

**THE IMPACT OF TEACHER MOTIVATION ON STUDENT PERFORMANCE  
IN UGANDA;**

**A CASE STUDY OF NANSANA TOWN COUNCIL, WAKISO DISTRICT**

**CHAPTER ONE**

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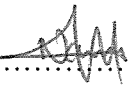
**1153-07234-02869**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION  
OPEN AND DISTANCE E- LEARNING IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELOR OF ARTS WITH  
EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY**

**March 2019**

**DECLARATION**

I Namanda Mariam declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.


Signature  .....

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## APPROVAL

I hereby certify that this work entitled **the impact of teacher motivation on student performance in Uganda; A case study of Nansana town council, Wakiso district** has been submitted with my approval for examination as university supervision.

Signature .....  .....

Date: 12/11/19 .....

**MR. MUSIMENTA**

## **DEDICATION**

To my beloved Son Asha Mbabazi Tahinduka. You mean everything to me

## **ACKNOWLEDGEMENTS**

I thank the lord almighty for keeping, protecting and giving me good health during the course of my study.

I would like to appreciate the work of my supervisor Mr. Musimenta who diligently guided me during my research. May the Almighty reward him abundantly?

Special thanks go to my parents for their love and support in form of school fees for my education.

I would like to acknowledge my siblings; Katongole Isa, Nakate Patience, NalugoIshafor his incredible support throughout my course of study.

I would like to appreciate my dear friends; Derick, Scovior and Praise for their company and support throughout my course of study.

I also wish to thank my teachers for their advice, knowledge and guidance towards my education. May God bless them.

## ABSTRACT

This study expounds the impact of teacher motivation on student performance in Uganda; A case study of Nansana town council, wakiso district. The purpose of this research study was to critically examine the influence of teacher motivation on student performance in secondary schools in Uganda but researcher used Nansana town council to act as the a representation of the whole area of study for deeper investigation.. This study was guided by three main objectives the general one being; to investigate on the impact of teacher motivation and student performance in Nansana town council Wakiso district. Chapter two of this study expounded on the literature review which involved the articles and citations of the other researchers about this topic. Chapter three of explained the methodology that the researcher used to carry out this research study. Chapter four and five included analysis, presentation and discussion of the study and the conclusion was that it is true that social-economic factors really influences student academic performance.

**Keywords** *teacher motivation, Students, Academic Performance,*

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## CHAPTER ONE

### 1.0 Introduction

This study seeks to expound on the concept of student performance in relation to teacher motivation in Nansana Sub County. This is because of the changing trends and gradual decline of student performance in Nansana Sub County.

Motivation refers to the drives, both internal and external to a person and are given to reinforce behavior. Teacher's motivation became an important issue given their responsibility to impart knowledge to learners. It was argued that satisfied teachers were generally more productive and influence students' achievement (Mertler, 1992). Motivation guides people's actions and behavior towards achievement of some goals (Analoui, 2000). In work and other contexts, therefore, motivation was often described as been "intrinsic" or "extrinsic" in nature (Sansone and Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan and Deci, 2000). Extrinsic motivation, on the hand, results from the attainment of externally administered rewards including pay, material possession, prestige, and positive evaluations among others.

The basic variables of the study were motivated by teachers' performance. Motivation was a psychological feature that arouses an organism to act towards a desired goal and elicit, controls and sustains certain goal-directed behaviors. It was literally the desire to do things. It's the difference between waking up before dawn to pound the pavement and lazing around the house all day.

The study was guided by the theory of expectancy which states or proposes that an individual who decides to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. In essence, the motivation of the behavior selection was determined by the desirability of the outcome. However, at the core of the theory was the cognitive process of how an individual processes the different motivational elements. This was done before making the ultimate choice. The outcome was not the sole determining factor in making the decision of how to behave.

Victor H. Vroom (1964) defined motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by an individual.

Performance on the other hand was an accomplishment of a given task measured against a perfect known standard of accuracy, completeness, correctness and speed. Employee performance was the job related activities expected of the workers and how well those activities were executed.

### **1.1 Problem statement**

Oguta (2012) observed that performance of an individual teacher directly corresponds to the performance of learners in National Examinations, and that the level of motivation of teachers significantly influences their general performance. Student performance in the final exams in Nansana town council has been poor for the past decades and there seems to be an increasing trend in this area especially in secondary schools. There are quite many factors that have resulted into this problem such as teacher absenteeism, lack of teaching materials and poor quality teachers recruited in schools, however high chances are that teacher motivation could be the biggest cause of student poor performance therefore a center of focus in this study. The problem of poor performance is increasing even with the evidence of poor grades increasing each year and this calls for immediate attention. This research intends to close the gap by investigating on the impact of teacher motivation on student academic performance in secondary schools in Nansana town council.

