

**THE IMPACT OF MOTIVATION ON TEACHERS' PERFORMANCE IN
PUBLIC PRIMARY SCHOOLS, A CASE STUDY OF YEI
COUNTY PUBLIC PRIMARY SCHOOLS,
SOUTH SUDAN.**

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DECLARATION

I Peter Agot Alier hereby declare that this Dissertation is my original work and has never been submitted to any institution or by any other person for the award of Bachelor Degree or any other award.

Signature

.....

Date: 24/5/2013.....

Mr. Peter Agot Alier

APPROVAL

This is to acknowledge that this research Dissertation has been under my supervision as a university supervisor and is now ready for submission for examination with my approval.

Signature

.....

Date: .....

Mr.Mwesigye William

DEDICATION

I dedicate this work to the memory of my late father Mr. Samuel Alier Agot who was called to his maker on 21st of July 2007. May Almighty rest his soul in peace.

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ABSTRACT

The study was conducted to assess the “impact of motivation on the performance of public primary school teachers in the Republic of South Sudan: a case study of Yei County Public primary schools”. It was guided by the following objectives; to assess the role of motivation in enhancing performance of teachers in public primary schools in Yei County, to establish various motivational tools used to boost the performance of teachers in public primary schools in Yei County, and to analyze the challenges facing motivation of teachers in public primary schools in Yei County.

The study employed descriptive research design, where both qualitative and quantitative techniques of data collection were employed. This was to enable the researcher descriptively understand the impact of motivation on the performance of teachers in Yei Public Primary School using qualitative and quantitative techniques.

It was found out that majority of teachers were men, and majority in young age bracket of 31 -40 years and a big number of them are secondary school leavers. In term of motivation and various roles it's played in enhancing performance. The research found out that all the respondents had knowledge about motivation and there was no consensus on a particular motivation role, but believed organization's survival and achievement of its goals and reduction in absenteeism among other roles as importance, and in term of motivational tools, the research found that teachers prepared pay increment and the major challenge was late payment of salaries.

The study concluded that, motivation packages for the teachers were inadequate. This was evident in the findings where majority of the respondents strongly agreed of being very dissatisfied with the services they are getting from their labor. The effects of poor motivation on work performance in the schools were absenteeism, low output and high labor turnover.

The study therefore, recommended that Government should train Headmasters with high quality school management and leadership; provide career advancement by providing teachers with merit-based scholarship that enable them upgrade their credentials as well as establishment of public teachers training institutions; provision of incentives such as bonuses and bicycles to ease the problem of transport; and increment of teachers salaries as well as early payment of their salaries.

CHAPTER ONE

1.0 INTRODUCTION

This chapter covered background of the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study and significant of the study.

1.1.0 Background to the study

A body of literature highlights teacher motivation as critical for student learning outcomes. Baeza, Chesterfield, and Moreno find that teacher attitude is the dominant factor explaining teacher and school performance in their evaluation of a USAID basic education project in Guatemala (Mendez, 2011). This reflects similar findings among assessments of the Escuela Nueva model in Colombia and Guatemala (Colbert and Mogollon, 1977; Schiefelbein, 1991; and Kraft, 1998).

Michael Armstrong (2009) referred the term ‘motivation’ as various goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Motivation is also refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. High performance is achieved by well-motivated people who are prepared to exercise discretionary effort (Armstrong, 2009).

In East Africa, Anderson (2001) reports that teacher motivation was a key factor in Agha Khan Foundation teacher training programs. Using case studies of 12 African and South Asian countries, Bennell and Akyeampong (2007) pinpoint the commitment of teachers as one of the most important determinants of learning outcomes. Thus, in a variety of developing countries, high teacher motivation leads to positive educational outcomes. On the other hand, low teacher motivation leads to negative educational outcomes. In the same study, Bennell and Akyeampong find that low motivation results in absenteeism, underutilization of class time, professional

misconduct, reliance on traditional teaching practices, poor preparation, and secondary income-generating activities that distract from teaching duties. Similarly, a Volunteer Service Overseas study of teacher motivation in Zambia, Papua New Guinea, and Malawi found that low motivation results in high attrition rates, constant turnover, lack of confidence, varying levels of professional commitment, and a feeling of helplessness to either improve student outcomes or teachers' own situations (London: Volunteer Service Overseas, 2002).

For the case of the Republic of South Sudan, Most schools currently owned by the government were set up by community initiative during the conflict period (Norwegian Refugee Council (NRC) in South Sudan, 2007). As a result, the community still wields a lot of influence in the schools, even after take over by Government. In 2006 when the government took over the responsibility for teachers' salaries, there were no structures for an efficient implementation of a salary scheme. Most teachers had been serving as volunteers. Teacher motivation, for instance, may include in-service training; provision of housing, transportation, and food, etc.; unfortunately many teachers in South Sudan do not feel motivated (NRC, 2007). They regret that after volunteering their services during the conflict period, the government had neglected them when it had the capacity to pay their salaries. This was not exceptional of Yei County where this study took place. Despite numerous teachers' training activities going on, most well qualified and trained teachers are leaving the teaching force to join other government sectors that pay better. These include security forces such as police, army and prison forces that pay more than double what a teacher earns per month. The irony is that employees in the security forces do not have to be literate to be eligible for employment!

1.2.0 Problem Statement

Education system in South Sudan is basically facing post war challenges. Firstly, most primary schools in the Republic of South Sudan are either under trees or poorly constructed classrooms with inadequate capacity that results into congestion. Secondly, majority of primary teachers are untrained, according to Education Management Information System 2010, RSS only 20 percent of them are professional trained teachers this make it difficult for effective delivery of education service due to incapability of the workforce. Thirdly, there is high inaccessibility of education services due to high level of insecurity, people fear sending their children to schools thinking they may be kidnap or harm by the rebels or hostile neighbors especially in areas of Greater Upper Nile region where rebels are operating. Fourthly the high level of illiteracy among the communities that make them decline to send their children to schools in South Sudan is also big challenge. Finally there is generally lack of infrastructure, education materials so most of the primary schools are concentrated in few big towns leaving out much of the population far away from accessing education services.

With high level of corruption in the Republic of South Sudan, most of public servants are not well motivated in execution of their duties in various Departments especially in areas where most of the workforce are employed. For example Education and Health sectors. Most of these Departments especially education which I am addressing here face a lot of challenges in getting their salaries which sometimes goes up to two months without payment. This makes teachers to arrive at work without commitment since there is no motivation. These problems lead to poor delivery of education services in South Sudan. It was this problem of lack of motivation that the researcher was addressing.

1.3.0 Purpose of the study

The purpose of this study was to determine the impact of motivation on the performance of the teachers in public primary schools in the Republic of South Sudan.

