TEACHERS’ MOTIVATION AND ACADEMIC PERFORMANCE
IN PRIMARY SCHOOLS IN NAMAYINGODISTRICT IN
EASTERN REGION, UGANDA

BY
KIBIRA AMISI
(MED/29832/152/DU-TR)

A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION
AS PARTIAL FULFILLMENT FOR THE AWARD OF A DEGREE
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INTERNATIONAL UNIVERSITY

SEPTEMBER, 2017
DEDICATION

This work is dedicated to my parents Mrs. Hadija Shabani and Mr. Shabani Amisi who brought me in the world, my wife Rehema Kibira, children Kibira Muzamiru, Kibira Shaban, Namukabire Shamimu Rashida, Namukabire Hadija and Asani Muzafalu Kibira.
DECLARATION

I, Kibira Amisi hereby declare that this dissertation is my original work that has never been presented to any other University or Institution for a similar or any other award. I also declare that whatsoever references used to compile the body of this work have been duly acknowledged.

........................................
KIBIRA AMISI.
APPROVAL

The undersigned certify that I have read and hereby approve this dissertation titled, teacher’s motivation and academic performance in primary schools in Namayingo District Uganda for submission and evaluation.

______________________________

DR. SEYI FABIYI

Date: _________________________
ACKNOWLEDGEMENT

This exercise was so hectic and it called for a sacrifice of both time and material/human resources. On this note, I am grateful to Allah for the gift of life and sound health and great friends He gave me throughout my academic struggles.

First, I thank Dr. Seyi Fabiyi for his professional and academic guidance to me during the course of this exercise. Thank for your open-ended endurance.

I also wish to thank Dr. Oloowo for the road map, general guidelines for research, dissertation, thesis and paper writing which I followed.

I am indebted to my lecturers, particularly, Dr. Leonard Lubega and Dr. Womuzumbu Moses for their persistent guidance and encouragement. Words of appreciation also go to Mr. Okiswa and Mr. Kakaire Abdu for their encouragement especially when I felt like I wanted to give up.

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Lastly, among others not mentioned above her, I wish to thank all the respondents to my study without whose positive responses I would have had nothing to write on. May the MIGHTY ALLAH reward you all abundantly!
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ABSTRACT
The purpose of study investigated about; the nature of teacher motivation among primary schools, factors influencing academic performance, the relationship between motivation and academic performance, and factors affecting the effectiveness of motivation on academic performance. Hypothesis was tested: H1: There is positive relationship between teacher’s motivation and academic performance in Namayingo district. A sample size of 374 respondents was used including teachers, directors of studies, and head teachers. Data was analyzed variously: Chi square test of significant level of p<.01 was used to test for Academic performance, mean, Confidence interval and standard deviation to establish factors of motivation, Pearson correlation to establish the relationship between motivation and academic performance and mean scores to present factors which affect the effectiveness of teachers’ motivation on performance. Results of the first objective showed that teachers in primary schools in Namayingo district are adequately motivated through Extrinsic factors and Intrinsic factors. The results of the second objective showed pupils inherent characteristics influence their academic performance in primary schools Behavior of Pupil. Pupil high speed learning, Pupils ability to recall lesson learnt. The third objective showed that: teacher’s motivation can explain the performance by 25% at P<.05. Objective four revealed that out of the ten factors that hinders the academic performance, 53% of the respondents agreed while 47% of the of the respondents disagree with the factors explaining teacher’s motivation for academic performance of the learners. The study concluded that major improvement in teachers motivational factors will ultimately result in improvement in performance in primary schools in Namayingo district. Recommendations were made to government, society and research community to guarantee quality outputs; it must be serviced with appropriate trained and motivated teaching staff and adequate supplied facilities and equipments, timely payments of teachers’ salaries, allowances and promotions.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NCDC</td>
<td>National Curriculum Development Center</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>SDT</td>
<td>Self Determination Theory</td>
</tr>
<tr>
<td>SMCs</td>
<td>School Management Committees</td>
</tr>
<tr>
<td>SRS</td>
<td>Simple Random Sampling</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This study was about teacher motivation and academic performance in primary schools in Namayingo District and presents the background to the study, statement of the problem, general objective, specific objectives, research questions, scope of the study, significance of the study among others.

1.1 Background

The background is subdivided into four; Historical, Contextual, Conceptual, and Theoretical perspectives.

1.1.1 Historical Perspective

History has identified that academic performance was first connected to physical activity way back in the 1950s and 1960s, when researchers in the United States of America wanted to establish the relationship between physical activity and academic performance. Research shows that initially, academic performance was based on grading scales and tests that varied by teacher and were more subjective than standardized academic assessments typically used in the research today. Today’s understanding of academic performance is characterized by refined and improved protocols allowing for more accurate comparisons of results across classrooms and schools (Trost & Johnson, 2009).

Edward, Margaret, Wang, & Walberg (1986) emphasize that academic Performance individuals and societies, as well as psychological and educational research in various perspectives. In addition, an early synthesis of existing research on the educational effects of the time such as investigations of predictors of academic achievement in some of the large-scale academic achievement assessment studies such as Programme for International Student Assessment, PISA
show that it still influences current research. Edward, et al, (1986) highlight the relevance of research syntheses such as reviews and meta-analyses as an initial point for the improvement of educational processes.

Large-scale scholastic achievement assessments such as PISA (OECD 2010) investigated predictors of academic achievement on an international level. The studies have increased the amount of attention paid to the role of family background and the educational system in the development of individual performance. The quality of teaching, in particular, has been emphasized as a predictor of student achievement. Altogether, there are valuable cross-sectional studies investigating many predictors of academic achievement. A further focus in educational research has been placed on tertiary educational research. Richardson, et al. 2010 subsumes the individual correlates of university students’ performance.

Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness linked to effort and achievement motivation tend to achieve highly in academic settings (Stumm, Sophie, Hell, & Premuzic, 2011). A recent meta-analysis suggested that mental curiosity as measured by typical intellectual engagement has an important influence on academic achievement in addition to intelligence and conscientiousness. A similar study also revealed that children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (Bossaert, Doumen, Buyse, & Verschueren, 2011).

In developed societies, academic performance plays a significant role in every person’s life. One of the ways is that Academic achievement is measured by Grade Point Average or standardized assessments designed for selection purpose such as the Scholastic Assessment Test to determine whether a learner has an opportunity to continue his or her education in a university. In other
words, academic performance defines whether one can go for higher education, based on the educational points one attains, and influences one’s vocational career after education. Besides, academic achievement brings about the wealth of a nation and its prosperity (Myrberg & Monica, 2001).

However, as research goes on expanding in the public and online discourse, Teacher motivation is not largely tackled in relation to academic performance especially in rural districts of Uganda. Most publications tease academic performance in relation to Parental marital status, socio-economic status of parents, school environment, government facilitation, community factors, among other issues (Hanushek, Kain, & Rivkin, 2008).

According to Omotere, Yinger, & Danielson (2012), in Africa, countries such as Mozambique, South Africa and Nigeria express serious concerns about the effect of Teacher motivation on academic performance. This is because the standard of education is gradually lowering, which UNESCO attributes to Teacher motivation in rural schools.

The researcher therefore believes that with the rise of these concerns about Academic Performance as attributed to teacher motivation, it is important to conduct a study to find out whether the relationship exists between teacher motivation and Academic performance.

In Uganda, majority of the schools that perform well in academics are found in urban areas courtesy of the given circumstances such as incentives, pay packages, leadership styles and the obtaining conditions of the workplace, which are hereby referred to as motivational, (OECD, 2010).

While investigating about the factors affecting academic performance in higher institutions, Bameka (1996) found out that; the level of academic staff qualifications has a significant effect on academic staff Productivity in respect of research but has no significant effect on
productivity in respect to teaching and provision of community service. The financial resource base at Makerere, weak as it may be has not significant effect on staff productivity. The level of motivation of the academic staff has a significant effect on the productivity of academic staff at Makerere.

This means that majority of the studies exploring factors affecting academic performance make mention of motivation. The most important point to note here is that no matter the level to which motivation and academic performance are explored, standard factors remain the same. However, it is important to always assess the extent to which motivation affects academic performance, courtesy of the fact that for a very long time now, the extent to which the two relate to each other differs with places as stated by Hanushek, Kain, & Rivkin (2008).

The fact that education is important development phenomenon studies on motivation and academic performance are historical and will continue to prevail as an asset to enable public and private sector make policies to improve on the working conditions of teachers for the good of academic standards and contribute to the development of the Country.

1.1.2 Conceptual Perspective

This section is associated with the variables that form the study indicating the independent and dependent variables. For this particular study, motivation is the independent variable and performance is the dependent variable.

Academic Performance: Academic Performance refers to a measure of how much a pupil has understood in the classroom ensured through giving tests, quizzes, mental work, examinations and homework (Bossaert, Doumen, & Verschueren, 2011). In this study, academic performance basically means achievement in primary Leaving examinations (P.L.E).
Motivation is a theoretical construct used to explain behavior. It gives the reason for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Elliot, Andrew, & Covington, 2001). Motivation is broken down into intrinsic and extrinsic motivation. Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation (Ryan & Deci, 2000).

Primary School: A school is an institution designed to provide learning spaces and learning environments for the teaching of students or pupils under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. Studies show that learners progress through a series of schools and the names for these schools vary by country but generally include primary school for young children (Great Atlantic and Pacific School Conspiracy, 2013).

Teacher Motivation means driving force for teachers to continue or to start and sustain good performance. It can be reflected through good payments, provision of staff houses, allowances, gifts, encouraging remarks, good leadership, medical care, and promotions.

2.1.3 Theoretical Perspective

Behaviorist theories
While many theories on motivation have a mentalist perspective, behaviorists focus only on observable behavior and theories founded on experimental evidence. In the view of behaviorism, motivation is understood as a question about what factors cause, prevent, or withhold various behaviors, while the question of, for instance, conscious motives would be ignored (Bennell & Akyeampong, 2007). Where others would speculate about such things as values, drives, or needs, that may not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequency and duration of observable
behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms that govern behavior have been identified (Lockheed, 1991).

**Walberg Theory of Educational Productivity**
The Walberg Theory of Educational Productivity advanced by Walberg in 1981 was used to measure academic performance (Kevin, 2008). The theory states that good academic performance is based on the social, behavioral, motivational, affective, cognitive and metacognitive behaviors of learners. According to this theory, learners who become more self-aware and confident regarding their learning abilities, more motivated, set learning goals, and self-regulated perform well in class, (Kevin, 2008). This theory is important to the study because it states that learners have different social, behavioral, motivational, affective, cognitive and metacognitive behaviors and for a teacher to handle them well, he or she must have specific characteristics to ensure that these behaviors are tamed and the child understands content in classroom.