### **1.2 The purpose of the study**

The purpose of the study is to investigate on the impact of teachers' motivation on student performance in secondary schools on Nansana town council wakiso District.

### **1.3 Objectives of the study**

This study will be guided by three objectives both general and specific as shown below

#### **1.3.1 General Objective**

- To investigate on the impact of teacher motivation and student performance in Nansana town council Wakiso district.

### **1.3.2 Specific Objectives**

- To examine the relationship between teacher motivation and student academic performance
- To find out the problems that arise as a result of lack of teacher motivation in secondary schools
- To suggest amicable solutions to student poor performance in Nansana town council wakiso district.

### **1.4 Research questions**

- What are the common effects of teacher motivation on student performance in secondary schools?
- How do teacher salaries influence student academic performance?
- How is teacher motivation related to student academic performance in secondary schools?
- What are the different ways of motivating teachers in secondary schools?
- What can the government and school administrators do to improve on student performance in secondary schools in Nansana?
- What can the government do to improve teacher motivation in secondary schools?

### **1.5 Hypothesis of the study**

There is a relationship between teacher motivation and student academic performance.

### **1.6 Scope of the study**

#### **1.6.1 Geographical scope**

The study was carried out in Nansana town council in Wakiso district, Nansana is one of the town councils in Wakiso is located in central part of Uganda. This is approximately 9 kilometres (6 mi), by road, south of Wakiso, the location of the district headquarters. The coordinates of the town are 0°21'50.0"N, 32°31'43.0"E (Latitude: 0.363889; Longitude: 32.528611). It is one of the business centers in wakiso district and it is closely attached to

Kampala city and is mostly dominated of traders of every kind of day to day merchandise.

### **1.6.2 Contextual scope**

This research study will be limited to the impact of teacher motivation on student academic performance and to giving suggestions on how this problem can be solved in secondary schools in Nansana and elsewhere in the world.

### **1.6.3 Time scope**

The study will be conducted in the period of four months, from February 2018- march 2019

### **1.7 Significance of the study**

Given the situation in the education of Uganda today, an investigation of the issues related to student performance in secondary schools is worthy of thought.

Relatively this study will be of great importance to the different fields in education and future researchers and statistics not only in Nansana but in the world at large.

The study may be important to policy makers and secondary education sector as it identified major strategies to modify behavior of teaching staff towards their job performance.

This study will be of importance in this era of Universal Secondary Education, especially that, Uganda needs to motivate teachers in order to improve on student performance.

This research study will be significant to teachers in Secondary Schools in gaining information on how to improve their performance in various engagements.

Teachers at different levels of education, basic, tertiary, as well as higher education would equally benefit 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.

The study may be significant in the management of secondary schools, gaining insights into measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

The government also stands to benefit from the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

### **1.8 Conceptual Framework of the Study**

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

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

The literature was reviewed according to study objectives which included the effect of motivation on the performance of teachers and how it affects their morale for teaching.

#### **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 teachers 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 was 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 teachers 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 teachers and entails workers desire to be seen as achieving more to the organization. Need for power was associated with the top management and observe that teachers 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 plays a significant role in influencing teachers' performance ,as each of the study variables; teacher' in- service training, teachers' promotion, and the working environment, is basically seen as a motivation with significant influence on teachers' job performance. In order to increase teachers' 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 The concept of Motivation**

Motivation was defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone was different like perception, attitude of everyone was different. For example a person feels hungry, and as a response that particular person has to eat so the feelings of hunger get diminished. Adelabu (2005) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers was that they have low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity to develop their career.

## **2.3 Effect of motivation on performance in secondary schools teachers**

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Benn ell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference'.

In Uganda, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management,

participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptook (2000) carried out a study to establish whether job satisfaction influences performance among academics at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teacher's on performance. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in secondary schools of Budaka District. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation of teachers' on child performance in Wakiso District.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers.

In relation to the above submission, this has been one of the common challenges of student performance in Nansana sub county. it has been reported that some teachers in secondary schools absent themselves at school due to lack of sustainable income at their work place. they therefore end up doing side business to add on the little salary so as to maintain a life balance on the economic struggling state. these side businesses that they engage in are obviously time consumers which time is at the expense of the school leading to poor student performance.

Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004:43).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of



adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of secondary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Secondary school teachers in SSA are usually considerably younger than secondary school teachers.

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This is particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards students) by school managements because it is very difficult to dismiss them and pay and promotion are largely unrelated to actual

performance. This situation is also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labor process<sup>4</sup> in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival<sup>5</sup> activities. More generally, there is a widespread acceptance that you get what you pay for<sup>6</sup>, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

#### **2.4 Concept of Performance**

Performance was something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers when motivated their performance automatically reach towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. Motivation is a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. The idea that motivated teachers are more productive held through the 1970s. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance.