1.4.0 General objective

The general objective of the study was to establish the impact of motivation on the performance of the teachers in Government's primary schools in Yei County, Republic of South Sudan

1.5.0 Specific objectives

- i. To assess the role of motivation in enhancing performance of teachers in public primary schools in Yei County.
- ii. To establish various motivational tools used to boost the performance of teachers in public primary schools in Yei County.
- iii. To analyze the challenges facing the motivation of teachers in public primary schools in Yei County.

1.6.0 Research questions

- i. What is the significant of motivation on the performance of public primary schools teachers in South Sudan?
- ii. What are the various motivational tools used to enhance performance of public primary schools teachers in Yei County?
- iii. What are the Challenges facing motivation of Public Primary School Teachers in Yei County?

1.7.0 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in Public Primary schools in Yei County which is close to the international borders with the Democratic Republic of the Congo and the Republic of Uganda. It is approximately 160 kilometers (100 miles), by road, southwest of Juba, the capital and largest city in South Sudan. The geographic coordinates of Yei are: 4° 6' 0.00"N, 30° 40' 12.00"E

(Latitude: 4.1000; Longitude: 30.6700). The county has a population of 201,443(5th Sudan Population and Housing Census, 2008).

1.7.2 Content Scope

The study was specifically aimed at teachers who are within Public Primary schools in Yei County. The study findings were generalized to draw a whole picture on the impact of motivation on teachers' performance in Public Primary schools in Yei County, Republic of South Sudan.

1.7.3 Time Scope

The study focused on the time period between 2009 and 2012 since it is within this period that drastic decline in the performance of primary school teachers in the Republic of South Sudan was registered.

1.8.0 Significant of the Study

The findings of the study will be significant to the following authorities in a number of ways;

- i. Government; this study shall be beneficial to government in a way that it will discover the level of performance of the teachers in public primary schools at a Local Government level and how importance the motivation of teachers can lead to education development in the country.
- ii. The study will also inform civil society organizations in advocating for improvement of teachers working conditions and other areas of education policy advocacy.
- iii. The study will also help other researchers or academician on advancing solutions of education problems in the Republic of South Sudan.

1.9.0 CONCEPTUAL FRAME WORK

Independent Variables (IV)

Motivation

- ✓ Housing allowances
- ✓ Transport allowances
- ✓ Early payment of salaries
- ✓ Marking allowances

Dependent Variables (DV)

Teacher's performance

- ✓ Regular teaching
- ✓ Arrival on time
- ✓ Regular marking of pupils exercises
- ✓ High performance of pupils in exams

Intervening Variables

Factors that influence teachers(employee) performance:

- ✓ Workplace environment
- ✓ Adequate supplies and equipments
- ✓ Job Rewards
- ✓ Security

Source: Abraham Maslow (1943), Herzberg *etal* (1957).

Based on Maslow (1943) Needs Hierarchy theory, the conceptual framework above clearly show that the independent variables (housing allowances, transport allowances, early payment and marking allowances) can inspired teachers performance from low to high level. This is because the priority needs of any individual are the physiological needs, which one must satisfy before going for the highest-level needs of self-actualization (Maslow, 1943). An example of how a teacher may move through this hierarchy may be that when a teacher decides that he or she is earning enough pay for his or her contributions to the school and system, money loses its power to motivate. He or she is then free to concentrate on higher order motivators, such as helping students earn success. On the other hand, two groups of factors affect job satisfaction :(1) those intrinsic to the work itself; (2)those extrinsic to the job (extrinsic motivators or hygiene factors) such as pay and working conditions also influence the performance(Herzberg *et al*,1957).Therefore the intervening variables also contribute to high performance. For example, a teacher may be motivated to perform highly when there is good workplace environment; availability of teaching materials and equipments; job rewards in term of incentives; and Job security. These intervening variables are motivators and have high influence on the performance of teachers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined relevant literatures required to find answers and connect them to research objectives and questions related to motivation and performance.

2.1 Motivation Theories

Inevitably, the decisions that people make today have the potential to drastically affect their lives in the proverbial tomorrow. However, the choices that teachers face have the potential to affect not only their own lives and careers but also the lives and careers of the countless others that they are bound to impact throughout their time of serving. Teachers not only serve as role models for tomorrow's leaders, but are often influentially present during those teachable moments. Because of the potentially sweeping impact that teachers have on the future of the community-at-large, as well as on the educational system as a whole, it is important that we understand motivational theories that influence their performance.

2.1.1 The Needs hierarchy Theory of Motivation

Of all of the various content theories of motivation, one of the most widely cited and discussed motivation theories in teacher education is the need hierarchy model proposed by Abraham Maslow in 1943 (Kaplan & Maslow, 1998). The lowest-level needs are the physiological needs, and the highest-level needs are for self-actualization. Maslow defined human needs as: 1. *Physiological*: the need for food, drink, shelter, and relief from pain. 2. *Safety and security*: the need for freedom from threatening events or surroundings. 3. *Belongingness, social, and love*: the need for friendship, affiliation, interaction, and love. 4. *Esteem*: the need for self-esteem and for respect for others. 5. *Self-actualization*: the need to fulfill oneself by maximizing the use of abilities, skills, and potential (Maslow, 1943). Maslow's theory would assume that a teacher would attempt to satisfy the more basic needs (physiological) before directing behavior toward satisfying upper-level needs (self-actualization). According to Maslow, a satisfied need ceases to motivate (Gibson, Ivancevich, Donnelly, & Konopaske, 2006). An example of how an educator may move through this hierarchy may be that when a teacher decides that he or she is earning

enough pay for his or her contributions to the school and system, money loses its power to motivate. He or she is then free to concentrate on higher order motivators, such as helping students earn success.

2.1.2 Clayton ERG Theory of Motivation

Clayton Alderfer agreed with Abraham Maslow that individual's needs are arranged in a hierarchy. However, Alderfer's proposed needs involved only three sets of needs: 1. *Existence*: needs satisfied by such factors as food, air, water, pay, and working conditions. 2. *Relatedness*: needs satisfied by meaningful social and interpersonal relationships. 3. *Growth*: needs satisfied by an individual making creative or productive contributions (Alderfer, 1969). Alderfer's three needs of existence (E), relatedness (R), and growth (G), or ERG, correspond to Maslow's in that the existence needs are similar to Maslow's physiological and safety categories; the relatedness needs are similar to the belongingness, social, and love category; and the growth needs are similar to the esteem and self-actualization categories (Gibson, Ivancevich, Donnelly, & Konopaske, 2006). In contrast to Maslow's theory, Alderfer's ERG theory suggests that in addition to the satisfaction-progression process of needs, a frustration-regression process is also at work (Alderfer, 1969). For example, if a teacher is continually frustrated in attempts to satisfy growth needs, such as creating unique lessons for his or her students, then relatedness needs, such as having esteem among colleagues, tend to reemerge as a major motivating force, causing him or her to redirect efforts toward exploring new ways to satisfy this lower-order need category.