1.1.4 Contextual Perspective
The district was established by Act of Parliament and began functioning on 1 July 2010. Prior to that it was part of Bugiri District, Namayingo District is part of Busoga sub-region. It is bordered by Bugiri District to the northwest, Busia District to the northeast, the Republic of Kenya to the east and southeast, the Republic of Tanzania to the south and Mayuge District to the west and southwest. Namayingo, where the district headquarters are located, is approximately 95 kilometers (59 mi), by road, southeast of Jinja, the largest city in the Busoga sub-region. This location lies approximately 38 kilometres (24 mi), by road, south of Bugiri, the nearest large town. The coordinates of the district are: 00 17N, 33 51E (Wacha, 2012).

For more than three years since Namayingo became an independent district from Bugiri, teachers’ motivation and performance remain a point of contention whenever analysis of
performance at primary leaving examinations is made. The District records show that there have been very few first and second grades since it was created from Bugiri district in 2011 shows the performance of pupils in the schools was very low generally as shown in the table. In fact due to poor teacher motivation, the district lacks competent teachers to effectively handle subjects like Mathematics and Science thus many schools depend on licensed or unqualified teachers. In addition, for five consecutive years 2015, 2014, 2013, 2012 and 2011 has not been considerably good as illustrated in Table 1.1

Table 1.1: Performance of Primary Schools in Namayingo District (2011-15)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of pupils</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2372</td>
<td>58</td>
<td>795</td>
<td>575</td>
<td>944</td>
</tr>
<tr>
<td>2012</td>
<td>2617</td>
<td>83</td>
<td>1085</td>
<td>604</td>
<td>845</td>
</tr>
<tr>
<td>2013</td>
<td>2849</td>
<td>80</td>
<td>1091</td>
<td>734</td>
<td>944</td>
</tr>
<tr>
<td>2014</td>
<td>3086</td>
<td>110</td>
<td>1122</td>
<td>879</td>
<td>975</td>
</tr>
<tr>
<td>2015</td>
<td>3217</td>
<td>77</td>
<td>1001</td>
<td>984</td>
<td>1155</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>408</td>
<td>5094</td>
<td>3776</td>
<td>4863</td>
</tr>
</tbody>
</table>

Source: Namayingo District Education Office

As indicated in the table above, the number of pupil failures is significantly alarming. The government has always tried its best to see that academic performance becomes treasonable in the district by supporting the construction of more classroom blocks in partnership with the World Bank, initiating policies such as UPE and the Thematic Curriculum, among others. However, if the trend of academic performance continues to worsen, then the most obvious phenomenon to explain this is teacher motivation. Being rural and hard to reach, Namayingo District rarely benefits such as willingness of competent teachers to accept to be transferred to the district from other schools. Infrastructure development could also be another factor which cannot attract the teachers to move to Namayingo district. Most of the rural roads and schools are not in good shape and very unconvincing. This coupled with poor water system,
remuneration problems, lack of transport and other allowances, no staff housing and lack of electricity in 80% of the primary schools justify the escalating poor academic performance in Namayingo District.

To overcome these challenges, teacher motivation is paramount. Teacher motivation is often considered as a set of energetic forces that originate both within as well as beyond an individual being [Intrinsic and Extrinsic Motivation] to initiate work related behavior and to determine its form, direction intensity and duration as. In this context, the study assesses the effect of motivation on Academic Performance in Namayingo District. Specific attention is given to Intrinsic and Extrinsic factors as main aspects of motivation. The study seeks to find out the extent to which the intrinsic or factor which originate from someone’s mind can influence academic performance and the extent to which Extrinsic motivation factors do the same.

1.2 Statement of the problem

Namayingo District was regionalized to a District level in the year 2011. Public offices and departments were all decentralized to the new District. Education department is one of them since then rewards of poor primary leaving examination results have been registered every year 2011 to 2015. As have been overheard, the cause of this has been poor motivation of teachers that is presumably said to be the cause of this poor and consequent results, poor infrastructures and poor facilities, unqualified and under qualified teachers, inadequate and infective payment of Government salaries are being guessed to be responsible for this unwarranted situation.

Retention and training of teachers to empower them with adequate skills and knowledge have been emphasized by the Government of Uganda, down to the District level and Namayingo District in particular. Despite these efforts however, learners in Namayingo District have continued to perform poorly and the general output of the education system in the District has
been dwindling over time. It is from this documented and undocumented evidence that this study intends to make an assessment of the situation to establish the role of motivation in academic performance.

1.3 Purpose of the Study.

The purpose of the study is to investigate the relationship between teacher motivation and academic performance in primary schools in Namayingo district.

1.4 Objectives

1. To identify the nature of teacher motivation among primary schools in Namayingo District.
2. To assess factors influencing academic performance in Namayingo District
3. To establish the relationship between teacher motivation and academic performance in Namayingo District
4. To identify factors affecting the effectiveness of motivation on academic performance in Namayingo District

1.5 Research Questions

1. What is the nature of teacher motivation among primary schools in Namayingo District?
2. What factors influence academic performance in Namayingo District?
3. What is the relationship between teacher motivation and academic performance in Namayingo District?
4. What factors affect the effectiveness of motivation on academic performance in Namayingo District?

1.5.1 Hypotheses

H₁: There is no significant statistical relationship between extrinsic motivation and academic performance in Namayingo district.

H₂: There is no significant statistical relationship between intrinsic motivation and academic performance in Namayingo district
1.6 Scope of the Study

The scope of the study is divided into three parts namely content scope, geographical scope and time scope.

1.6.1 Content Scope

Although schools are graded differently in terms of population size, available facilities and so many others, academic performance is one of them. Most grade one and grade II schools are found near urban areas. Schools in areas that are hard to reach are either grade III or grade IV schools or sub grades. These schools in hard to areas are not populated as these near urban areas. Such schools usually lack teachers and if they are there at all – they are unqualified. These types of schools also lack scholastic materials and they are hardly visited by Education Officers. They are also typically UPE schools. Namayingo being a new District that was just cut off from Bugiri District is composed of only such kind of schools.

1.6.2 Geographical Scope

Namayingo District is situated south East of Bugiri District. It boarders with Busia District in the East, in the North is bordered with Bugiri District and in the South it is bordered with Lake Victoria stretch. Namayingo District has got Nine (9) Sub Counties; in particular, this study shall be carried out in Buyinja Sub County which is found in the west of the District. Buyinja Sub County has eighty six (86) Primary Schools; this study was be carried out in 66 selected primary schools.

1.6.3 Time scope

Namayingo District is now five years old since it was cut off from Bugiri District hence this study shall be conducted from 2011 up to 2015. This period is enough to enable the study make proper assessment to come out with possible academic impacts that have taken place in the District since then.
1.7 Significance of the study

This study shall be important and useful for the Government of Uganda and other stakeholders in policy making.

The study can help educational policy makers in Uganda to streamline the curriculum that makes academic performance a necessity by implementing a motivation based policy aimed at improving methodology, pedagogy and curriculum to ensure that learners get functional benefits from their education system.

The knowledge may be used to design intervention strategies on academic performance in primary schools so that the educational curriculum is more logical and functional in that teachers are well motivated with all necessary benefits to handle classroom work and enhance academic performance.

The MoES may use findings to get light on the nature of current education system designed to ensure effective acquisition of skills and strategies for literacy in primary schools.

The study might be a resource for consultation of government and non-government agencies designing educational policies on motivation of teachers for better academic performance.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter examines both theoretical and conceptual framework. It also contains review of related literature. This is however preceded by the theoretical review and conceptual framework. This review particularly identified the research gaps in previous related research.

2.1 Theoretical Perspective.
This section covers a review of theories related to the main research variables; motivation and performance.

2.1.1 Behaviorist theories
While many theories on motivation have a mentalist perspective, behaviorists focus only on observable behavior and theories founded on experimental evidence (Bennell & Akyeampong, 2007). In the view of behaviorism, motivation is understood as a question about what factors cause, prevent, or withhold various behaviors, while the question of, for instance, conscious motives would be ignored. Where others would speculate about such things as values, drives, or needs, that may not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequency and duration of observable behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms that govern behavior have been identified (Lockheed, 1991).

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regarding their learning abilities, more motivated, set learning goals, and self-regulated perform well in learners have different social, behavioral, motivational, affective, cognitive and meta-cognitive behaviors and for a teacher to handle them well, he or she must have specific characteristics to ensure that these behaviors are tamed and the child understands content in classroom (Kevin, 2008).

2.2 Conceptual framework

The conceptual framework below shows the relationship between teacher motivation and academic performance.

The table showing independent, dependent and intervening variables

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Teacher Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation</td>
<td>Curiosity</td>
</tr>
<tr>
<td></td>
<td>Honor</td>
</tr>
<tr>
<td></td>
<td>Independence</td>
</tr>
<tr>
<td></td>
<td>Power</td>
</tr>
<tr>
<td></td>
<td>Orderliness</td>
</tr>
<tr>
<td></td>
<td>Social interactions</td>
</tr>
<tr>
<td></td>
<td>Social status</td>
</tr>
</tbody>
</table>

| Extrinsic motivation | Month award         |
|                      | Benefit package     |
|                      | Bonuses             |
|                      | Workshops/seminars  |
|                      | Accommodation       |

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Success</td>
</tr>
<tr>
<td></td>
<td>Learners participation in class</td>
</tr>
<tr>
<td></td>
<td>Academic Productivity</td>
</tr>
</tbody>
</table>

Intervening Variables

- Drop-out rates
- Location of school
- Gender of teachers
- Parents participation
- Disciplinary issues

Figure 1: Teacher motivation and academic performance

Source: Adopted from Paristech (2013)
The conceptual framework shows that the independent variable (Teacher Motivation) is categorized into two—Intrinsic motivation and extrinsic motivation with attributes as indicated in the illustration respectively. The flow of arrows shows that teacher motivation can influence academic performance directly. At the same time, there are some factors such as policy design for teachers, location of school, gender of teachers, parents’ participation and leadership styles which can influence the relationship between motivation and academic performance either positively or negatively.

The literature is organized as follows; The nature of teacher motivation among primary schools. Factors influencing academic performance. The extent to which motivation determines academic performance and Factors affecting the effectiveness of motivation on academic performance.