#### **2.5 Employee Performance**

Griffin (2005) explored that the performance of an individual is determined by three factors; motivation, work environment and ability to do work. Chandrasekhar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic

style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style.

Organization success can only be achieved by the satisfied and motivated teachers and good leadership (Malik, Danish, &Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

## **2.6 Relationship between Motivation and Employee Performance**

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so teachers are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in schools through motivation where it suggested some initiatives to increase the teacher's

level of motivation that will improve the education system. The organizational culture affects the performance of the teachers positively or negatively. As in organization different teachers from different culture and background and with different languages so there thinking level is also different. When organization do not make a proper culture in organization so definitely teachers will feel stress because of bad communication in between teachers and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings teachers satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Bishay (1996) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. While Alam, and Farid, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing

their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

### **2.7 Solutions to demotivated teachers**

A reward like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning-outcomes. Where private sector provision is growing rapidly with strong public approval (like in Wakiso District), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Consequently, this study examined the effect of motivation on the performance of teachers in public secondary schools in wakiso District and Nansana Sub County as per this study.

Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like “we are treated as children”. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are “acting” for very long periods. Effective management training programs for head teachers are necessary to lead to noticeable improvements in teacher behavior and performance.

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for teachers to perform and have better results they must be motivated by a token of appreciation.

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farrell (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into lack of motivation of teachers to effectively performs at work. In light of the above situation, an investigation into the effect of motivation on the performance of teachers in public secondary schools in wkiso District was necessary.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employee's performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of teachers in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of teachers. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their

performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers. Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2006). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

## **2.8 Conclusion**

Due to limited resource on press and in the educational records of Nansana Sub County, the researcher deemed it important to re-write down the related literature by other researchers in order to provide the amicable solutions to the problem in this region. The solutions herein therefore have been found so helpful in rebuilding the broken walls in the education affairs of Nansana Sub County and the district as a whole or perhaps the country as this study advances in the education sector. The researcher strongly believes that the information in this study if at all is given attention, the challenges of poor student performance due to teacher related issues will be solved.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This section of the study indicates how the research is going to be carried out. It shows the research design, the methods of data collection and the evidence of how ethical considerations are to be handled.

#### 3.1 Research Design

This study used descriptive survey research design. According to Jackson (2009) descriptive research is used to obtain information concerning the current status of the phenomenon to describe „what exists“ with respect to variables or conditions in a situation. The main goal of this type of research is to describe the data and characteristics about what is being studied.

The research design to be used is basically a case study where both qualitative and quantitative techniques. The focus of the study will be on the impact teacher motivation on student performance. In respect with information regarding the role of the type of education one has acquired on the outcomes and the data is to be collected by qualitative techniques such as interviews with different individuals the quantitative techniques used were also the questionnaires designed for clients, interviews with staff members of selected schools in Nansana sub county wakiso District, it also involved a descriptive survey design to study specific areas in education

#### 3.3 Instruments and procedure

The researcher employed self-administered questionnaires. These are to be used to obtain information from teachers and students. The researcher therefore constructed the questionnaires for the different respondents.

The teacher's questionnaire sought information on teacher's motivation and its impact on students' academic performance in the selected schools. The students' questionnaire is to solicit information about the students' experiences with their teachers for a given period of time in school and also to seek information about the teaching and learning process by the same teachers for a long time compared to that of a shorter period of time

#### 3.4 Target population.



The target population of the research consisted of all the teachers and students in from both public and private schools in Nansana town council wakiso District. The study will be centered on the students and teachers plus the school administrators as primary source of information, the department of education commission at the district will also be involved if need arises as far as quality data collection is concerned

### **3.5 Sampling method**

Two secondary schools have been selected and the respondents are to be chosen at random in form of stratus, the schools to be investigated include;

- London college high school (private)
- St Joseph secondary school (public)

### **3.6 Data collection methods**

Data was captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions with community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

### **3.7 Justification of the study**

**Validity;** According to the researcher's findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

**Reliability;** The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

### **3.8 Ethical considerations**

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.0 Introduction

This chapter focuses on an in-depth data analysis, presentation, interpretation, and discussion. Data analysis was done against the backdrop of the key study variables: the relationship between motivation and the performance of secondary school teachers, the effect of motivation on the performance of secondary school teachers, the solutions for less motivated teachers in Public Secondary Schools in Nanasana town council.