2.1.3 Two-factor content Theory of Motivation

Psychologist and management consultant Frederick Herzberg in 1959 developed the two-factor content theory of motivation (Herzberg, Mausner, & Synderman, 1959). The two factors are the dissatisfiers-satisfiers, hygiene-motivators, or the intrinsic-extrinsic factors, depending on who is discussing the theory. The original research testing this theory included a group of 200 accountants and engineers. Herzberg used interview responses to questions, such as, "Can you describe, in detail, when you felt exceptionally good about your job?." Rarely were the same kinds of experiences categorized as both good and bad, resulting in the development of two distinct kinds of experiences: satisfiers and dissatisfiers (Herzberg, Mausner, & Synderman,

1959). Herzberg's initial study resulted in two specific conclusions. The first being the extrinsic conditions, the job context, include pay, status, and working conditions. The presence of these conditions to the satisfaction of the employee does not necessarily motivate them, but their absence results in dissatisfaction. Because these factors are needed to maintain at least a level of "no dissatisfaction", the extrinsic conditions are called the dissatisfiers, or hygiene factors. The second conclusion, a set of intrinsic conditions, the job content, is also present. These conditions include feelings of achievement, increased responsibility, and recognition. The absence of these conditions does not prove highly dissatisfying, but when present, they build strong levels of motivation that results in good job performance. Therefore, they are entitled the satisfiers, or motivators (Gibson, Ivancevich, Donnelly, & Konopaske, 2006). In order to preserve the health of an educational system, it is important for individuals and administrators to take hygiene factors and motivators into account. If these elements are ignored, then low performance, absenteeism, and turnover of teachers and other professional educators can result.

2.1.4 The Expectancy Theory of Motivation

Of all of the process theories of motivation, likely the most widely cited process explanation of motivation, developed by Victor Vroom in 1964, is the expectancy theory. The majority of the early studies conducted (about 50) tested the accuracy of expectancy theory in predicting employee behavior (Vroom, 1964). Vroom defines motivation as a process governing choices among alternative forms of voluntary activity. In his view, most behaviors are under voluntary control of the person and are consequently motivated (Gibson, Ivancevich, Donnelly, & Konopaske, 2006). Vroom established three parts to his theory, Valence, Instrumentality, and Expectancy (VIE). The first-level outcomes resulting from behavior are associated with doing the job itself. These outcomes include productivity, absenteeism, turnover, and quality of productivity. Second-level outcomes are those events (rewards or punishments) that the first-level outcomes are likely to produce, such as merit pay increase, group acceptance or rejection, and promotion. Instrumentality is an individual's perception that first-level outcomes are associated with second-level outcomes. Valence is the strength of a person's preference for a particular outcome. For example a teacher may prefer a 2.5% merit increase over a transfer to another school, or a transfer to another department within the same school. The expectancy

(probability) is the perceived likelihood that a particular act will be followed by a particular outcome (Vroom, 1964).

2.2 Role of Motivation in enhancing performance

According Smith, the reason why employers motivate employees is purposely for survival (Smith, 1994). Despite the fact workers always agitating for compensation for work done to keep them alive seems to have problem because, when workers are satisfy with their survival needs, they tend to fight for recognition and others. For example, some feel that, they should be sponsored to travel outside the country. Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. The achievement of individuals and organizational goals are independent process linked by employee work motivation. Individual motivates themselves to satisfy their personal goals, therefore they invest and direct their efforts for the achievements of organizational objectives to meet with their personal goals also. It means that organizational goals are directly proportional to the personal goals of individuals. Robert (2005), reported that the manager's job is to ensure the work done through employees is possible; if the employees are self-motivated towards work rather directed. The manager's involvement is not so much important in the motivation of employees. The employees should motivate themselves to work hard. Another goal in organization is the goal of the service manager which is to develop motivated employees and encourage their morale regarding their respective works. Motivation is an effective instrument in the hands of manager for inspiring the workforce and creating a confidence in it. By monitoring workforce, management creates "will to work" which is necessary for the achievement of the organizational goals. The following results may be expected if the employees are motivated:

The workforce will be satisfied if management provides them with opportunities to fulfill their physiological and psychological needs. The workers will cooperate voluntarily with the management and will contribute maximum towards the goals of the organization. Workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. This will also result in increased productivity as well as the rate of labor turn over and absenteeism among the workforce will reduced to the barest minimum (Chhabra, 2010). It is true to some extent that when workers are

motivated, their ability to increase productivity will be high. There are certain situations some workers attitude are not reversible and management must put pressure in order to influence them work hard. . Despite the deviates in every society, motivation still remains a powerful or recommended tool in influence labor force “will to work”.

2.3 Various Motivational tools or Mechanisms

Increasing motivation in your workplace can help improve performance, raise morale and boost productivity (*Lisa McQuerrey, Demand Media 2009*). While different motivators work for different types of employees, there are several common techniques for getting employees excited and energized for their jobs. If in doubt, ask employees what you can do for them to help them feel more motivated about their professional setting. Lisa McQuerrey, Demand Media put the following motivational tools forward for managers;

Create a Positive Work Environment

Motivate employees by giving them an upbeat, positive work environment. Encourage teamwork and idea-sharing, and make sure staffers have the tools and knowledge to perform their jobs well. Be available when employees need you to be a sounding board or a dispute mediator. Eliminate conflict as it arises, and give employees freedom to work independently when appropriate.

Set Goals

Help employees become self-motivated by helping them establish professional goals and objectives. Not only does this give employees something to strive for, but your organization benefits when goals are tied to corporate contributions. Make sure goals are reasonable and achievable so employees don't get discouraged. Encourage them when they hit notable milestones.

Provide Incentives

Increase motivation by providing incentives to work toward. You can create individual incentives for each employee or team incentives to motivate employees as a group. Financial incentives can include cash prizes, gift cards or restaurant gift certificates. Nonfinancial

incentives can include extra vacation days, compressed work weeks or choice office space or parking spots.

Recognize Achievements

Celebrate employee achievements through employee-of-the-month or star performer awards. Make a big deal out of accomplishments by celebrating at staff meetings. Print certificates or engrave plaques, issue a press release or post a notice on your organization's notice board or website. Recognize team accomplishments as well as individual efforts.

Solicit Employee Input

Regularly survey employees about their levels of satisfaction. You can conduct anonymous polls or hire an independent party to conduct a formal focus group. This will help you catch potential morale breakers before they get out of hand. Soliciting employee input also shows staffers that you care about their opinions and want to continually improve working conditions.

Provide Professional Enrichment

Encourage employees to continue their education or participate in industry organizations. Provide tuition reimbursement or send employees to skills workshops and seminars. If an employee is motivated to an upward career path, offer mentoring and job shadowing opportunities to keep them focused. Promote from within whenever possible, and create opportunities to help employees develop from a professional standpoint.