2.1 The nature of teacher motivation among primary schools

2.1.1 Curiosity

Humans are believed to devote much time and energy to exploring and obtaining information, and sometimes the search for information can be independent of a foreseeable profit, as if learning were reinforcing in and of itself (Sylvia, 2012). The major strands of thought on curiosity and motivation: (1) curiosity as a motive to reduce negative states, such as uncertainty, novelty, arousal, drive, or information gaps; (2) curiosity as a source of intrinsic motivation that fosters learning and exploring for their own sakes; and (3) curiosity as a stable motivational difference between people that leads to differences in knowledge, goals, achievement, and experience (Paristech, 2013). However, this study does not only describe curiosity as an aspect of human life, but sought to find out whether it is activated by school administrators. It relates to the extent to which a teacher is able to develop an inner drive towards an action, base on conditions surrounding them. Such a study has been scarce in available literature.
2.1.2 Power

Being entrusted with authority is one of the major desires of teachers and one of the key teacher motivating factors for employees. According to Griffith, et al., 2004, majority of school administrators cite that power can be demonstrated in terms of: shared governance, in-service education, and systematic, supportive evaluation. Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school. In this study, the researcher sought to use the information to establish whether teachers in primary schools in Namayingo District were allowed to exercise some power. Following available research initiatives, it was discovered that no information about the same is linked to Namayingo District.

2.1.3 Social interactions

Interpersonal relationships and students’ perceptions of teachers’ behavior in the classroom are important determinants for students’ motivation and engagement. Therefore, a focus of past educational research has examined teachers’ behaviors that might be effective in promoting students’ motivation. One theory, which guides much of the research on classroom conditions, is Self-Determination Theory (SDT), proposed by Deci and Ryan (1993, 2000). Whereas these studies dwell much on behaviours of teachers in relation to reinforcement of learners, the study was on a realization that social interaction, in terms of teachers’ interactions with pupils was instrumental in enabling learners to consult teachers whenever necessary. Therefore by establishing whether it was evident in selected primary schools, the nature of teacher motivation was established among schools in Namayingo District.
2.1.4 Social status

Reports from teacher organizations are unanimous in stating that the status of teachers has declined, often drastically, in recent years. This decline is due both to material and non-material factors. It is clear that the vast majority of teachers believe that they do not receive the moral support and material recognition appropriate to their level of qualifications and responsibilities (Bossaert et al., 2011). Much as this is the case, these studies cannot be generalized because one might never know in some places, the status of teachers is not compromised same way it is, in other areas. This is why there was need to find out how the situation was in Namayingo primary schools.

2.1.5 Month award

According to Armstrong (2007), traditionally, these monetary rewards have aided in upholding employee morale and motivation by meeting their financial needs. One must note that with monetary rewards, employees could skip doing the right thing, not because it is right but because it has become incentivized. This must be carefully watched and tailored on an organizational basis in order to maintain good relationship between employees, managers, and customers. One of the best and most popular ways to reward valuable employees is by giving financial rewards and recognition but these rewards must be monitored and given with the proper perspective. In most communities, all teachers work for pay, and thus expect their salaries at the end of every month. However, this being a strong predictor of teacher motivation, there was needed to find out whether it was considered a key factor in Namayingo District.

2.1.6 Prompt Payment of Salary and Allowances

Irregular payment of salaries is a major problem facing teaching in Nigeria. Many teachers could not pay their rents on time while landlords were unwilling to rent their houses to teachers
in Nigeria. Even though since 1999, governments in Nigeria had increased workers’ salaries and allowances, many teachers are living below standard in Nigeria. The desire to garner additional income, so as to make ends meet, had led many teachers into indulgence in unwholesome practices such as driving, trading during school hours, examination malpractices, among others. It is thus imperative for government to increase teachers’ salaries and pay the salaries promptly. In many countries, teachers are not paid promptly, and without this, many dodge work and others completely stop working till their salaries are released. There was need to compare these findings with the situation in Namayingo District.

2.1.7 Benefit package

Non-monetary rewards and recognition are options that cause no financial strain on an organization and can still promote the value of employees. Nahid,G (2009) wrote an article in the Vancouver Sun that stated, "Cash is king when it comes to the rewards employees value most, but companies can get creative in using other ways to reward and recognize people" (N.p). Non-monetary recognition has no associated price tag but can be priceless to the right employee. If none monetary rewards really seem to be priceless, why couldn’t employers in Iganga Municipal Council use the approach? The answer to this question will be provided after making investigations. Just like other none-monetary rewards, the package system works for only few employees, especially those who are favored. In other words, a possibility was seen that some teachers in Namayingo District could not be benefiting from these packages, thus need for research to confirm this.

2.1.8 Bonuses

Provision of allowances to teachers is also recognized as a teacher motivating factor in both public and private secondary schools. According to Herzberg, individuals are not content with
the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow’s theory of need hierarchy Bana et al. (2007) allowances take different forms including: sitting allowances, daily allowances, and special duty allowances, lunch allowances, housing allowances and transport allowances. Bana (2007:49) emphasizes that allowances are good especially in an environment where teachers or other employees get little salaries compared to the allowances given. These allowances help to cover the requirements that could otherwise be impossible to meet with the limited salary given to civil servants. All in all, the importance of bonus was not obvious to employers and employees especially in the teaching profession. At the moment, it was not right to assume that bonuses are given to teachers in Namayingo District thus justifying nature of motivation, until this study was conducted.

2.1.9 Workshops/seminars

Conferences, seminars, and workshops help to update the knowledge of teachers and make them interact with colleagues in the same field or profession. It has been reported that many teachers in Nigeria are not exposed to these even before their retirement (Bossaert G., Doumen, Buyse, & Verschueren, 2011). Government should thus organize seminars, conferences and workshops for teachers regularly. Those chosen to train teachers should provide them with adequate knowledge while the selection of teachers and trainers should be based on merit. As much as all teachers cannot be selected for seminar, conference, or workshop at a time, knowledge gained by selected teachers should be replicated to others at the end (Aaronson & William, 2007). The government of Uganda, through district administrators of education always organizes workshops and seminars in various parts of the country. However, few teachers are
allowed to participate. This limits them from accessing benefits which accrue from attending these workshops. These include; improving on competence, methodology enhancement, among others. We therefore keep asking whether Namayingo, a rural district also experiences such challenges in relation to teacher motivation, thus a cause for the study.

2.1.10 Involvement of Teachers in Decision Making

Decision is crucial to the realization of organization objectives. Decisions can however be better facilitated when all members of an organization, irrespective of age, qualification, and experience, participate in their making (Bana, Fressey, & Greace, 2007). Teachers feel highly motivated when they are consulted about decisions that concern their work. A high proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers (Armentano & Dominick, 2003). However, though many of the studies of this nature were conducted in developed countries, there was need to find out whether school management in Namayingo District involve teachers in decision making processes to make them feel part of the schools.

2.2 Factors influencing academic performance

2.2.1 Classroom Size

Many schools face a problem of classrooms that are literally busting out at the seams. When money gets tight, classroom numbers are often impacted. Yet, most teachers agree that they cannot effectively teach every student in a classroom, if the class size exceeds about 30. Their statements are backed up by research. Class Size Matters cites a study performed by the Tennessee Star that found classes of 15-17 students in grades K-3 provided both long and short-term benefits to both the students and the teachers in those classrooms. Students living in poverty and male students benefit from smaller classroom sizes the most (Afolabi, 2005). In most of the rural primary schools, it is easy to find not only small classrooms, but even pupils
studying under tree sheds. On this note, there was need to document about classroom sizes in Namayingo District.

### 2.2.2 Student Attitudes and Behaviors

Many public school teachers also cite student attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the secondary school level, rather than the primary grades (Armentano & Dominick, 2003). At the moment, the Uganda government introduced universal primary education in primary schools, and majority of the learners are aged more than the normal school going age of six years. Some pupils rach primary seven when they already have beards. Behaviours of such pupils differ with schools, communities and country. In such a way, the study sought to find out how it is in the context of Namayingo District.

### 2.2.3 Teacher Quality

Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teachers. There is a prima facie case for the concentration on teachers, because they are the largest single budgetary element in schools. Moreover, parents, teachers, and administrators emphasize repeatedly the fundamental role that teachers play in the determination of school quality (Bossaert, Doumen, & Verschueren, 2011). In Uganda, and in certain rural parts, it is reported that some students who finished senior four, though without qualifying as teachers, work in schools. This brings the idea of teacher quality on board and thus a need to report about the situation in Namayingo District.
2.2.4 Teachers' Years of Experience

There is a wide range of findings on the relationship between years of teaching experience and student outcomes. Fewer than half of the 109 previous studies on the estimated effects of teacher experience showed that experience had any statistically significant effect on student achievement; of those, 33 studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in some, but not all, cases they reviewed, (World Bank, 2004). Just like in other districts and countries, experience of teachers vary remarkably and help in explaining their competency. Schools with majority teachers who have not taught for many years are fond of not being competitive with teachers who have served for a long period of time. However, this study opined that by working for many years, teachers are motivated to continue serving, thus this was established by inquiring about working experience of teachers in Namayingo District.

2.2.5 School quality and socio-economic and cultural issues

In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Coombs (1970), listed four important factors including the acute scarcity of instructional resources which he said constrained educational systems from responding more fully to new demands'. He claimed that, in order to do their part in meeting the crisis in education, educational systems need real resources that money can buy, they need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They need buildings, equipment and more learning materials, (Coombs, 1970). In this study, there was need to find whether or not the community around schools in Namayingo District is supportive of school programs or not.
2.2.6 The availability and use of teaching and learning materials

According to Broom and Kafui (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1973) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand. (Ausubel, 1973). At ordinary level, teaching and learning materials could mean availability of textbooks, teaching guides and mathematical sets, among other things. This study therefore, ascertained whether the instructional materials are available both for teachers and pupils, and whether they are used constructively.

2.2.7 Another factor is motivation

A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Young (1988) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Lockheed (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically. Motivation of teachers and learners manifests in various ways and differs based on school status, location and resources available. Therefore this study was designed to ascertain whether if teachers are motivated, they are in position to perform their duties as effectively as possible.

2.2.8 The school environment affects academic achievement of pupils

Facilities such as, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning. A good education policy or programmed to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff,
adequately supplied with necessary facilities and equipment. In other words, a good school must have adequate resources which may be divided into three categories: Financial resources, human resources and physical resources, (Al-Tawil, Abed, El-Rahman, & Lameeha, 2011). Because of decentralization, most of the authority to control the affairs of individual schools/colleges has been effectively relinquished to the head teachers/Principals, Schools Management Committees (SMCs) at primary school level and Boards of Governors at Secondary Schools, and the Parent-Teachers Associations (PTAs). MoES headquarters now concentrates more on planning, policy analysis, curriculum and examination reform, national assessment, monitoring and evaluation, (MoES, 2003/04). In the context of Namayingo District, school environment was considered to be beyond just infrastructure to how supportive communities around are, towards the welfare of these schools.