#### 4.1 Demographic Characteristics of Respondents

This section features the respondent's demographic characteristics that were considered significant to the study. Such demographic features include sex, age, and level of education, marital status and the duration of service. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would illustrate different attitudes towards commitment to job performance, hence exposing human drives which may compel them in executing their duties.

##### 4.1.1 Questionnaire Return Rate

Copies of the questionnaire were administered to the respondents by the research assistants, while closely being supervised by the researcher and the following return rate registered as illustrated in table 1.

**Table 1: Questionnaire return rate**

| Target population | Sample size | Return rate | Return percentage |
|-------------------|-------------|-------------|-------------------|
| 1567              | 157         | 100         | 63.6%             |

Table 1 reveals that out of the 157 copies of questionnaire administered to the respondents, 100 were received back duly completed giving rise to a response rate of 63.6%. Response rate refers to the percentage of subjects that respond to a questionnaire. A response rate of 50% is deemed adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is very good, Mugenda (2003).

In this respect, the study therefore returned an excellent questionnaire response rate. This was attributed to the fact that copies of the questionnaire were administered and collected back by two well trained and motivated research assistants, who consistently distributed the copies of the questionnaire to the respondents in batches of ten until all were administered. The research assistants emphasized to the respondents the need to fill the questionnaire as instructed, as well as assisting some in completing the questionnaire in cases of either commitment or other forms of incapacities.

#### **4.1.2 Characteristics of the Respondents by Level of Education**

In the study, the researcher believed that level of education would significantly influence individual teacher's commitment to job performance, having been conditioned by strong professional ethics and codes of conducts governing any professional engagement. In this respect, the respondents were asked to fill the questionnaire stating their level of education and table 5 displays their responses.

**Table 2: Characteristics of the respondents by level of education**

| <b>Level of education</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| Certificate               | 14               | 14%               |
| Diploma                   | 16               | 16%               |
| Degree                    | 66               | 66%               |
| Others                    | 04               | 04%               |
| <b>Total</b>              | <b>100</b>       | <b>100%</b>       |

Table 2 reveals that 66 (66%) of the respondents had acquired education at a degree level, 16 (16%) had diploma, 14 (14%) obtained certificate and 04 (04%) had other forms of education. The impression created by these statistics is that secondary school level teaching is a confine of teachers with degree level, yet job performance was insufficient and hence ought to be properly motivated for increased commitment to improve job performance.

**Table 3: Characteristics of respondents by duration of service**

| <b>Duration of service</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------|------------------|-------------------|
| Below 1 year               | 08               | 08%               |
| 1-3                        | 11               | 11%               |
| 4-6                        | 23               | 23%               |
| 7-9                        | 28               | 28%               |
| Above 9 years              | 30               | 30%               |
| <b>Total</b>               | <b>100</b>       | <b>100%</b>       |

Table 3 reveals that, of the 100 respondents whose questionnaire copies were received, 08(08%) stated having served for below 1 year, 11(11%) had served for 1-3 years, 23 (23%) indicated 4-6 years, with 28 (28%) stated 7-9 years and 30(30%) having served for a duration above 9 years. Implied by the statistics in table 6 is that most teachers had served for relatively long period of time, hence may have become complacent in their job performance.

#### **4.1.4 Characteristics of the Respondents by School Categories**

The type of school an individual teacher serves in could significantly influence commitment to assigned duties, for certain schools offer more conducive environment for job performance than others. In the light of this eventuality, the respondents were requested to complete the questionnaire stating the school category served in and table 4 displays their responses.

**Table 4: Characteristics of the respondents by school categories**

| <b>School categories</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------------|------------------|-------------------|
| Boarding girls           | 12               | 12%               |
| Boarding boys            | 17               | 17%               |
| Mixed day                | 52               | 52%               |
| Mixed boarding           | 19               | 19%               |
| <b>Total</b>             | <b>100</b>       | <b>100%</b>       |

Table 4 indicates that of the 100 respondents who filled the questionnaire, 12(12%) were teachers in boarding girl schools, 17(17%) in boarding boys schools, 52 (52%) served in mixed day schools and 19(19%) were teaching in boarding mixed schools. By

implication, majority of the teachers were drawn from mixed day schools that are associated with insufficient resources, hence were unlikely to work in conducive environment for enhanced job performance.

#### 4.2 The relationship between motivation and the performance of secondary school teachers in public schools.

The relationship to which teachers are motivated is represented in the tables and graphs below.

**Table 5: Level of satisfaction with the working culture of the schools**

| Level of satisfaction | Frequency  | Percentage |
|-----------------------|------------|------------|
| Highly satisfied      | 24         | 25         |
| Satisfied             | 23         | 23.7       |
| Average               | 33         | 36.2       |
| Dissatisfied          | 8          | 5          |
| Highly dissatisfied   | 12         | 10         |
| <b>Total</b>          | <b>100</b> | <b>100</b> |

In response to level of satisfaction with the working culture of the organization, 24(25%) were highly satisfied, 23 (23.7%) were satisfied, 33(36.7%) said it was average and 8 (5%) were dissatisfied, 12(10%) were highly dissatisfied. The majority was highly satisfied and the minority was dissatisfied.