2.4 Challenges facing motivation of teachers

A review of empirical studies on teacher motivation in developing countries indicates widespread low or decreasing levels of motivation, resulting in lower quality of education. For example, Bennell and Akyeampong (2007) find that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia. The documented causes of low teacher motivation, what their report referred to as "threats to teacher motivation", can be divided into eight interconnected categories:

- 1) *Workload and Challenges*: There are increasing classroom challenges and demands placed on teachers, but the following seven motivational supports teachers need to face these challenges and demands are decreasing or stagnant.
- 2) *Remuneration and Incentives*: Teacher salaries are generally low and irregularly paid.
- 3) *Recognition and Prestige*: Social respect for teachers has fallen in many countries.
- 4) *Accountability*: Teachers often face weak accountability with little support.
- 5) *Career Development*: Teaching is frequently a second-choice job with few opportunities for professional development.
- 6) *Institutional Environment*: Teachers face unclear and constantly changing policies as well as poor management.
- 7) *Voice*: Teachers rarely have an opportunity for input into school management and ministry policy.
- 8) *Learning Materials and Facilities*: Teachers have few or poor learning materials and poor facilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introductions

This chapter focused on the methods the researcher used in collecting data. It discusses the research design, organization of the study, data collection methods and procedures, and data analysis.

3.1 Research Design

The researcher used a descriptive research design, where both qualitative and quantitative techniques of data collection were employed. This enabled the researcher descriptively understood the impact of motivation on the performance of teachers in Yei Public Primary School using qualitative and quantitative techniques.

3.2 Population of the Study

The target populations of this study were the teachers of Yei County Government Primary School, Republic of South Sudan and other stakeholders. This was to ensure that all the stakeholders were involved to give the study all the validity and reliability it required to achieve.

3.3 Sample Size

The populations of 1100 respondents were used in this study. The sample size was determined using formula suggested by Krejcie and Morgan (1970). Based on Krejcie and Morgan (1970) the sample size of the above population was 285. (See Appendix VI)

Table 1.0: Table of sample size

Respondents	Total Size	Sample Size
Teachers	995	285
Other respondents	105	
G/Total	1100	

Source: Primary Data

3.4 Sampling Procedure

The Researcher used Simple random sampling technique on the teachers and other stakeholders in the study. Samples were picked randomly from general population. This was because with Simple random sampling method, all members of the population have equal opportunity to or not be selected.

3.5 Data Collection Methods

The method that was used for collecting data in this study was mainly a cross-sectional survey method as it was the appropriate method used for studying quantitative respondents Amin (2005).

3.6 Tools/Instruments of data collection

The researcher used self-administered questionnaires (SAQ) and interview. SAQ was applied for collecting data from teachers, and Local Authorities, while interview was administered to collect data from Public. The researcher makes sure that questions were clear, precise and conform to the research variables stipulated in the conceptual framework. These instruments, were chosen because they suit this kind of study.

3.7 Ethical considerations

The Researcher had obtained introductory letters from the College of Humanities and Social Sciences, Department of Political and Administrative Studies, Kampala International University to the authorities in the County. On the other hand respondents were assured of confidentiality of the information they provided and the study was strictly for academic purpose only.

3.8 Data Analysis

The researcher carried out quantitative analysis, where data was converted into numerical codes. The researcher did prepared the code sheet specifically for items which were open ended. While for the close ended items, data was entered straight into the computer. The data was analyzed using statistical software called Excel.

3.9 Validity and Reliability

For the possibility of getting incorrect answers, more emphasis was put on the validity and reliability of the findings.

3.9.1 Validity

The traditional criteria for validity find their roots in a positivist tradition, and to an extent, positivism has been defined by a systematic theory of validity. Within the positivist terminology, validity resided amongst, and was the result and culmination of other empirical conceptions: universal laws, evidence, objectivity, truth, actuality, deduction, reason, fact and mathematical data to name just a few (Winter, 2000).

Joppe (2000) provides the following explanation of what validity is in quantitative research: Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? The researcher ensured that the data was collected in the format of the designed research instruments base on the related literature of the study to increase validity.

3.9.2 Reliability

Joppe (2000) defines reliability as: The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. For reliability of this study to prevail, the researcher administered the same data collection instruments for all the respondents such that reliability of the data collected was obtain.

4.0 Limitations of the Study

The limitations of this study were lack of adequate funds that were used facilitation of the research during the study. This was because most of the schools covered were scattered in Payams and Bomas. Lack transport was also a challenge. The researcher did not have a mean of transport therefore he was using public mean which were very expensive to hire. There was also lack of road connecting the some Payams with the county headquarters. With all these challenges the researcher tried his best to used whatever little resources available to make this study successful.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

The chapter provides analysis aimed at getting sufficient information regarding motivation of teachers and their performance in South Sudan. As such the study focused entirely on getting advanced findings which would define the actual motivational issues that need to be address in order to enhance performance of public primary schools teachers in Yei County. Hence the findings created a complete log on the actual teacher's performance in South Sudan and how motivational tools can be adequately used to enhance teachers' performance in public primary schools.

4.1 Background

Data that was obtained from various instruments sustainably featured teachers' motivational level that reflected the actual situation of the area being studied. This additionally helped in the overall structural platforms of getting relevant data concerning motivation of teachers; with the analysis of South Sudan, education sector.

4.2 The General Demographic profile

The study also concentrated on establishing data concerning demographic data characteristics of the respondents in the areas of gender, age and educational background.

Table 4.2.1 Responses as per gender

Gender	Frequency	Percentage
Male	198	69.47
Female	87	30.53
Total	285	100.00

Source: field data, 2013

From table 4.2.1 above, this study was as well analyzed, in terms of gender composition and it showed that respondents were both males and females. The total number of males' respondents was 198 (69.47%) while the females were 87 (30.53%). This show that there are more men employed in the education sector than women even in public offices in the county. This is perhaps as a result of cultural rigidities that have for long neglected girl child education.

Table 4.2.2 responses as per age

Age	Frequency	Percentage
21-30	76	26.66
31-40	167	58.59
41-50	35	12.28
Above 51	7	2.45
Total	285	100.00

Source: field data, 2013

Table 4.2.2 above, shows the ages of the respondents and provides a platform for varied comparisons of the age ranges of those interviewed. The first category, age 21-30, 76 (26.66%), the largest category 31-40, 167(58.59%), 41-50, 35(12.28%) and above 51, 7(2.45%) which indicates a fair distribution of age among the respondents in the study. This further implies that the majority of the teachers (being the main respondents) are still in the youthful age, very energetic and determined to work.

Table 4.2.3 Responses as per the education background

Educational Background	Frequency	Percentage
Primary education	15	5.26
Secondary education	237	83.15
College or university	33	11.57
Non	0	0
Total	285	100.00

Source: field data, 2013

From the table 4.2.4, the number of respondents who had attained degrees/diplomas was (11.57%) the secondary education came with the highest of, (83.15%) while those with primary education were (5.26.%) and the illiterate group/no formal education was (0%). It is observed therefore, from the table that most of the respondents interviewed were literate or had knowledge of the problem. It was also noticed that majority of teachers did not have basic training in teaching profession as indicated by the percentage (83.15%) of teachers with secondary certificates rather than college or university which has second lowest percentage(11.57%).

