaviours in organization*, USA McGraw Hill.
- Evans, D. (1999). *Supervisory Management*, (5<sup>th</sup> Ed.), London: Reedwood books trowbridgewittshire.
- Farrant J. S (1994) *Principles and practices of education*, Longman Group Ltd. Singapore.
- Fournie, F. (1998). *Why employees do not do what they are supposed to do and what to about it*.
- Fredricjk Herzberg, (1968), *Work and the nature of man* (Cleveland)
- Gerhard, J. &Linske, L, (2001). *Human societies: Introduction to micro sociology*.
- Glennmyers, R. M. &Tietjen, M. A. (1999), *Motivation and job satisfaction: A management decision*. Vol. 36, No. 4 (2 Ed.)
- Gray J. (2004). *Working up to a frenzy of boredom*. March (2004).
- Hawksmere Group Report (1998). *Developing yourself and yourself*, London: Thorogood Limited.
- Hersey P. & Blanchard, K. (1998). *Management of organizational behaviours: utilizing human resources*. New Jersey Eaglewood Cliffs, Prentice Hall.
- Kachope, G. (2000). *Attitudes of parents and students of Uganda advanced certificate of education towards the teaching profession*; M. A. Dissertation, MUK
- Kameerer, C. V. (1990) *Motivation as a prerequisite*: Oxford; Oxford university press.

## APPENDICES

### Appendix 1: Motivational Practices Questionnaire for Research Participants

#### TEACHER'S QUESTIONNAIRES

#### SECTION A: DEMOGRAPHIC INFORMATION

(i) Tick the appropriate answer where choices given are applicable.

1. **Sex:**

(a) Male \_\_\_\_\_ (b) Female \_\_\_\_\_

2. **Age**

(a) 20-25 years (b) 26-31 years (c) 32 years and above

3. **Marital status**

(a) Single (b) Married (c) Divorced (d) Others

4. **Education level**

(a) Certificate (b) Diploma (c) Bachelor's degree  
(d) Master's degree

#### SECTION B: Motivational Practices

In this section questions will be rated by using Likert scale 1932 that uses for scales and these are as follows; 5=Strongly Agree SA, 4=Agree A, 3= Undecided b 2=Disagree D, and 1=strongly Disagree SD.

Please tick the appropriate scale cell for your answer

Please tick the number that best describes your agreement with the statement

	<b>Provision of fringe benefits to the teacher staff</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
1	Teachers are given allowances for additional responsibilities at school					
2	The school administrators make sure that teachers are recognized for the work well done.					
3	Promotion is one of the factors that the administrators does not take for granted					
4	There are always occasions where teachers are praised/appreciated for the work well done.					
5	Allowances are always paid on equitable ground to all the teaching staff					
6	Allowances are given to teachers promptly					

1

7	Recognition at work improves on teachers' moral and commitment.					
	<b>Nature of working condition</b>					
8	Our school provides adequate working condition for teachers					
9	Interpersonal relationship is part of the school policies					
10	Most teachers have adequate atmosphere to operate in					
11	The administration has clear and good relationship with the teachers in terms of communication.					
12	Teachers are given opportunities to express themselves about their feelings to the top management.					
13	The top administration makes sure that teachers participate fully in the schools activities.					
14	The working conditions improve on the teachers' performance at school.					



**SECTION C: OTHER FACTORS**

Please, rate the influence of these factors in the table below on your performance. Note that there is no wrong answer among the options provided below: 1. Not at all (NA); 2. Sometime (S) 3 undecided (UD) 4 much (M) 5 very much (VM)

	Items	NA	S	UD	M	VM
1	Government's policy on teachers performance					
2	Management Styles on teachers performance					
3	Political environments on teachers performance					

**FREE RESPONSES**

4. Please put a tick  $\surd$  in front of the appropriate option to rate the quality of motivation practices in your school:

\_\_\_ Very good, \_\_\_ Good, \_\_\_ Fair, \_\_\_ poor .

5. With reference to the preceding question number 4, please, write a brief explanation of how you feel about quality of motivation practices in your school.....

.....  
 .....

6. Give suggestions regarding improvements in the implementations of these motivation practices, and teacher's behaviors towards performance?.....

.....  
 .....

End-Thank you for your cooperation

## Appendix 2: Deputy Head teachers'/Head Teachers Questionnaires

Dear respondent,

The researcher here under, is a student of Kampala International University pursuing a Bachelor's degree in Public Administration. He is doing research as partial fulfillment for the award of a degree "on motivation practices and teacher's performance in urban secondary schools". The information you give will be used for research purpose and kept confidential.

### SECTION A: INSTRUCTIONS

- (i) Tick the appropriate answer where choices given are applicable.
- (ii) Fill in the blank spaces, with answers you seem appropriate.

1. Sex:

- (a) Male (b) Female

2. Age

- (a) 20-25 years (b) 26-31 years (c) 32 years and above

3. Marital status

- (a) Single (b) Married (c) Divorced (d) Others

4. Education level

- (a) Certificate (b) Diploma (c) Bachelor's degree  
(d) Master's degree (e) other

5. Position held in the institution

.....

**SECTION B:** Please rate the performance of your teaching staff based on the following factors. Using the following score rate: **5. Very good (VG); 4. Good (G); 3. Undecided (UD); 2. Poor (P); 1. Very poor (VP)**

	Items	V P	P	U D	G	VG
1	Exams setting time					
2	Scheme of work					
3	Record of work					
4	Students report					
5	Time management					

**SECTION C; Other factors**

6 What can be done in order to improve on the performance of your teaching staff?

.....

.....

.....

.....

.....

7. What challenges do you meet as a head in implementing the motivational practices?

.....

.....

.....

8. What are your suggestions regarding improvement in the motivation practices as well as the teachers responses towards these above practices?

.....

.....

.....

.....