#### **Figure 1: Visibility with top management is important to teachers.**

As to the Visibility with top management is important to teachers, 25(26.2%) said that they strongly agree, 47 (53.7%) said that they agree, 11 (8.7%) said that they neither agree nor disagree 12(10%) said that they disagree and 3 (1.2%) said that they strongly disagree. The majority of the respondents said agree and the minority said that strongly disagree.

#### **Figure 2: Superiors always recognizes the work done by teachers**

As to the superiors always recognizes the work done by teachers, 29(31.2%) said that they strongly agree, 43 (48.7%) said that they agree, 9 (6.2%) said that they neither agree nor disagree 13(11.2%) said that they disagree and 5 (1.2%) said that they strongly disagree. The majority of the respondents said agree and the minority said that strongly disagree.

**Figure 3: Job done gives a good status.**

As to the job done gives a good status, 67(78.8%) said that they strongly agree, 18 (17.5%) said that they agree, 5 (1.2%) said that they neither agree nor disagree 5(1.2%) said that they disagree and 5 (1.2%) said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that they neither agree nor disagree, disagree and strongly disagree.

**Figure 4: Satisfied with the responsibility and role at work**

As to the satisfied with the responsibility and role at work, 19(31.2%) said that they strongly agree, 41 (46.2%) said that they agree, 10 (7.5%) said that they neither agree nor disagree 21(21.2%) said that they disagree and 9 (6.2%) said that they strongly disagree. The majority of the respondents said agree and the minority said that they neither agree nor disagree.

**Table 6: Factors which motivates teachers most**

| <b>Factors</b>     | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| Salary increase    | 42               | 47.5              |
| Promotion          | 27               | 28.7              |
| Leave              | 13               | 11.2              |
| Motivational talks | 7                | 3.7               |
| Recognition        | 11               | 8.7               |

|              |            |            |
|--------------|------------|------------|
| <b>Total</b> | <b>100</b> | <b>100</b> |
|--------------|------------|------------|

The respondents cited salary increase as the which motivates teachers most with 42(47.5%), followed by promotion which has 27(38.8%), followed by leave having 13(11.2%), followed by recognition having 11(8.7%) and finally motivational talk which as 7(3.7). the majority of the respondents said that salary increase is the factor which motivates teachers.

#### **4.3 The effect of motivation on the performance of secondary school teachers**

The impact of motivation to teachers on job performance is represented in the tables and graphs below.

**Table 7: Number of years been worked in this school**

| <b>Number of years</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| 0 – 5                  | 24               | 23.7              |
| 6– 10                  | 51               | 57.5              |
| 11 – 15                | 13               | 10                |
| More than 15 years     | 12               | 8.7               |
| <b>Total</b>           | <b>100</b>       | <b>100</b>        |

In response to number of years been worked in this organization, 19(23.7%) had worked between 0 – 5, 46 (57.5%) had worked between 6-10, 8(10%) had worked between 11 – 15 and 7 (8.7%) were between more than 15 years. The majority was between 6 – 10 and the minority was more than 15 years.

**Figure 5: Top Management is interested in motivating the teachers**

As to the top Management is interested in motivating the teachers, 17 (16.2%) said that they strongly agree, 61(71.2%) said that they agree, 6 (2.5%) said that they neither agree nor disagree 20 (20%) said that they disagree and 7(3.7%) said that they strongly



disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Table 7: Type of incentives which motivates teachers**

| Incentives           | Frequency  | Percentage |
|----------------------|------------|------------|
| Incentive awards     | 67         | 76.2       |
| Promotion            | 23         | 18.7       |
| Appreciation letters | 10         | 5          |
| <b>Total</b>         | <b>100</b> | <b>100</b> |

In response to type of incentives which motivates teachers, 67(76.2%) said it was incentive, 23 (18.7%) said it was promotion and 10(5%) said it was appreciation. The majority said it was incentive awards and the minority said it was appreciation letters.

**Figure 6: Incentives and other benefits influence performance**

As to the Incentives and other benefits influence performance, 76 (87.5%) said that it influence, 14(10%) said that it does not influence, 8 (2.5%) said that they had no opinion. The majority of the respondents said it influences and the minority said that they had no opinion.