4.3. Analysis of the roles plays by motivation in enhancing performance

This theme of the study analyzes the findings of the study concerning the roles played by motivation in enhancing performance. It looks into motivation and various roles its plays in enhancing performance.

Table 4.3.1 Responses as per knowledge about motivation

Category	Frequency	Percentage
Respondents who heard about motivation	285	100.00
Respondents who had never heard about motivation	0	0
Total	285	285

Source: field data

From table 4.3.1 above, all the respondents have knowledge of about motivation and have heard about motivation as a tool used in enhancing performance. It implies that respondents were highly aware of the challenges facing them in the education sector in terms of their motivation by the government and that might be the reason why most of the educators were leaving the sector in search for jobs in other institutions where they can get motivation. For example NGOs and other government's institutions that pays well.

Table 4.3.2 Responses about the roles plays by motivation in enhancing performance

Roles	Frequency	Percentage
Organization's Survival & Achievement of its Goals	86	30.17
Reduction of labor turnover	73	25.61
Employees Morale	44	15.43
Reduced absenteeism	82	28.77
Total	285	100.00

Source: field data, 2013

Based on table 4.3.2, the respondents came up with different opinions about the roles plays by motivation in enhancing performance; 30.17% of the respondents believed motivation can lead to organization's survival and achievement of its goals, 25.61 % of them believed it lead to reduction of labor turnover, while 15.43% of them believed it lead to high morale of employee hence enhancing the performance, and 28.77 % of them believed it reduces high rate of absenteeism which in turn enhancing the performance. The findings imply that motivation plays

a very big role in any success of any organization of which education sector is not exceptional. This was clearly illustrated by the number of respondents who gave varying information of what they perceived as importance roles played by motivation, ranging from survival and achievement of organizational goals to reduction of absenteeism which gained high percentages.

Table 4.3.3 Responses of teachers' level of motivation.

Category	Frequency	Percentage
Very satisfied	0	0
Satisfied	0	0
Dissatisfied	84	29.47
Very dissatisfied	201	70.52
Total	285	100.00

Source: field data, 2013

From table 4.3.1 above, most of the respondents belief that teachers are not motivated well with (70.52%) of them confirming that teachers are indeed very dissatisfied, while (29.47%) of them agreed but to a smaller extend. It's further demonstrated that majority of teachers were actually very dissatisfied and that might be the reason why most of them are leaving the education sector looking for better jobs which could in turn lead to decay of education in the country.

4.4 Motivational tools used in enhancing performance.

This section explained various motivational tools employed by the Government of the Republic of South Sudan in enhancing the performance of her teachers in the education sector. The findings present when does teachers feel motivated, their salaries level and how often they receive the salaries.

Table 4.4.1 Responses of when teachers feel motivated

Category	Frequency	Percentage
When given allowances	51	17.89
When provided with transport means(bicycles) etc	26	9.12
When given housing	33	11.57
When send for training	30	10.52
When pay high salaries	145	50.87
Total	285	100.00

Source: field data, 2013

From the table 4.4.1 above, the research findings of when does teachers feel motivated came with different responses. The greatest percentage of the respondents (50.87%) believed in salary increment as a tool that can motivate them; 17.89% of the respondents prepared allowances as the source of their motivation; 11.57% of them believed provision of housing for teachers as a motivational tool; while 10.52% prepared career advancement in term of further training as their motivational tool; and 9.12% of the respondents believed in provision of transport's mean such as bicycles as the motivational tool. The results imply that majority of teachers prepared increment of their salaries as best tool for motivating them. Its mean that even when they are not provided with allowances, means of transport, housing and training opportunities and the government increase their salaries they can continue working as long as they are getting their salaries.

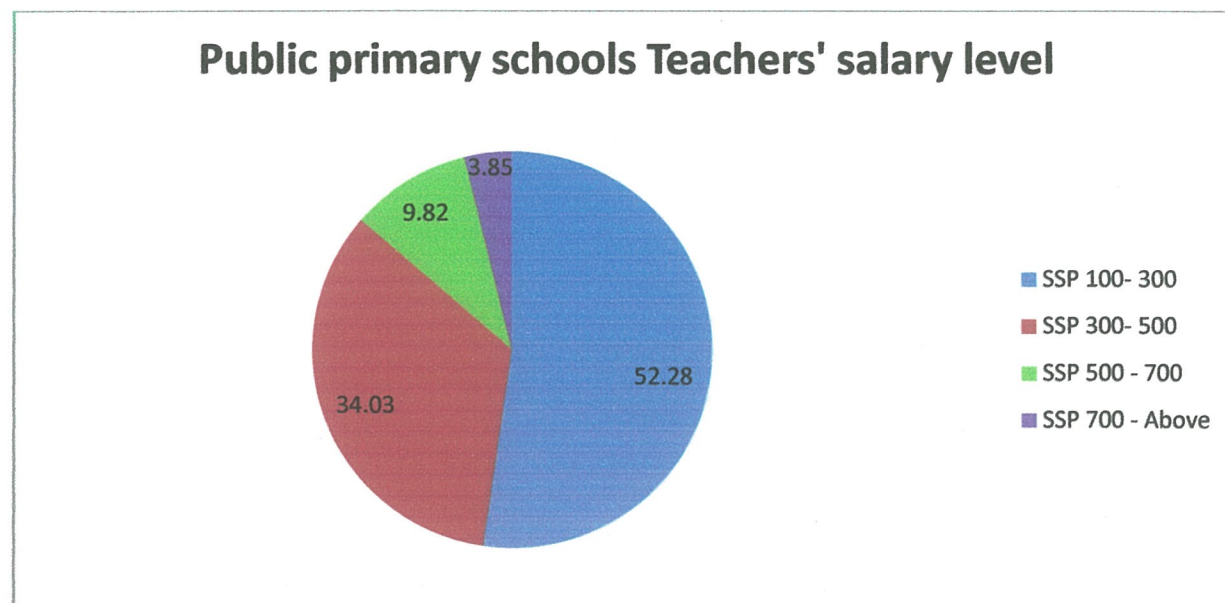
Table 4.4.2 responses of teachers' monthly salary level.

Category	Frequency	Percentage
SSP 100 – 300	149	52.28
SSP 300 – 500	97	34.03
SSP 500 – 700	28	9.82
SSP 700 – above	11	3.85
Total	285	100.00

Source: field data, 2013

Based on the table 4.3.2 above, the majority of teachers are less pay with (52.28%), while (34.03%) of them are fairly paid, and (9.82%) being paid a bit higher while the highest pay is (3.85%). This clearly demonstrates how teachers are not motivated in term of salaries as motivational tool. The low pay as indicated by the percentage (52.28%) above might be the reason why majority of teachers left the education sector in the previous years. This has seriously affected the education sector not only in Yei County but in South Sudan as a whole.