2.3 Relationship between motivation and academic performance

Dornyei (2001) states that teacher efficacy affects students directly as there is strong correlation between teacher efficacy and students’ performance hence a desired outcome by the students can occur with the help of the teacher. This means that low motivation of teachers affect his performance which affects the students’ performance. In this case, teacher efficacy was contained in some of the aspects of none-monetary incentives that were computed to find out the statistical relationship between motivation and performance of learners in primary schools in Namayingo District.

In the US teachers are being paid relatively low salaries. Teachers with more experience and higher education earn more than those with a standard bachelor’s degree and certificate while high school teachers have the highest median salary earning. Many teachers take advantage of the opportunity to increase their income by supervising after-school programs and other extracurricular activities. Merit pay systems are on the rise for teachers, paying teachers extra
money based on excellent classroom evaluations, high test scores and for high success at their overall school (Sogomo, 1993). As stated earlier on in the previous paragraphs, motivation of teachers in different was responds to improvement in academic performance. Therefore, by having variations in motivational practices, it is important to find out that in some classrooms, academic performance is better than in others.

A study by Spear (2000) in UK revealed that teacher’s motivation was low due to work overload poor pay and low perception by the society. Findings by Sylvia and Hutchinson (1985) in developed countries confirmed presence of low teachers’ motivation which was attributed to intrinsic factors. According to a study carried out by Nyantika (1996) on factors leading to poor performance in KCSE in Magombo zone of Nyamira District, lack of rewards for teachers and students to boost their morale and clan politics was to blame for poor KCSE performance.

According to Aaronson & William (2007), below are ways that teacher motivation influences pupils’ academic achievement: a teacher who is motivated will put more efforts to in the classroom to pass adequate knowledge to his students in order to affect the behavior of the learner in the most desirable and positive manner. Teacher motivation is so crucial to the academic performance of students because it explains why teachers behave the way they do at in their various schools. Thus, if a teacher shows the hunger to teacher well, then students will invariably demonstrate the zeal to learn; Motives are desires to attain goals. Thus, the stronger these desires are present during teaching-learning encounter; the greater will be the efforts towards achieving these goals. Therefore, teacher motivation ensures that both teachers and learners sustain their efforts in a quest to achieve expected objectives of the classroom encounter; teacher who is motivated helps relevant learners to acquire more favorable disposition towards school in general and learning in particular; Teacher motivation provides the desire in students to learn. This is because learners are encouraged to learn, to express
themselves through answering questions, taking parts in both individual and group assignments; in fact get involved or committed in the learning process by acquiring ideas, skills and concepts for total development; Since teacher motivation provides teachers the desired to teach his students well, these results in the students getting better grades, developing higher adjustment potentials and better self-concept etc.

2.3.1 Motivation and its effects
Exemplary teachers are highly motivated to teach all of their students as well as possible. However, a variety of intrinsic factors (such as loving the teaching process, enjoying children) and extrinsic factors (such as salary, further education) influence teachers’ motivation levels. Low teacher motivation can affect the quality of candidates entering the profession. It can also contribute to a reduced focus on the teaching and learning process as evidenced by minimal time spent preparing lessons or supporting struggling learners (Aaronson & William, 2007). In the context of this study, teacher motivation and its implications on academic performance was investigated considering a case study of Namayingo primary schools. This is one of the few studies that were conducted about the same in rural primary schools.

2.3.2 Teachers with low motivation may repeatedly arrive late or not at all.
In fact, absenteeism can be as high as 25% in some countries and has a significant negative impact on student learning. Attrition is also often a consequence of low motivation and is most severe in contexts where the living or teaching conditions are challenging, such as rural schools (Das, Dercon, Habyarimana, & Krishnan, 2007). In some of the questions asked, there was an element of coming late to school. However, much as this literature explains the effect, the study established the statistical effect of motivation on performance. In addition, this literature talks about performance of teachers while the study points towards comparing motivation and pupils’ performance.
2.3.3 Status of Teaching

In some countries teaching is considered a last option for graduates who need work or do not perform well on national exams. In contrast, teaching is a prestigious profession in several high-performing nations, such as South Korea, Taiwan due at least in part to the high standards for entrance into teaching. The initial desires of teachers to join the teaching profession influence their future job satisfaction and desire to remain in teaching (UNESCO, 2014). The status of teaching in this literature describes situations in Korea and other parts such as Taiwan, which is in China. However, these are developed countries which cannot in any way share qualities with primary schools in rural areas such as Namayingo District.

2.3.4 Professional Conditions of Teaching

The professional conditions of teaching also influence teacher motivation and attrition. Heavy workloads and large class sizes can significantly demoralize teachers. Teaching is also becoming more challenging due to increased demands to teach complex skills, heightened control by administrators, and decreased time to plan and collaborate with colleagues. However, a supportive professional work environment as well as positive relationships within the community can reduce these pressures and improve teachers’ motivation and effectiveness (Ryan & Deci, 2000). The professional conditions of teaching are similar to the ways teachers are handled in schools. However, it is important to note that these conditions differ with places just like other aspects of teacher motivation. Therefore, it was necessary to compare the situation in Namayingo District.

2.3.5 Gender equity in teachers’ conditions of employment

Female teachers serve as important role models for students in schools, especially in rural areas, but often face additional challenges and have higher attrition. Providing safe and adequate housing is extremely important for female teachers as well as considering marital/family
obligations. Equal pay for male and female teachers is also important as well as the presence of female administrations and educational leaders (Bennell & Akyeampong, 2007). Paraprofessional teachers and professional equity: Many systems use paraprofessional teachers and pay them less. While this may fill massive teacher shortages, it can be a cause of frustration for both trained and paraprofessional teachers. Sometimes these are teachers recruited from rural areas or minority language groups to meet other important educational goals like rural access to schooling and mother tongue instruction. These teachers might initially have lower salaries because they have lower qualifications, but strong teachers should have opportunities to receive equitable pay and upgrade their qualifications. This information was thus used to test gender equity through statistical analysis in relation to academic performance of pupils.

2.4 Factors affecting the effectiveness of motivation on academic performance

Various factors explain the study to this effect. They vary from disciplinary issues, location of the school, and gender of teachers to absenteeism and related factors as indicated in the following paragraphs.

2.4.1 Disciplinary issues and performance

According to IPAR (2008:17), Education and training should integrate social responsibility, including nurturing our cultural heritage, spiritual values combating drug and substance abuse, sensitivity to the spread of human calamities like HIV and Aids, developing positive attitudes to work, promoting gender equity, as well as care for the vulnerable regions and group. Absenteeism and lateness to school by pupils as most assuredly related to poor performance in school. Discipline of students depends upon the nurturing system of parents and since these differ with parents and community, it was not easy and right to assume that this literature
applies even to Namayingo District. This is why the study was conducted to establish whether
discipline of pupils was in relation to effects between motivation and academic performance.

2.4.2 Location of school
This is another teacher motivation factor in secondary schools. According to the literature
accessed, many teachers prefer teaching in urban areas where they can have easy access to
services like electricity, security, good payments, medical facilities and transport means
compared to rural schools (Bennell, et al., 2007). Besides, some teachers prefer teaching in
schools near their home areas so as to have constant relationships with home people and above
all, teachers who work near their place of residence fight hard to uplift the academic standards
of their communities. On the other hand, teachers born in rich families in urban centres resent
being posted to rural schools where the standards of living are worse. Bennell relates this to a
factor of having many vacancies in the rural secondary schools than in the urban ones (Bennell.
et al., 2007). It is clear that Namayingo is located over 14 miles from the highway to Busia, thus
all schools are located away from urban centers. In this case, some teachers may not wish to
conduct lessons from rural schools. However, this is just an assumption which needed
confirmation through the study.

2.4.3 Gender of teachers
Using a unique data set where students are assigned to classrooms randomly at the beginning of
the academic year, we find that female students who were assigned to a female teacher, as
opposed to a male teacher, suffered from lower math test scores at the end of the academic year.
Furthermore, using an indirect test of the math anxiety hypothesis, we find that this negative
effect in math not only seems to disappear but becomes (marginally) positive in the classrooms
where the female teacher had a math or a math-related major in college/post-college yet
persisted in classrooms where the female teacher did not have a strong background in math
In most of the schools in Namayingo District, there are more male than female teachers. We therefore wonder whether this is one of the factors which affect effectiveness of motivation on performance.

2.4.4 Disciplinary issues

Discipline is perceived as a factor that promotes an atmosphere of learning therefore; parents take their children in institutions with high discipline among students. The code of conduct spells out consequences for disrespecting a teacher or a class mates (Afolabi, 2005).

2.4.5 Over-crowded classrooms

The Uganda’s ministry of Education and Sports advocates for class size of forty five students per stream from senior one to senior four and forty students for senior five to senior six (Ministry of Education and sports 2003). However due to increase in demand for secondary education, the introduction of universal secondary education and the need for parents to take their children in specific schools, classes especially in urban schools are reportedly big (Uganda’s ministry of Education and sports 2003). The average class size is less than thirty in 9% and 35% of public and private schools in rural areas respectively (Bennell, 2007). Some districts are reported to have student class ratios higher than seventy and others between sixty and sixty nine respectively. Overcrowded classrooms are hard to control and in most cases contain many students who do not respect teachers (Uganda MOES, 2003). Being a rural district, Namutumba primary schools host more pupils than in urban primary schools. In this case, the study sought to find out whether the overcrowded classrooms affected the effectiveness of motivation on academic performance.

2.4.6 Teacher loads (Subject coverage and period requirements)

The National Curriculum development centre (NCDC) was initially responsible for the secondary school curriculum. It was discovered by Bennell and Sayed (2002) that there are
subject panels but they do not meet often and that some subjects have combined panels. The secondary school curriculum has not undergone any major revision since early 1970s. By 2002, “O” and “A” level curricula followed subject guidelines issued by the inspectorate in 1982, Bennell and Sayed (2002). The proposed “O” level curriculum in the 1992 education white paper lists up to eight subjects for general secondary schools and 16 subjects for the new comprehensive secondary schools. However, findings by Bossaert, Doumen, & Verschueren (2011) indicate that this was not implemented by the year 2002. This information contributes to the study with an assumption that even though teachers are paid salary but loaded with much work, the performance might not be as expected thus a need to confirm it using the context of Namayingo District.

Overcrowding of the curriculum has increased workload for the teachers resulting into some changing schools and others looking for survival outside their profession (Das, et al., 2007). On the other hand it has been identified that disbursement of Universal Secondary education funds delays yet teachers have a lot of creditors and this reportedly leads to loss of morale for these teachers to continue teaching. Other factors that de-motivate secondary school teachers as a result of USE include socio-economic factors, poor accountability, conflict and insecurity, poor students’ attendance, poor relationships between teachers and managers and lack of cooperation among the staff members themselves (Broom & Kafui, 1973). Teachers are meant to have job description but if the curriculum is crowded, little time is given to certain subjects and themes. This is why the study sought it necessary to include these details while investigating factors affecting effectiveness of motivation on academic performance in Namayingo District.