**Table 8: Involvement teachers in decision making by top management**

| Involvement of teachers in decision making | Frequency  | Percentage |
|--|------------|------------|
| Yes  | 29         | 28.7       |
| No   | 55         | 61.2       |
| Occasionally                               | 16         | 10         |
| <b>Total</b>                               | <b>100</b> | <b>100</b> |

In response to Involvement teachers in decision making by top management, 29(28.7%) said yes, 55(61.2%) said No and 16(10%) said it was occasionally. The majority said yes and the minority said occasionally.

**Figure 7: The teachers in the organization feel secured in their job.**

As to the whether teachers in the organization feel secured in their job, 26 (26.2%) said that they strongly agree, 40(43.7%) said that they agree, 10 (6.2%) said that they neither agree nor disagree, 21(20%) said that they disagree 8(3.7%) said that they strongly disagree. The majority of the respondents said agree and the minority said that they strongly disagree.

**4.4 The solutions for the demotivated teachers**

**Table 9: Solutions which organization adopts to overcome performance problems**

| Measures adopted    | Frequency  | Percentage |
|---------------------|------------|------------|
| Training            | 56         | 62.5       |
| Motivation programs | 32         | 32.5       |
| Rearrangement       | 12         | 5          |
| <b>Total</b>        | <b>100</b> | <b>100</b> |

As to the measures the organization adopts to overcome performance problems, 56(62.5%) said that it was training, 32(32.5%) said it was motivation programs and 12(5%) said it was rearrangement. That shows that the majority said it is training and the minority said rearrangement.

**Figure 8: Management makes a mistake and it allow others to bring it to its attention**

As to whether management makes a mistake and it allows others to bring it to its attention, 26(%) said it is often, 46(51.2%) said sometimes, 14(11.2%) said rarely, 14 (11.2%) said never. The majority said sometimes and the minority included rarely and never with the same figure. **Figure 9: The salary increments given to teachers who do their jobs very well motivates them.**

As to salary increments given to teachers who do their jobs very well motivates them, 56 (63.7%) said that they strongly agree, 22 (21.2%) said that they agree, 11 (7.5%) said that they neither agree nor disagree 15 (12.5%) said that they disagree and 7(2.5%) said that they strongly disagree. The majority of the respondents said strongly agree and the minority said strongly disagrees.

**Figure 10: A Financial incentive motivates teacher's more than non financial incentives.**

As to financial incentives motivates teachers more than non financial incentives, 40 (43.7%) said that they strongly agree, 39 (42.5%) said that they agree, 7 (2.5%) said that they neither agree nor disagree 11 (7.5%) said that they disagree and 8 (3.7%) said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 11: Teachers satisfied with the salary drawn at present.**

As to teachers satisfied with the salary drawn at present, 36 (38.7%) said that they strongly agree, 18 (16.2%) said that they agree, 10 (6.2%) said that they neither agree nor disagree 18 (16.2%) said that they disagree and 23 (22.5%) said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 12: Teachers Satisfied with the lunch break, rest breaks and leaves given in**

As to teachers satisfied with the lunch break, rest breaks and leaves given in the organization, 67 (77.5%) said that they strongly agree, 14 (11.2%) said that they agree, 6 (1.2%) said that they neither agree nor disagree 11 (7.5%) said that they disagree and 7(2.5%) said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 13: Good physical working conditions are provided in the schools.**

As to good physical working conditions are provided in the organization, 22 (21.2%) said that they strongly agree, 34 (36.2%) said that they agree, 7 (3.7%) said that they neither agree nor disagree 30 (32.5%) said that they disagree and 9(6.2%) said that they strongly disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Figure 14: The retirement benefits available are sufficient.**

As to the retirement benefits available are sufficient, 27 (27.5%) said that they strongly agree, 39 (43.7%) said that they agree, 5 (1.2%) said that they neither agree nor disagree 19 (17.5%) said that they disagree and 13(10%) said that they strongly disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Figure 15: The medical benefits provided in the schools are satisfactory.**

As to the medical benefits provided in the organization are satisfactory, 15 (12.5%) said that they strongly agree, 14 (11.2%) said that they agree, 9 (5%) said that they neither agree nor disagree 39 (42.5%) said that they disagree and 28(28.7%) said that they strongly disagree. The majority of the respondents said disagree and the minority said that neither agree nor disagree.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on the summary of the study findings against the backdrop of the key study variables. In this study, the researcher sought to investigate on motivation and teacher's job performance in public secondary schools in Nansana town council, besides, this section also features the conclusions drawn from the investigations, as well as the study recommendations, both for policy formulation and suggestions for further research.

#### 5.2 Summary of the Finding

In the study, out of the 157 copies of questionnaire administered to the respondents, 120 were received back duly completed giving rise into a response rate of 63.6%. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards job performance, hence exposing human drives which may compel teachers in executing their duties.