Figure 1.0 Chart showing Public primary school teachers' salary level



Source: field data, 2013

Based on figure 1.0 above, the chart illustrates the level of teachers' salaries in percentages where the blue shade represents the biggest percentage of 52.28%; the second largest is the red shade with 34.03%; while the green shade represent the smaller percentage of 9.82%; and the smallest shade of pink color which represent 3.85 of the respondents. This clearly illustrated that teachers are not motivated in term of salaries. This makes most of them to leave on credits or resort to other activities that may earn them a living hence leading to absenteeism in their workplaces as well as poor delivery of lessons since they have lost focus as a result of poor motivation.

Table 4.4.3 responses of how often does teachers receive their salaries

Do teachers receive their salaries at every end of the month?	Frequency	Percentage
Yes	0	0
No	285	100%
Total	285	100.00

Source: field data, 2013

Table 4.4.3 above clearly shown, that teachers never receive their salaries at the end of every month. This is illustrated by the percentage of the respondents who disagreed with the question. The findings imply that teachers never receive their dues at every end of every month as expected which resulted into reduction of efforts in terms of delivery of their duties as well as performance of their schools.

4.5 Challenges facing motivation of teachers of Yei County.

This category analyzes the challenges facing motivation of teachers in public primary schools in Yei county as well as general challenges facing education sector in Yei County.

Table 4.5.1 Responses of challenges facing teachers in Yei County

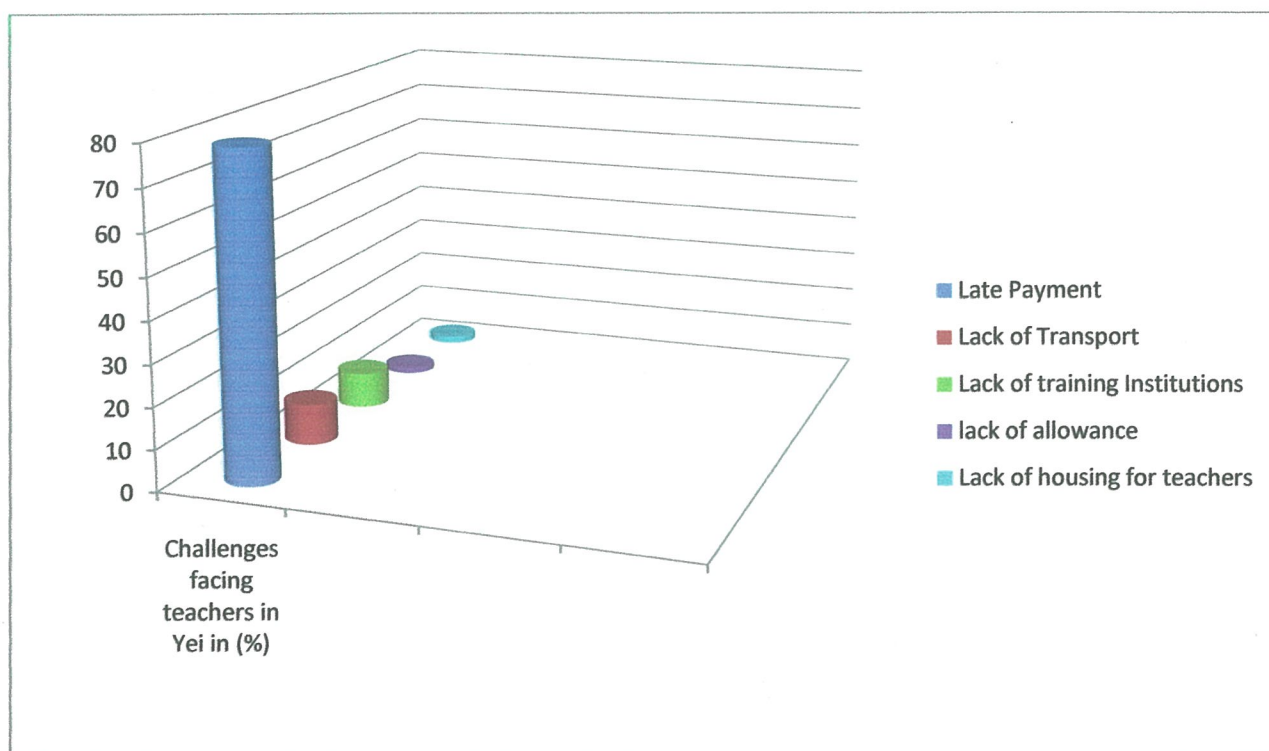
Category	Frequency	Percentage
Late payment	223	78.24
Lack of transport	28	9.82
Lack of training institutions	25	8.77
Lack of allowances	4	1.40
Lack of housing for teachers	5	1.75
Total	285	100.00

Source: field data, 2013

According to table 4.5.1 above, majority of the respondents believed late payment of salaries as the challenge to their performance, with 78.24% of them agreeing while (9.82%) of them sees lack of transport to their schools as a challenge, and on the other hand (8.77%) believed lack of training institutions as a challenge in term of enhancing their careers which can in turn enhance

their performance, lack of housing for teachers came the second last challenge with 1.75%, and last challenge was lack of allowances with 1.40% of the respondents. From the above findings all the respondents are aware of the challenges facing them but prepared late payment as one of the most pressing challenge facing them. This indicated that most teachers concentrated in fulfillment of their basic needs before directing their efforts for other higher needs of self actualization and esteem as put forward by Maslow.

Figure 2. Chart Showing Challenges facing Teachers in Yei County in percentages



Source: field data, 2013

Based on figure 2. Above, the chart indicated the challenges facing teachers' motivation in Yei county with the largest category being blue bar with 78.24% putting late payment of salaries as a major challenge to teachers, red bar which illustrated lack of transport as a challenge came with 9.82%, the green bar which indicated lack of training institutions as a challenge with 8.77%, while light blue bar which indicated lack of housing facilities for teachers as a challenge got 1.75% and pink bar which indicated lack of allowances came as the last challenges with 1.40%. The chart clearly illustrated late payment as a major challenge facing most of the teachers. This

could be because South Sudan have not had a functioning government before were employee would have learnt about other motivational tools or most of them have not work before hence considering salaries as importance motivational tool hence paying less attention to others.

Table 4.5.2 Responses of teaching improvement in Yei County.

Have teaching improved in Yei?	Frequency	Percentage
Yes	98	34.38
No	187	65.61
Total	285	100.00

Source: field data, 2013

Based on the table 4.5.2 above, 34.38% of the respondents believed that teaching has improved and the majority of 65.61% of the respondent disagreed and explained the challenges as ranging from lack of motivation of teachers to lack of capacity building for teachers in order to improve on their skills. These challenges lead to poor performance of pupils as well as overburden of the few teachers who may devote themselves to teaching even when they are not pay in time. The results implies that teaching improvement remain a challenge in Yei county public primary school this might be as a result of lack of qualified teachers and poor motivation.