2.4.7 Infrastructure and material inputs

For many years, it is believed that secondary schools have been largely reliant on their own resources for the construction and equipping of class rooms, laboratories and other buildings
It is however reported that currently, there is serious shortage of all types of buildings to the extent that many students study from under trees, laboratories and libraries are not well established in places where they exist yet some schools completely have no laboratory or library facilities (Afolabi, 2005). The chronic shortage of learning materials is believed to be a contributory factor to poor quality education in many schools. This is because teachers have no points of reference which makes them in most cases teach students using information from their heads. There was therefore needed to make significant investigations to this effect using a case study of Namayingo District.

2.4.8 Absenteeism of students

This was established as a factor that affects syllabus coverage. According to Griffith, Lukas, & Mikuska, (2004), student absenteeism contributed to low performance. Long absence from school due to various reasons was found to be a factor that prompted school authorities’ decision to force some students to repeat a given grade. This study was built on a realization that even when teachers receive all incentives to reinforce them, absenteeism among pupils can make them lose morale to teach thus causing challenges on academic performance.

2.5 Conclusion

The researcher review of the information is based on the objectives of the study. The researcher based on the nature of teacher motivation, factors influencing academic performance, the extent to which motivation determines academic performance and factors affecting the effectiveness of motivation on academic performance. The literature review reveal that despite the existence of the data, the empirical data is available though not in a purely school environment furthermore the information provided is adequate for the implementation of means of operation that guide the existence of the study, never the less the information available is not in a purely school environment hence the provisions are not so adequately provided.
2.6 Research Gap

The above literature explores various aspects of motivation and performance. However, a lot is left out. First, motivation is mostly explained in relation to secondary education. In addition, all factors discussed such as payment, recognition, [extrinsic and intrinsic motivators] have not been weighed against academic performance. Moreover, more of the findings do not manifest any data about teacher motivation and performance in Namayingo District. This study used the information to weigh the role of teacher motivation in academic performance.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introductions

This chapter describes the research design, population of the study, sample size and selection research instruments, validity reliability of the research instruments, procedure of data collection, Data processing and presentation and ethical consideration.

3.1 Research Design

Cross-sectional research design or survey design was used. This is because the data was collected at one point in time and from a pre-determined population such as head teachers, teachers, DEO, DIS and pupils. These research designs are preferred because they cover the population of study in different intervals at a given point in time.

3.2 Population of the study

The population of the study targeted respondents from 83 primary schools. These included the head teachers of these schools, teachers, DEOs, Inspectors of schools and directors of studies.

Table 3.1 below shows the specific number of respondents per category of population.

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Number per school</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Head teachers</td>
<td>1</td>
<td>83</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>8</td>
<td>664</td>
</tr>
<tr>
<td>3</td>
<td>Directors of Studies</td>
<td>1</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>District Education Officer</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>District Inspector of Schools</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Namayingo District education Office

3.3 Sample size determination and Techniques

Krejce and Morgan sample Table guide was used to get the sample size for 83 primary schools, thus the head teachers, Directors of studies, plus teachers. Table 3.2 below illustrates the sample population per category.
Table 3. 2: Sample size and techniques

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>N</th>
<th>Sample (n)</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head teachers</td>
<td>83</td>
<td>66</td>
<td>Purposive</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers</td>
<td>664</td>
<td>242</td>
<td>Stratified &amp; Simple random</td>
</tr>
<tr>
<td>3.</td>
<td>Directors of Studies</td>
<td>83</td>
<td>66</td>
<td>Purposive</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>750</td>
<td>374</td>
<td></td>
</tr>
</tbody>
</table>

Source: Namayingo District education Office

The sample size for the respondents was designed as illustrated above. Krejce and Morgan Table (Appendix 1) show that the most appropriate sample for: 83 is 66 respondents, and 664 is 242 respondents. The techniques of sampling were also well illustrated.

3.3.1. Stratified sampling

This is an approach of sampling which involves consideration of the study population based on common characteristics. The study population is divided into subgroups called strata, and then simple random sampling is used to generate the total number for items in each stratum. Whereas cluster sampling was used to consider the study population by type of school, the stratified approach to sampling was used to categorize the study population into males and females. This applied to pupils, teachers and head teachers. This was done to avoid being gender biased during distribution of tools for data collection.

3.4 Instruments of Data Collection

The study used questionnaires, and interview guide to obtain data from various respondents respectively.

3.4.1 Questionnaires

Self-administered questionnaires were distributed specifically to teachers, head teachers, and DOS, altogether 374 respondents. Questionnaire system was chosen because of its quick and fast coverage of large number of collecting data. The questionnaire was constructed and moderated using the Linkert scale model.
3.4.2 Interview Guide

The researcher used the interview schedule to guide the interview with the respondents who were key informers and thus were needed to elaborate on several issues. Here the researcher conducted face-to-face interactions and make effective conversations between the interviewee and himself with the sole aim of soliciting data. The researcher used both formal and informal interview with the respondents. This enabled the researcher to get more information in greater depth, reduces resistance and also obtains personal information from the respondents. This method helps to further clarify certain information that the questionnaire and to cross check certain information from the respondents.

3.5 Validity and Reliability of Instruments

3.5.1 Validity

According to Willnat, Gloria, Mande, & Sheeik (2011), Validity refers to the ability of a test to measure what it was designed and intended to measure. It can also be described as the degree to which appropriate inferences can be made based on an instrument’s produced results. Validity depends on more than just the research instrument alone. It also depends on the instrumentation process as well as the characteristics of the group used as the participant sample (Lawshe, 1975). Aware of the different kind of threats to validity and trying to prevent these, the writer planned in advance the design and details of the study, including sample selection, setting, research design, and data collection methods. The researcher also learned as much as possible about the participants from the questionnaire they were given and took care to standardize the data collection methods.

3.5.2 Reliability

Both reliability and validity are of utmost importance and are the foundation to any study being considered credible. According to Fraenkel & Wallen (2009), reliability refers to the
“consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another, and from one set of items to another” (p. 147). In other words, for results to be considered reliable, the different instruments used should consistently produce the same results over time. A participating individual’s results should also be able to be confirmed using the test-re-test method at a later time. This is described by Joppe (2008) who defined reliability.

The reliability of the instruments was tested using the Cronbach Apha method automatically programmed in Statistical package for Social Sciences (SPSS) software. A uniform scale of 5-point Likert was used to measure responses towards items for each variable. The items were computed to generated statistics/coefficients that were reported as results for the test. Normally, a reliable study variable contains standard coefficients of not less than 0.7 (70%). Results from Cronbach Alpha Tests were obtained as indicated in the Table 3.3 below.

**Table 3.3: Results of Cronbach Alpha Reliability of the study variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Items</th>
<th>Coefficient obtained</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Motivation</td>
<td>26</td>
<td>.753</td>
<td>75.3</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>15</td>
<td>.797</td>
<td>79.7</td>
</tr>
</tbody>
</table>

*Source: Primary Data from Namayingo District 2017*

Results showed that the independent and Dependent Variables have contents with reliability coefficients which meet the required percentage of 0.7(70%). Teacher Motivation was measured using twenty six (26) items resulting into a Cronbach Alpha coefficient of .753 which is translated into 75.3%. On the other hand, Academic performance was measured using 15 items and it resulted into a Cronbach Alpha Coefficient of .797 which is translated into 79.7%. Therefore, results obtained for each variable are highly reliable and acceptable.
3.6 Process of Data Collection

Before the administration of the questionnaires, an introductory letter was obtained from Kampala International University to help introduce him into the local authorities in the area of study. Because of the vast area of the study and different departments, the researcher employed one research assistant.

The research assistant was given tips from the researcher on how to collect the needed data in the area of the study. For the case of interviews, the researcher conducted it himself with the prior notes of the respondents. As for documentary evidence the researcher examined office files, reports and correspondences in order to extract evidence on motivation and academic performance. The respondents were briefed about the study and requested them to sign the informed consent form.

3.6.1 During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaire un answered. The researcher and assistant emphasized the retrieval of the questionnaires within five days from the date of distribution on retrieval; all returned questionnaires were checked whether they were all answered.

3.6.2 After the administration of the questionnaires

The data gathered coded into computer for statistical analysis using the statistical package for social sciences (SPSS). The qualitative data collected using the interview guide.

3.7 Data Processing and Analysis

This section involved data analysis presentation and interpretation given the design, the type of instrument which was used, and the nature of data which was collected. Data was analyzed using quantitative techniques with each complementing each other using statistical package for social sciences (SPSS). Chi square analysis was used to establish whether the background
information explained various results. On the other hand, the mean and Confidence Interval was used to establish factors of academic performance. One sample test at $p<.01$ was used to present and analyze factors of motivation. Further, regression coefficients with $P<.05$ was used to determine the extent to which teacher motivation determines academic performance in Namayingo District, then percentage scores were used to determine factors affecting the effectiveness of motivation on academic performance.

3.8 Ethical Consideration

The research process was guided by ethical principles which included the following:

Voluntarism: the research team ensured that respondents were not coerced or manipulated while participating in the study.

Objectivity: The research team ensured the objectivity when carry out research and any attempt to bias results will be considered unethical and therefore avoided:

Confidentiality: The respondents were assured of confidentiality and anonymity. Their names will not be written anywhere in the report and the information given would be used for academic purpose.

3.9 Limitation of the study.

The cost of the research was high in regard to the already incurred cost of accessing relevant stationary, printing and yet to be incurred cost of photocopying, binding, transport and telephone charges. The financial constraints were solved by seeking aid from other sources such as family and friends.

The problem of insufficient time was solved by making sure that the researcher got enough time and maximum concentration.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter captures presentation, the analysis, and interpretation of findings in relation to; socio-demographic characteristics of respondents, the nature of teacher motivation among primary schools, factors influencing academic performance, relationship between teacher motivation and academic performance of pupils in primary schools in Namayingo District.

4.1 Demographic characteristics of respondents

The demographic characteristics of respondents were; age, gender, marital status, and academic qualification, among others as illustrated in the summary Table 4.1. (∑ = 374).