On the basis of age, 14 (14%) of respondents whose questionnaire copies were received fell below 25 years, 22 (22%) in the age of 25-34years, 40(40%) were in the age of 35-44, with 24 (24%) being above 45 years.

The statistics in the table 2 imply than more relatively elderly teachers than younger ones formed the bulk of the teaching fraternity in public secondary schools in Budaka district, a sign that most of these were already carrying heavy burden of providing for their families, hence may be less committed to school duties for additional income.

However, public secondary schools seem to have old teachers with an optimum age bracket being 35-44 years. This is the age period within which individuals become stable in their jobs and are less inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion.

Reflected in the study is that, teaching at a secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence envisaged was not clear. However, females being responsible for a lot other family chores, were likely to be less committed in their formal duties in contrast to the male counterparts.

Considering issues of marital status, 12(12%) were single, 59 (59%) were married, 21(21%) were widowed and 08(08%) being separated, with 26(21.67%) having fallen on other marital orientations. The statistics in the table reveal that majority of the teachers were married and hence would have been expected to get much committed to their jobs.

The analysis revealed that there was a positive relationship between teacher's motivation and job performance. As motivation increases, the level of performance also increases. Here, the findings of the study agreed with the findings, who also found significant relationship among motivation and performance. The present study examined motivation and job performance contingent to the differences in teaching experience and qualification. The findings revealed that both variables teaching experience and qualification were not found to be significantly different with regard to motivation and performance. Here, the findings of the research disagree with the findings, who found that there were differences in motivation and performance with respect to teaching experience.

The finding shows that teachers are well motivated in public schools in Nansana town council because most of the respondents agreed that factors which influence motivation are reasonably provided in schools especially in private schools like good working environment, friendly and supportive staff, job satisfaction, good leadership of principals or head teachers, and less stress of work. It also found that majority of the respondents agreed with the statement that they are motivated by salaries and benefits which they receive and disagreed with the statement that their pay as a teacher is good. It meant that salary and rewards are very important factors for increasing the teacher's motivation that

among public and private schools. Private school teachers are highly motivated than public school teachers. It is also concluded that the performance of private school teachers are better than public school teachers.

The study found that there was a significant difference in motivation and performance with regard to gender and income whereas qualification and teaching experience was not found to be associated with motivation and job performance. Thus, the research concluded that most of the teachers were not satisfied with their salaries and low salaries of the teachers affected their performance. However, they are satisfied with other factors such as relax working environment, less stress of work, appreciation from their superiors. The potential number of teachers felt that educated and experienced teachers had more capabilities and confidence than others and also give best efforts towards their job regarding performance.

Drawing conclusions from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to teacher's job performance in public secondary schools in Nansana town council. These variables were, in-service training, promotion of teachers and working conditions in the learning institutions.

As revealed in the study, training of teachers was established to play a significant role in motivating teachers to step up their job performance since training equips teachers with the requisite knowledge and skills in the performance of specialized tasks. However, the teachers in public secondary schools in Nansana town council had not developed the culture of embracing regular trainings to keep abreast with the ever emerging issues in education.

Besides, the study also concludes that promotion is a strong motivator, that when systematically done and seen as fair to everyone, commitment to job performance is increased enormously, yet this dimension of motivation seemed to have been relegated just to apply to few cases which in turn create resentment among the teaching fraternity as others remain in job groups for a relatively long period of time.



Moreover, working conditions was realized to have significant influence on teacher's job performance, as workers take most of their time in the work stations than elsewhere. Though it appeared that some attempts were being put in place to address this, the working environment was not enriched enough to offer the much needed job satisfaction among the teachers working in public secondary schools in Nansana town council

#### **5.4 Recommendations**

From the study findings, recommendations both for policy formulation and further research are drawn.

##### **5.4.1 Recommendation for Policy Formulation**

It is hoped that the study is significant to teachers in public schools and workers in Nansana town council in various engagements, formal or informal, to embrace motivational practices necessary for enhancing their productivity for the benefit of both individual worker and the organization. It is therefore recommended that teachers like any other work should be motivated to increase their performance.

It is also recommended that the management of public schools put in place measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

The government can use the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

The ministry of education (MOE) can use the findings from the research in understanding extrinsic rewards that lowers teacher's job performance and thus take appropriate strategies and measures so as to improve the efficiency of teachers.

The Board of Management (BOM) can also use the findings from the research in providing rewards that give teachers impetus to work harder and facilitate pupils' performance, both in class and outside classroom.

##### **5.4.2 Recommendation for further Research.**

The study recommends the following areas to be considered for further research:

- What influence do intrinsic rewards have on teacher's job performance in public secondary schools in Nansana town council
- What is the difference in job commitment between teachers in Nansana town council and other areas in Uganda?
- To what extent does working environment alone influences teachers job performance in both public and private organizations?
- Are there significant negative influences of motivational rewards on an institution?