CHAPTER FIVE

SUMMARY OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This Chapter summarized the main findings to the research objectives and questions, conclusions were drawn to the study from the findings and proposed possible recommendations that would improve the way in which public primary teachers can be motivated for improvement of educational level in the Republic of South Sudan, and on the same note encourage the teachers to develop a positive attitude towards the delivery of educational services.

5.1 SUMMARY OF THE RESEARCH FINDINGS

5.1.1 Demographic profile of the respondents

This section of study was concerned with the profiles of the respondents ranging from gender, age and education background. It found that men are the dominant of education sector with 69.47% compare with women who just obtained 30.53% of the workforce in the sector; in term of age the research found that majority of teachers are in their young age (31 – 40) with 58.59% and are energetic to carry out their mandate successful, and in term of educational background, it was found out that majority of teachers are secondary school leavers with 83.15% compare to university/college graduates who just obtained 11.57% of the respondents which clearly shown that majority of teachers are not trained in education sector.

5.1.2 Analysis of the roles played by motivation in enhancing performance

This category looks into motivation and various roles its plays in enhancing performance. The research found that all the respondents had knowledge about motivation with 100% of them agreeing. In term of the roles plays by motivation, there was no consensus on a particular motivation role, 30.17% of the respondents believed organization's survival and achievement of its goals as importance role plays by motivation, 28.77% believed its reduces high rate of absenteeism, 25.61% believed its lead to reduction in labor turnover and 15.43% of them believed its increases the morale of employees and in term of level of motivation, the results

shown that teachers are indeed not motivated as indicated by the percentage (70.52) of the respondents.

5.1.3 Motivational tools used in enhancing performance

This section summarized the various motivational tools employed by the government of South Sudan in enhancing the performance of teachers. It explained findings concerning, when does teachers feel motivated, their salaries level and how often they received their salaries. It was found that majority of teachers prepared pay increment as what can motivate them among other motivators, on salary level, majority of teachers fall within the margin of 100 – 300 SSP (South Sudanese Pound) with 52.28% compared to other levels, and on the question of how they often received their salaries, all the respondents agreed that they don't received their salaries in every end of the month which clearly show how teachers are faced with motivation challenge.

5.1.4 challenges facing motivation of teachers of Yei County

The category analyzes the challenges facing motivation of public primary teachers in Yei County and general challenges facing education system in Yei County. The results were that the respondents believed late payment of salaries as a big challenge to teachers with 78.24% compare to other challenges and in term of teaching improvement in Yei County majority of respondents believed the teaching has not improved with 65.61% disagreeing. This could be because of lack of qualified teachers.

5.2 Conclusions

5.2.1 Demographic profile of the respondents

The study concluded that men are the dominant of education sector with 69.47% compare with women who just obtained 30.53% of the workforce in the sector; in term of age, majority of teachers are in their young age (31 – 40) with 58.59% and are energetic to carry out their mandate successful, and in term of educational background, the majority of teachers are secondary school leavers with 83.15% compare to university/college graduates who just obtained

11.57% of the respondents which clearly shown that majority of teachers are not trained in education sector.

5.2.2 Analysis of the roles played by motivation in enhancing performance

The research concluded that all the respondents had knowledge about motivation. In term of the roles plays by motivation, there was no consensus on a particular motivation role, but organization's survival and achievement of its goals and reduction of absenteeism were agreed upon by the majority of respondents compare with other roles.

5.2.3 Motivational tools used in enhancing performance

The research concluded that various motivational tools employed by the government of South Sudan in enhancing the performance of teachers were inadequate and the teachers are not motivated in their various capacities as seen by the level of their pay as well as the timing of receiving of the salaries.

5.2.4 challenges facing motivation of teachers of Yei County

The finding concluded that teachers are facing number of challenges with late payment of their salaries as the major challenge the respondents agreed upon, and there was also general disagreement on the improvement of teaching in Yei County. This might be the results of lack of qualified teachers.

5.3 RECOMMENDATIONS

Based on the research findings above, the following recommendations are hereby put forward;

Salary and Compensation

Increment of teachers' salaries is an appropriate and sustainable way the performance of teachers can be enhance in Public primary school in Yei County as well as to all public primary schools in the Republic of South Sudan. The dependency of the country from import of goods from the neighboring countries makes the prices of these goods become unaffordable to the less pay category of South Sudan workforce especially teachers. This situation requires government to look into teachers salary scale so that their pay is adjusted to market prices otherwise few of

them that have qualifications which may fit them into other sectors are likely to leave education sector which will in turn lead to decay of education in the Country. The salaries on the other hand must be paid in the end of every month as much as possible to keep the teachers away from resort to other activities that may bar them from spending their full time teaching at schools.

Incentives

Encouragement of women, people with disabilities and minorities to enter or remain in the teaching profession, by providing appropriate incentives and allowances is an importance incentive. As you have seen from the research findings, the number of women in the teaching sector is very low compare to men who are majority in the sector. Provision of bonuses can improved teachers' attendance and student learning. Many researchers suggest that monetary rewards are the strongest incentive for teachers in Africa, especially salary increases or performance based awards. Action research also finds that collaborative work among teachers is a successful criterion for such awards, and that monetary incentives are more effective when awarded to teaching teams versus individual teachers. These awards should avoid as much as possible rewarding bad teachers within the team, and should ensure that the award is fair and transparent (Teacher Motivation and Training (TMT) in Benin 2009).

On the other hand, Teachers in remote areas should be provided with bicycles so that at least they can be able to report to their schools early enough and deliver their lessons in time. Lack of transport has been the other problem most of the respondents expressed in this research finding. Therefore I strongly recommended government to purchase bicycles for this category of the teachers to enable them do their work.

Career Advancement

As the research indicated, majority of teachers in the Republic of South Sudan have no qualifications in teaching profession. Therefore the Government should provide teachers with career development courses and assistance with career development plans. The government should also provide merit-based scholarships so that teachers can upgrade their credentials. The Government should also ensure teachers have opportunities to upgrade their qualifications within the education system, since avenues outside the system may increase absenteeism and decrease motivation. On the other hand, teachers training institutions need to be established while the

existing ones need to expand to accommodate many people. This could address the issue of capacity building.

Teacher Management

The government should provide headmasters with high-quality training in school management and leadership. The role play by headmasters is critical for enhancing teacher motivation and improving student learning outcomes. Effective management training programs for head teachers can also lead to noticeable improvements in teacher behavior and performance. The Government should also ensure that the recruitment, deployment, and promotion of teachers are transparent and fair. Discrimination against female, disabled, or other marginalized teachers should be forbidden through the utilization of guidelines, codes of ethics, and monitoring and evaluation systems.

5.4 Areas of further research

From the findings of the study, the following areas have been earmarked for further research;

- I. Recruitment and Organizational performance
- II. Competence and skills analysis
- III. Organizational culture and employees performance

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APPENDICES

APPENDIX I: RESEARCH INSTRUMENT

Questionnaire for Yei County Primary Schools' teachers.