Table 4.1: Socio-demographic characteristics of respondents

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18-28</td>
<td>62</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>29-39</td>
<td>182</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>40-50</td>
<td>130</td>
<td>35</td>
</tr>
<tr>
<td>2.</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>272</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>102</td>
<td>27</td>
</tr>
<tr>
<td>3.</td>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>135</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>153</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>86</td>
<td>23</td>
</tr>
<tr>
<td>4.</td>
<td>Academic qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelors</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>145</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>197</td>
<td>52</td>
</tr>
<tr>
<td>5.</td>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-5 years</td>
<td>151</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>88</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>78</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>16 years and above</td>
<td>57</td>
<td>15</td>
</tr>
<tr>
<td>6.</td>
<td>Number of promotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>152</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>101</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>More than 2</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>97</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: Primary data from Namayingo Primary Schools 2017
4.1.1 Age of respondents

Based on Table 4.1, findings were obtained from respondents belonging to three age categories. The first category (18-28) was represented by 17% of the total number of respondents, 48 percent of the respondents belonged to the 29-39 age group category and 35% was a representation of respondents in the 40-50 age-group category. In the context of this study, age category of respondents helped the researcher to generate balanced responses.

4.1.2 Gender of respondents

Every society accommodates two categories of gender-males and females. In order to convince readers that the study was not gender biased, item 2 in Table 4.1 shows that respondents belonged to both genders. The highest percentage of respondents (73%) was a representation of males while 27% was a representation for females. This structure of responses indicates more males than females because the category of teachers, which has most respondents, consists of more males. This is attributed to the fact that primary schools generally have more male than female teachers. In Uganda, considerably few females enroll for teaching compared to males. Besides the issue of avoiding gender bias in obtaining responses, the gender of responses is quite important when talking about motivation such that it is easy to establish female respondents’ views on the topic in comparison with views of male respondents.

4.1.3 Marital status

Three measures were used to establish the marital status of respondents. Results in item 3 of Table 4.1 show that out of the 374 respondents, 135(36%) were married, 153(41%) were still single and 86(23%) were the others. This group of “others” was representative of the widowed, single parents and the divorced respondents. Marital status, in relation to motivation enlightens on the fact that married people normally need more motivation incentives than those who are still single. When it comes to issues of salary supplements, married employees benefit more
because majority of them do not get adequate amount of money to sustain their family needs on a regular basis. The extra pay is important in covering gaps that would not have been possible with just salary.

4.1.4 Academic qualification
The academic qualification of respondents was helpful in revealing whether teachers, Directors of studies and head teachers had required qualifications. In review of Table 4.1, 52% of the respondents had acquired a certificate in education, while 39% had diplomas and 9% were the degree holders. Each primary teacher in Uganda is required to have at least a certificate in education from a registered Primary Teachers’ College. However, many teachers go for in-service training in order to acquire more academic level qualifications and be able to use a variety of techniques to make pupils understand.

4.1.5 Work experience of respondents
The more time an individual works in a company, organization or institution, the more they gain knowledge and experience or the more chances stand before them to be more competent in rendering services. According to Table 4.1, 40% of the respondents had a working experience of 1-5 years, 24% had served in their respective professional ranks for 6-10 years, 21% had served for 11-15 years and 15% had a working experience of 16 years and above.

4.1.6 Number of promotions
One of the approaches of motivating employees is through promotions. This study found out how many times each of those who had chance was promoted. The period of promotion was from 1 year to more than 2 years. Majority of respondents (41%) had been promoted once, followed by 27% who had been promoted 2times, 26% who had never been promoted at all and 6% who had been promoted for more than 2 times.
4.2 The nature of teacher motivation among primary schools in Namayingo District

The first objective was intended to establish the nature of teacher motivation among primary schools, thus this chapter shows findings for extrinsic and intrinsic motivation.

4.2.1 Extrinsic Motivation

According to Table 4.2, there are four measures used to determine the extrinsic ways in which managers of schools and District education authorities handle the aspect of teacher motivation. These are opportunities for professional development, remuneration related factors, working conditions of teachers, and other general extrinsic factors.

Table 4.2: extrinsic motivation of teachers

<table>
<thead>
<tr>
<th>Factor</th>
<th>CI</th>
<th>SD</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities for professional development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participation in in-service courses, seminars and workshops.</td>
<td>95%</td>
<td>1.195</td>
<td>3.4973</td>
</tr>
<tr>
<td>2. Fair methods and procedures are used in teacher promotion.</td>
<td>95%</td>
<td>1.197</td>
<td>2.2032</td>
</tr>
<tr>
<td>3. Offers are made for opportunities and incentives for further studies</td>
<td>95%</td>
<td>1.362</td>
<td>3.5401</td>
</tr>
<tr>
<td>4. The society recognizes the role of a teacher</td>
<td>95%</td>
<td>1.613</td>
<td>3.0428</td>
</tr>
<tr>
<td><strong>Remuneration related factors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The pension scheme in place offers good expectations upon retirement</td>
<td>95%</td>
<td>1.460</td>
<td>3.3797</td>
</tr>
<tr>
<td>6. The amount of salary to teachers is commensurate with the work load</td>
<td>95%</td>
<td>1.512</td>
<td>2.8583</td>
</tr>
<tr>
<td>7. The payment of monthly salary is timely</td>
<td>95%</td>
<td>1.492</td>
<td>2.2326</td>
</tr>
<tr>
<td>8. The allowances teachers receive are adequate</td>
<td>95%</td>
<td>1.460</td>
<td>2.8930</td>
</tr>
<tr>
<td>9. The annual salary is adequate and assured</td>
<td>95%</td>
<td>1.814</td>
<td>3.3396</td>
</tr>
<tr>
<td><strong>Working conditions of teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The school provides lunch and tea to teachers</td>
<td>95%</td>
<td>1.717</td>
<td>3.1471</td>
</tr>
<tr>
<td>11. Teachers are given clear job description</td>
<td>95%</td>
<td>1.756</td>
<td>3.2032</td>
</tr>
<tr>
<td>12. The school provides houses to teachers</td>
<td>95%</td>
<td>1.369</td>
<td>2.2807</td>
</tr>
<tr>
<td>13. The school provides teaching /learning resources</td>
<td>95%</td>
<td>1.598</td>
<td>3.9626</td>
</tr>
<tr>
<td>14. The academic performance of students is good</td>
<td>95%</td>
<td>1.732</td>
<td>2.5374</td>
</tr>
<tr>
<td>15. The school is located within easy reach by teachers</td>
<td>95%</td>
<td>1.325</td>
<td>2.5321</td>
</tr>
<tr>
<td>16. The school provides adequate infrastructural facilities</td>
<td>95%</td>
<td>1.490</td>
<td>2.187</td>
</tr>
<tr>
<td><strong>Other factors to explain extrinsic motivation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Teachers show curiosity to perform their duties</td>
<td>95%</td>
<td>1.540</td>
<td>2.7914</td>
</tr>
<tr>
<td>18. Teachers are given enough power to put right whatever is needed to fulfill their duties</td>
<td>95%</td>
<td>1.650</td>
<td>2.8422</td>
</tr>
<tr>
<td>19. There is good relationship that occurs between administrators and teachers</td>
<td>95%</td>
<td>1.669</td>
<td>3.0882</td>
</tr>
<tr>
<td>20. Teachers freely interact with each other</td>
<td>95%</td>
<td>1.760</td>
<td>3.1845</td>
</tr>
</tbody>
</table>

Source: Primary data from Namayingo Primary Schools 2017
Opportunities for professional growth

Among the opportunities for professional development, the greatest factor was participation in in-service courses, seminars and workshops (M = 3.4973; SD=1.195). The need for in-service courses, workshops and seminars comes when teachers are required to obtain more teaching skills especially to handle hard-to-teach subjects like Mathematics and sciences. This was followed by fair methods and procedures are used in teacher promotion. (M = 2.2032; SD=1.197). In addition, there are offers for opportunities and incentives for further studies. To a large extent, Table 4.2 shows that this trend of events is evident in Namayingo District (M = 3.5401; SD=1.362) and then recognition of role of the teacher by society is another opportunity for professional development reported by teachers in Namayingo District (M = 3.0428; SD=1.613);

Remuneration factors

These included; presence of pension scheme that offers good expectations upon retirement (M = 3.3797; SD=1.460), timely payment of monthly salaries (M = 2.2326; SD=1.492), though at the primary education level teachers do not only receive late payments but they receive salaries in a considerably unfair timing. Salaries that come out in March for instance are meant to be salaries for January, and the trend continues like that. This is common even in Namayingo District where majority of the teachers did not agree with the statement that payment of monthly salaries is timely.

Respondents also reported that there were no adequate allowances (M = 2.8930; SD=1.460) in different forms such as: teacher quarters to cater for teachers who travel long distances and arrive at school late, transport allowances, extra time payments, allowances to attend workshops/seminars, and career development allowances. Finally, respondents reported
availability of adequate and assured annual salaries through which teachers are able to service loans, update membership in Savings and Credit Cooperatives (SACCOs), and also meet other payments that had been pending.

**Working conditions**

Teacher working conditions have a significant influence in enhancing teacher motivation. They include aspects such as meals, clear job description, housing facilities, availability of teaching/learning materials, location of school, improvement in academic performance of pupils and availability of adequate infrastructural facilities. Table 4.4 shows that out of the seven factors explored, only three-meals, clear job description and teaching/learning resources, with mean scores of 3.000 and above are evident in most schools. Other motivational practices reported during the study were; a good relationship between administrators and teachers in Namayingo District primary schools (M = 3.0882; SD=1.669), free and interaction of teachers amongst themselves (M = 3.1845; SD=1.760).

**4.2.2 Intrinsic Motivation factors**

Intrinsic Motivation refers to those forces which originate from within a teacher’s mind and reinforce him or her to start and sustainably continue offering services in a school.

Table 4. 3: Percentage distribution of responses on intrinsic teacher motivation factors

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers teach because:</th>
<th>CI</th>
<th>SD</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Of the prestige of being a teacher.</td>
<td>95%</td>
<td>1.578</td>
<td>2.4866</td>
</tr>
<tr>
<td>2.</td>
<td>The job brings happiness and fulfillment.</td>
<td>95%</td>
<td>1.678</td>
<td>2.5160</td>
</tr>
<tr>
<td>3.</td>
<td>They feel duty to help educate the next generation.</td>
<td>95%</td>
<td>1.986</td>
<td>3.0107</td>
</tr>
<tr>
<td>4.</td>
<td>They derive much pleasure from learning new things</td>
<td>95%</td>
<td>1.658</td>
<td>2.5027</td>
</tr>
<tr>
<td>5.</td>
<td>it is the type of work chosen to attain certain important objectives</td>
<td>95%</td>
<td>1.875</td>
<td>2.5749</td>
</tr>
<tr>
<td>6.</td>
<td>The job is a part of their life</td>
<td>95%</td>
<td>1.819</td>
<td>3.0909</td>
</tr>
</tbody>
</table>

Source: Primary data from Namayingo Primary Schools 2017

KEY=CI- Confidence Interval; SD – Standard Deviation; M- Mean
Table 4.6 above shows that that out of the six (6) factors, factor 3 and 6 have been identified as evident in primary schools in Namayingo District. This is because the descriptive statistics as appended show more disagreements on the side of disagreements compared to the two established factors.