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**APPENDICES**

**APPENDIX I: SAMPLE QUESTIONNAIRE FOR RESPONDENTS**

Dear Respondent,

My name is Namanda Mariam, a student of Kampala International University pursuing a Bachelors degree in Arts with Education (BAE) I am carrying out research on effects of motivation on the performance of secondary school teachers in public schools in Nansana town council. I kindly request you to provide me with information which will be treated confidential and used for academic purposes only.

**SECTION A: Background information about teachers (Tick the correct alternative or fill in the spaces provided)**

Name \_\_\_\_\_ of \_\_\_\_\_ the school.....

Position of the respondent.....

- What is your age bracket?

Age (Years)      21- 25                      26 – 30                      31 – 35                      Above 35

- Marital status

Single                      Married                      divorced

- Gender

Male                      Female

- Highest qualification obtained

Diploma                      Degree                      Post graduate                      Masters

- For how long have you served in this school?

Less than 1                      2-4                      5-7                      8-10                      Above  
10

Thanks for your cooperation

**SECTION C.: The effects of motivation on the performance of secondary school teachers**

- Indicate the entry training qualification at employment

Certificate                  Diploma                  Degree                  Other (specify)

- State your current training qualification.

Certificate                  Diploma                  Degree                  Other (specify)

- State the form training preferred in your institution.

Formal                  Workshop / seminar                  Informal                  Other (specify)

- State the value you often attach to training.

Competencies                  Promotion                  Remuneration

Recognition                  Other (specify)

- State the basis upon which promotion is granted to teachers.

Experience                  Performance                  Administration                  Other (specify)

- State whether you agree or disagree that your school offers conducive working environment.

Strong agree                  Agree                  Disagree                  Strongly disagree

- Indicate the extent to which you agree or disagree that there is a conflict management in your school.

Strong agree                  Agree                  Disagree                  Strongly disagree

**SECTION D: Solution to demotivated teachers**

- For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree, Agree, Disagree and Strongly Disagree).

I am paid a salary that is enough to cater for my basic needs

Strong agree                  Agree                  Disagree                  Strongly disagree

The school provides me free accommodation.

Strong agree                  Agree                  Disagree                  Strongly disagree

Salary payments are prompt

Strong agree                  Agree                  Disagree                  Strongly disagree

The school offers weekly duty allowances

Strong agree                  Agree                  Disagree                  Strongly disagree

Extra teaching allowances paid by the school help me to complete the syllabus

Strong agree                  Agree                  Disagree                  Strongly disagree

It is possible to get advance payment from the school in case I have a financial problem

Strong agree                  Agree                  Disagree                  Strongly disagree

The school organizes end of year party for teachers

Strong agree                  Agree                  Disagree                  Strongly disagree

END

Thanks for your cooperation

**APPENDIX II: A SAMPLE OF INTERVIEW GUIDE TO KEY INFORMANTS**

My name is Namanda Mariam, a student of Kampala International University pursuing a Bachelors Degree in of Arts with Education (BAE). Am carrying out research on Motivation and performance of public school teachers in Nansana town council. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

- Please tell me a story of teachers’ motivation in secondary schools in Nansana town council

.....  
.....  
.....

- What form of intrinsic motivators do teachers have in this school?

.....  
.....  
.....  
.....

- What form of extrinsic motivators do teachers have in this school?

.....  
.....  
.....  
.....

- What do you suggest to be the best means of bringing about high job performance in secondary schools like this one?

.....  
.....  
.....  
.....



- What other comments can you make about the use of extrinsic and intrinsic motivation factors/tools in secondary schools in Tanzania?

.....

.....

.....

.....

**APPENDIX III: A SAMPLE OF THE CHECK LIST OF THE FOCUS GROUP  
DISCUSSION**

My name is Namanda Mariam a student of Kampala International University pursuing a Bachelors degree of Arts with Education (BAE) I am carrying out research on effects of motivation on the performance of secondary school teachers in public schools in Nansana town council. I kindly request you to provide me with information which will be treated confidential and used for academic purposes only.

Time: 30minutes - 1hour

Moderator: Researcher

Recorder: Researcher

**QUESTIONS**

- What form of motivation do teachers in your school get?
- Do you think these motivators are sufficient to ensure good performance? Support your answer.
- What form of extrinsic motivators do teachers get in your school?
- Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.
- Comment on the performance of teachers in your school.

- What problems do teachers face in your school?
- What do you think can be done to improve teacher motivation in your school?
- What do you think can be done to improve teacher performance in your school?