Dear Sir/Madam,

I am Peter Agot Alier, a student of Kampala International University carrying out an academic research on the impact of motivation on the performance of teachers in the Republic of South Sudan, A case study of Yei County Primary Schools' Teachers. You have been randomly selected to participate in the study and you are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality. Your cooperation is highly appreciated.

NB: do not write your name anywhere on this paper.

SECTION A: - Personal Information of the respondent

1. Gender

a) Male ☐ b) Female ☐

2. Age

a) 21-30 years ☐ b) 31- 40 ☐
c) 41-50 ☐ d) 51 and above ☐

3. Educational status.

a) Primary education ☐ b) Secondary education ☐

c) College or university ☐ d) Non ☐

e) Others (mention).....

SECTION B: - The role of motivation in enhancing performance

4. Have you ever heard about Motivation?

a) Yes ☐ b) No ☐

5. if Yes, what role does it plays in enhancing employee performance?

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

6. How motivated are you in the current job?

a) Very satisfied ☐ b) Satisfied ☐
c) Dissatisfied ☐ d) Very dissatisfied ☐

7. If you are in any way dissatisfied with your employer, or the service you are getting please state the reason/s

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

C: MOTIVATIONAL TOOLS USED IN ENHANCING PERFORMANCE

8. When do you feel motivated?

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

9. What is the level of Teachers Monthly Salary in South Sudan?

a) SSP 100 – 300 ☐ b) SSP 300 – 500 ☐

c) SSP 500 – 700 ☐

d) SSP 700 and above ☐

10. Do you receive your salary at every end of the every month?

a) Yes ☐

b) No ☐

11. If no, please indicate when and the reasons for the delay

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

D. CHALLENGES FACING MOTIVATION OF TEACHERS IN YEI COUNTY

12. What are the challenges that prohibit Teachers from performing well in delivery of education services in Yei County?

a) Late payment of Salaries ☐

b) Lack of Allowances ☐

c) Lack of Transport ☐

d) Lack teachers training institutions ☐

e) Others, explain:

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

Thank you very much for your co-operation.

APPENDIX II: RESEARCH INSTRUMENTS

Questionnaire for Yei County Local Authorities

Dear Sir/Madam,

I am Peter Agot Alier, a student of Kampala International University carrying out an academic research on the impact of motivation on the performance of teachers in Public primary schools in the Republic of South Sudan, A case study of Yei County teachers. You have been randomly selected to participate in the study and you are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality. Your cooperation is highly appreciated.

NB. Please do not write your name on this questionnaire.

SECTION A: - Personal Information

1. Gender

a) Male ☐ b) Female ☐

2. Age

a) Below 30 years ☐ b) 31- 40 ☐
c) 41-50 ☐ c) 51 and above ☐

3. Educational status.

a) Primary education ☐ b) Secondary education ☐
c) College or university ☐ d) Non ☐
e) Others (mention).....

SECTION B: - ROLES OF MOTIVATION IN ENHANCING PERFORMANCE

4. Designation

5. Duration in the employment

- a) 1-2 years ☐ b) 2- 3 years ☐
c) 3-4 years ☐ d) 4 years and above ☐

6. Have you ever heard about Motivation?

- a) Yes ☐ b) No ☐

5. if Yes, what role does it plays in enhancing employee performance?

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

7. How motivated are your teachers in Yei County?

- a) Very satisfied ☐ b) Satisfied ☐
c) Dissatisfied ☐ d) Very dissatisfied ☐

8. If your teachers are in any way dissatisfied with the services you are giving them, please state the reason/s

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

9. Do you regularly access the performance of primary school teachers?

- a) Yes ☐
c) No ☐

10. If yes, please indicate the level of their performance in brief notes

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.....
.....

C: MOTIVATIONAL TOOLS USED IN ENHANCING PERFORMANCE

11. When do your teachers feel motivated?

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

12. What is the level of Teachers Monthly Salary in South Sudan?

- | | | | |
|------------------|----------------------|----------------------|----------------------|
| b) SSP 100 – 300 | <input type="text"/> | b) SSP 300 – 500 | <input type="text"/> |
| c) SSP 500 – 700 | <input type="text"/> | d) SSP 700 and above | <input type="text"/> |

13. Do your teachers receive their salaries at every end of every month?

- | | | | |
|--------|----------------------|-------|----------------------|
| a) Yes | <input type="text"/> | b) No | <input type="text"/> |
|--------|----------------------|-------|----------------------|

14. If no, please indicate when and the reasons for the delay

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

D: CHALLENGES FACING MOTIVATION OF TEACHERS IN YEI COUNTY

15. How often do your teachers in the county receive their salaries?

- | | | | |
|---------------------------|----------------------|-----------------------|----------------------|
| a) Every end of the month | <input type="text"/> | b) one month late | <input type="text"/> |
| c) 2- 3 months late | <input type="text"/> | d) 4 months and above | <input type="text"/> |

16. Does your teachers continue teaching incase when their salaries delay probably for one month or so?

a) Yes ☐

b) No ☐

c) Not Sure ☐

17. If no, please explain what measures do you employ to make them come back and continue teaching

.....

.....

.....

18. Has teaching improved in your county?

a) Yes ☐

b) No ☐

19. If no, explain the challenges.

.....

.....

.....

20. How satisfied are your teachers in their respective jobs?

Very satisfied ☐

Satisfied ☐

Dissatisfied ☐

Very dissatisfied ☐

21. If they are in any way dissatisfied with their jobs, please state the reason/s

.....

.....

.....

Thank you very much for your co-operation.

APPENDIX III: RESEARCH INSTRUMENTS

Interview guide for members of the Public, Yei County

1. What are challenges facing teacher's motivation in Yei County?
2. What can you say about Teachers performance in your County here?
3. Do you regularly check on the performance of your child /children? If yes, what is the level of their performance?
4. According to the reports from your child/children if any, what do they say about their teachers' performance in term of teaching and punctuality?
5. What do you think can be done to make teachers concentrate in teaching your children?
6. In general Sir/Madam, what can you says generally, about Government primary schools teachers' motivation in Yei County?

Thank you very much Sir/Madam, for your time.

APPENDIX IV: TIME FRAME

Activity	Time in Months			
	1	2	3	4
Proposal writing				
Data Collection				
Data analysis				
Submission				

APPENDIX V: PROPOSED BUDGET FOR THE STUDY

S/No:	Item	Amount (Ugshs.)
1.	Stationeries (Binding, Pens and Papers)	55,000/=
2.	Transport	135,000/=
3.	Phone calls	45,000/=
4.	Internet usage	100,000/=
5.	Typing and printing	65,000/=
6.	Miscellaneous	130,000/=
Total		530,000/=

**APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN
POPULATION**

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	265	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	<u>1100</u>	<u>285</u>	1000000	384

Note.—N is population size.

S is sample size.

Source: Krejcie and Morgan (1970).