Item 3 reveals that teachers in Namayingo District are reinforced to continue doing their duties because they feel duty to help the next generation (M = 3.0107; SD=1.986). Chi square test of significance for the background information revealed the following in relation to these findings.

\[ x^2 = 67.942; df = 4; P = .000 \]

\[ x^2 = 81.966; df = 2; P = .000 \]

\[ x^2 = 27.648; df = 4; P = .000 \]

\[ x^2 = 80.914; df = 4; P = .000 \]

\[ x^2 = 63.037; df = 6; P = .000 \]

\[ x^2 = 66.187; df = 6; P = .000 \]

Therefore, the socio-demographic characteristics of age and others were significant in the remarks given by respondents.

Another intrinsic motivation factor which is existing in Namayingo District is that teachers do their job because they have a feeling that it is part of their lives (M = 3.0909; SD=1.819). In most cases, teachers who feel the job is part of their lives do not have any other sources of income. The study established if the background information had influence in these findings.

Results from chi square analysis in this respect revealed the following results:

\[ x^2 = 139.208; df = 4; P = .000 \]

\[ x^2 = 165.454; df = 2; P = .000 \]

\[ x^2 = 125.348; df = 4; P = .000 \]

\[ x^2 = 206.308; df = 4; P = .000 \]

\[ x^2 = 123.271; df = 6; P = .000 \]

\[ x^2 = 153.520; df = 6; P = .000 \]

Therefore, variations in responses given were influenced by demographic characteristics.
4.3 Factors influencing academic performance in Namayingo District

The second objective was about assessing the factors influencing academic performance. The main question was “what factors influence academic performance in primary schools in Namayingo District?” One Sample T-test was used to assess the factors whereby all factors with mean of 3.000 and above had majority responses who agreed thus these factors influence academic performance positively while the rest with mean scores below 3.000 have negative influence on academic performance.

Table 4.4: One Tailed T-Tests results of Factors influencing Academic Performance in Primary Schools in Namayingo District

<table>
<thead>
<tr>
<th>No.</th>
<th>Factors</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Classroom sizes favor understanding of concepts for each pupil (ACP1)</td>
<td>373</td>
<td>.000</td>
<td>2.54278</td>
</tr>
<tr>
<td>2)</td>
<td>The behaviors of pupils determine pupils performance (ACP2)</td>
<td>373</td>
<td>.000</td>
<td>3.40107</td>
</tr>
<tr>
<td>3)</td>
<td>Teachers in schools are competent (ACP3)</td>
<td>373</td>
<td>.000</td>
<td>2.98663</td>
</tr>
<tr>
<td>4)</td>
<td>Pupils accurately follow teachers’ instructions (ACP4)</td>
<td>373</td>
<td>.000</td>
<td>3.28342</td>
</tr>
<tr>
<td>5)</td>
<td>Pupils indeed like participating in discussion groups (ACP5)</td>
<td>373</td>
<td>.000</td>
<td>2.89305</td>
</tr>
<tr>
<td>6)</td>
<td>Pupils have a high speed in learning new topic (ACP6)</td>
<td>373</td>
<td>.000</td>
<td>3.51604</td>
</tr>
<tr>
<td>7)</td>
<td>General handwriting of pupils is good (ACP7)</td>
<td>373</td>
<td>.000</td>
<td>2.42781</td>
</tr>
<tr>
<td>8)</td>
<td>The reading skills of pupils in schools is considerably good (ACP8)</td>
<td>373</td>
<td>.000</td>
<td>2.51337</td>
</tr>
<tr>
<td>9)</td>
<td>Pupils really speak well both in Language one and Language two (ACP9)</td>
<td>373</td>
<td>.000</td>
<td>2.86096</td>
</tr>
<tr>
<td>10)</td>
<td>Pupils cannot complete work without consulting teachers (ACP10)</td>
<td>373</td>
<td>.000</td>
<td>2.94652</td>
</tr>
<tr>
<td>11)</td>
<td>If asked, pupils easily recall what they were taught in the past (ACP11)</td>
<td>373</td>
<td>.000</td>
<td>3.02406</td>
</tr>
<tr>
<td>12)</td>
<td>Pupils show dislike for certain subjects (ACP12)</td>
<td>373</td>
<td>.000</td>
<td>2.91176</td>
</tr>
<tr>
<td>13)</td>
<td>General performance of pupils in Mathematics is always above 50% (ACP13)</td>
<td>373</td>
<td>.000</td>
<td>2.72727</td>
</tr>
<tr>
<td>14)</td>
<td>General performance of pupils in English is always above 50% (ACP14)</td>
<td>373</td>
<td>.000</td>
<td>2.72727</td>
</tr>
<tr>
<td>15)</td>
<td>General performance of pupils in Science is always above 50% (ACP15)</td>
<td>373</td>
<td>.000</td>
<td>2.67914</td>
</tr>
</tbody>
</table>

Source: Primary data from Namayingo Primary Schools 2017
The One sample T-Test shows that only four factors explain the positive side of academic performance. This means that all the highlighted factors have very high frequency and percentage representations of respondents who agreed than those who disagreed. It also means that out of the fifteen factors given, only four (4) are implemented by most schools in Namayingo District. The rest require serious attention if Academic Performance is to improve in Namayingo District. Each of the four factors has been analyzed separately in relation to the demographic characteristics of respondents.

4.3.1 The behaviors of pupils determine pupils performance (ACP2)

Based on Table 4.7 above, it is clear that the behaviors of pupils determine their academic performance in primary schools, (M= 3.40107; P = .000). Behaviors of pupils may go beyond styling up to greet people and appearing well behaved, to regularly attending classrooms, being obedient to teachers, choosing good company to associate with and making sure they consult whoever is concerned for the purposes of digesting concepts. In relation to the background, Age \( (x^2 = 110.599; df = 8; P = .000) \), Gender \( (x^2 = 24.032; df = 4; P = .000) \), Marital status \( (x^2 = 334.747; df = 8; P = .000) \), Academic Qualification \( (x^2 = 169.889; df = 8; P = .000) \), Experience \( (x^2 = 284.369; df = 12; P = .000) \); and Times of promotion \( (x^2 = 439.099; df = 12; P = .000) \). Therefore, the demographic characteristics of respondents played a significant statistical role in explaining variations in responses given to come up with more respondents who agreed compared to those who disagreed.

4.3.2 Pupils accurately follow teachers’ instructions (ACP4)

As already stated in the previous subsection, when pupils have good behaviors, they are also able to follow teachers’ instructions. Therefore, this was the case in primary schools in Namayingo District as illustrated in Table 4.7 (M= 3.28342; P = .000). Teacher instructions commonly demand not more than responses to regular work given, not coming late to class and
to pay full attention in classroom if lessons are going on. Teacher instructions also mean adhering to need to change sitting arrangement. At times, pupils like sitting with friends. However, it is always bad if they sit near each other when none of term is brilliant. Certain teachers who observe this prefer rearranging the sitting such that pupils who take long to understand sit together with the quick learners to increase on the number of good performers. In relation to the demographic information, Age \( (x^2 = 95.312; df = 8; P = .000) \), Gender \( (x^2 = 56.727; df = 4; P = .000) \), Marital status \( (x^2 = 258.965; df = 8; P = .000) \), Academic Qualification \( (x^2 = 176.447; df = 8; P = .000) \), Experience \( (x^2 = 242.641; df = 12; P = .000) \); and Times of promotion \( (x^2 = 351.184; df = 12; P = .000) \). This shows that each of the demographic characteristics explained variations in responses given such that majority of respondents agreed while a small number disagreed.

4.3.3 Pupils have a high speed in learning new topic (ACP6)

Item 6 in Table 4.7 shows that in most of the primary schools in Namayingo District, pupils have high speed of learning new topic. They are able to predict what is in the topic which comes as a result of using logic to conduct lessons \( (M= 33.51604; P = .000) \). Chi square analysis to portray the significance of background information revealed that: Age \( (x^2 = 35.977; df = 8; P = .000) \), Gender \( (x^2 = 11.363; df = 2; P = .003) \), Marital status \( (x^2 = 93.460; df = 4; P = .000) \), Academic Qualification \( (x^2 = 46.256; df = 4; P = .000) \), Experience \( (x^2 = 89.018; df = 6; P = .000) \); and Times of promotion \( (x^2 = 104.699; df = 6; P = .000) \), thus the background information had significant statistical influence in the variations experienced for responses on high speed of pupils in learning new topic.

4.3.4 If asked, pupils easily recall what was taught in the past (ACP11)

The last aspect of academic performance was that pupils were able to easily recall what they were taught in the past \( (M= 3.02406; P = .000) \). Moments of recalling what was taught normally
accompany teacher’s introduction of a lesson whereby they need to connect the current lesson to the one of yesterday. He or she therefore tries to test the memory of pupils such that by recalling yesterday’s work, it is a genesis for today’s work. Sometimes concepts in the previous lessons help to make a pupil understand the current work. These results were processed using Chi square to establish whether the demographic characteristics controlled the way the respondents reacted towards statements given. Results were as given below:

Age  \( (x^2 = 86.873; df = 6; P = .000) \). Gender \( (x^2 = 59.335; df = 3; P = .000) \). Marital status \( (x^2 = 124.093; df = 6; P = .000) \). Academic Qualification \( (x^2 = 113.131; df = 6; P = .000) \). Experience \( (x^2 = 72.649; df = 9; P = .000) \); and Times of promotion \( (x^2 = 184.056; df = 9; P = .000) \). the demographic characteristics continued to play a significant role in explaining that variations in responses were determined by the fact that respondents differed in their age, gender composition, marital status, academic qualifications, work experience, and number of times they were promoted to various positions.

4.4 Relationship between motivation and academic performance/Hypotheses testing

Pearson correlation Coefficients were used to establish the relationship between motivation and academic performance and results were obtained as indicated in Table 4.4 below.

<table>
<thead>
<tr>
<th>Table 4.5: Relationship between Motivation and academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Performance</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed); p<.05

Source: Primary data from Namayingo Primary Schools 2017

According to Table 4.5, there is a significant positive statistical relationship between each of the aspects of motivation and academic performance. However, the statistical values vary between the two driving forces of motivation.
4.4.1 Hypothesis one (H₁): “There is no significant statistical relationship between extrinsic motivation and academic performance

First a strong positive and significant relationship \((r = .833**; p = .000)\) exists between extrinsic motivation and academic performance. This means that 83.3% great improvements in academic performance is determined by reinforcing teachers with extrinsic motivation by improving and sustaining standards in teachers’ opportunities for professional development, remuneration, working conditions, and other factors. On this note therefore, the first hypothesis which states that “There is no significant statistical relationship between extrinsic motivation and academic performance” was rejected.

4.4.2 Hypothesis two (H₂): “There is no significant statistical relationship between intrinsic motivation and academic performance”

According to Table 4.5 above, there is a strong positive and significant statistical relationship \((r = .394**; p = .000)\) between intrinsic motivation and academic performance. By implication, 39.4% improvements in academic performance in primary schools in Namayingo District is influenced by re-enforcers of intrinsic motivation such as; prestige, feeling of fulfillment and comfort at work, job security, pleasure in learning new things, and seeing objectives in the work given. In this case, the second hypothesis, which states that, “There is no significant statistical relationship between intrinsic motivation and academic performance”, was also rejected by the results.
4.5 Factors affecting the effectiveness of motivation on academic performance in Namayingo District.

Having discovered that respondents disagreed with more than 50% of the factors explaining teacher motivation, and thus finding out that motivation is doing more negative than positive contribution towards academic performance, it was realized that there must be some factors which hinder or affect the effectiveness of teacher motivation on academic performance. Indeed these factors do a lot to pause or cripple circumstances which could enable stakeholders motivate teachers for good performance. Respondents were asked to react to ten (10) factors stated in structured questions. Table 4.10 shows results obtained for this objective.

Table 4.6: Factors affecting teachers’ motivation for improved academic performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The gender of teachers does not interfere with motivation and performance</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>2. Increase in pupil dropout rates does not interfere with motivation and performance</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>3. Disciplinary issues do not interfere with motivation and performance</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>4. The location of the school does not interfere with motivation and performance</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>5. Teacher workloads do not interfere with motivation and performance</td>
<td>41</td>
<td>59</td>
</tr>
<tr>
<td>6. Overcrowding of classrooms does not interfere with motivation and performance</td>
<td>77</td>
<td>23</td>
</tr>
<tr>
<td>7. The overcrowded syllabus does not interfere with motivation and performance</td>
<td>88</td>
<td>12</td>
</tr>
<tr>
<td>8. School environment does not interfere with motivation and performance</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>9. Administrative/leadership issues do not interfere with motivation and performance</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>10. Pupil absenteeism does not interfere with motivation and performance</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>11. Library facilities do not interfere with motivation and performance</td>
<td>92</td>
<td>8</td>
</tr>
</tbody>
</table>

Overall percentage 53 47

Source: Primary data from Namayingo Primary Schools 2017

Teacher motivation and performance move together and their direction are really determined by various factors as indicated in Table 4.10 above.

4.5.1 The gender of teachers

In the first case, the study found out that the gender of teachers is significant factor affecting the relationship between motivation and performance as indicated by 56% of the respondents. This
can be explained in such a way that female teachers for instance may be denied chances of promotion to posts of deputy Head teachers or as head teachers. Even in delegating teachers for school commitments in neighboring schools or at national levels, school administrators send male teachers more often than they do, female teachers. As a result, female teachers feel left out and isolated. They do not feel to be part of the working team in a given school thus lose morale to continue serving vibrantly. On the other hand, some school managers show much favor to female teachers than the male counterparts. In some schools, it is easy to find that a female teacher stands higher chances of being the only one in budgetary programs than their male counterparts. This form of discrimination dis-reinforces teachers and reduces their morale to continue serving efficiently. These findings are supported by other researchers too. Bennell and Akyeampong (2007) noted that female teachers serve as important role models for students in schools, especially in rural areas, but often face additional challenges and have higher attrition. Providing safe and adequate housing is extremely important for female teachers as well as considering marital/family obligations. Equal pay for male and female teachers is also important as well as the presence of female administrations and educational leaders. This continues to justify the need for concerted efforts to ensure gender equality in all activities of schools regardless of their location.

4.5.2 Disciplinary issues

The study further found out that though motivation of teachers is done to ensure improvement in academic performance but when pupils are not disciplined, the goal is quickly lost. In other words, only disciplined pupils can coordinate with well-motivated teachers to work hard and bring about good and sustained academic performance. However, based on findings in Table 4.4 above, the discipline of students is not favorable to create room for motivation to take effect on academic performance as observed by 66% of the respondents. The willingness of a teacher to conduct lessons in a class of very stubborn and heedless pupils falls short of success. It is
therefore important for school administrators, parents and well-wishers to do all it takes and ensure that pupils conduct themselves well regardless of whether they are at school or outside in the community. Other authors also talk about discipline as factors which influence motivation and performance. According to Burton (2009), discipline is a factor that promotes an atmosphere of learning therefore; parents take their children in institutions with high discipline among students. On the other hand, Kennedy (2002) states that discipline as a code of conduct spells out consequences for disrespecting a teacher or a class mate. Therefore discipline is so important when it comes to harmony between motivation and academic performance.

4.5.3 Location of the school
The location of school ranks among the greatest factors affecting the effectiveness of motivation on academic performance of pupils in Namayingo District. First, the district itself is located far away from Iganga and Bugiri, the ones located on highways. Second, schools are most schools which need attention are located in a distance of more than 4 kilometers from the district, thus escalating the problem. Indeed this is why 78% of respondents cited it among factors affecting effectiveness of teacher motivation on performance. Bennell (2002) also expounds on the issue of location of the school in relation to teacher motivation and performance. According to him, many teachers prefer teaching in urban areas where they can have easy access to services like electricity, security, good payments, medical facilities and transport means compared to rural schools. Besides, some teachers prefer teaching in schools near their home areas so as to have constant relationships with home people and above all, teachers who work near their place of residence fight hard to uplift the academic standards of their communities. On the other hand, teachers born in rich families in urban centers resent being posted to rural schools where the standards of living are worse.
4.5.4 Teacher workload

According to Ryan and Deci (2000), much teacher workloads can significantly demoralize teachers and make teaching more challenging due to increased demands to teach complex skills, heightened control by administrators, and decreased time to plan and collaborate with colleagues. Therefore, in Namayingo District where primary school teachers face the challenge of heavy teacher workload as reflected in Table 4.10 at a percentage rank of 59%, a supportive professional work environment as well as positive relationships within the community can reduce these pressures and improve teachers’ motivation and effectiveness.

4.5.5 School environment

According to findings, school environment is one of the factors which affect the effectiveness of teacher motivation on academic performance. It is represented by 64% of the percentage distributions in Table 4.10. The school environment is a composition of such aspects as adequate classroom space, enough teaching and learning materials, availability of staffroom, and well-established spaces for convenience, among other great infrastructures which make up a conducive environment for teaching. Much as school environment is an effect of academic performance, it is also viewed differently by authors. According to Al-Tawil, et al., (2011), the school environment affects academic achievement of pupils in relation to facilities such as, desks, seats, chalkboard, teaching aids, and cupboard considered as ingredients for effective teaching and learning.

4.5.6 Administrative/leadership issues

According to findings, there are administrative and leadership issues which affect the effectiveness of motivation on academic performance as shown by 55% of the respondents in Table 4.10. Shared governance, or participatory management, enhances teachers' professional status and their "ownership" in the planning and operation of the school. Thus, shared
governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators.

4.5.7 Absenteeism of pupils

Armentano and Dominick (2003) discuss the issue of absenteeism in relation to pupils’ behaviors. A poll from the National Center for Education Statistics cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. These issues were seen more frequently at the secondary school level, rather than the primary grades. In Namayingo District, Absenteeism was acknowledged by 68% of the respondents as a factors which affect the effectiveness of teacher motivation on academic performance.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations of the study.

5.1 Discussion of findings

This section covers the discussion of the study findings. The discussion involved cross relating key findings with the existing related literature. This was consistent with the research objectives from which the following sections were drawn for discussion purpose; nature of motivation, factors influencing academic performance, the extent to which motivation determine performance and factors affecting the effectiveness on academic performance and relationship between the two.

5.1.1 The nature of teacher motivation among primary schools in Namayingo District

The findings of the objective of this study revealed that there was opportunity for career development. According to professional development it was revealed that there are four measures used to determine the way in which managers of schools and District education authorities handle the aspect of teacher professional development among primary school in Namayingo district. At a confidence interval of 95%, the study found out that teachers in primary schools in Namayingo district are offered assistance to participate in in-service courses, seminars and workshops. This means that professional development of teachers in Namayingo district is highly valued.

One of the approaches of professional development which ought to be practiced in primary schools in Namayingo district is by offering teachers opportunity and incentives to enable them go and acquire more qualifications. This include: financial support and permission to be off duty for a certain period of time at the university. This means that school managers and
district education leaders have strategies to facilitate for further studies of teachers as a way of motivating them.

Other results reveal that remuneration related factors deals mainly with financial needs of teachers through pension scheme that offers good expectations upon retirement which the government extends to public servants when they reach the age of retirement. Therefore when hopes for such benefits are available, teachers are committed and work hard to sustain good academic performance.

It was also revealed that salary given to teachers is commensurate with workload. In most schools, due to the fact that teachers of subjects like mathematics and English are not enough, available ones are given a lot of work. Therefore to motivate these teachers who are overloaded, there is need to increase on the payments.

Findings also reveal that teachers in Namayingo district are reinforced to continue doing their duties because they feel duty to help the next generation which was at a mean of 3.0107 and also they have a feeling that it is part of their lives and its mean was at 3.0909.

5.1.2 Factors influencing academic performance in namayingo district.

The second objective of the study was revealed that there are four factors which explained the positive side of academic performance. According to Pavlov, Watson and Skinner (2010) revealed that the behaviors of pupils determine pupils’ performance in primary schools. Behaviors of pupils may go beyond styling up to great people and appearing well behaved to regularly attending classroom, being obedient to teachers and choosing good company to associate with.

It also revealed that pupils accurately follow teachers’ instructions. When pupils have good behaviors, they are also able to follow teachers’ instructions. Therefore this was the case in primary schools in Namayingo district which was at 3.28342 and teachers instructions i.e.;
response to regular work given , not coming late to class and pay full attention in class if lessons are going on.

Furthermore it was revealed that pupils have high speed in learning new topics. It shows that in most of the primary schools in Namayingo district, pupils have high speed of learning new topics. They are able to predict what is in the topic which comes as a result of using logic to conduct lessons.

Another factor revealed that if asked pupils easily recall what was taught in the past moment of recalling what taught normally accompany teachers’ instruction of a lesson whereby they need to connect the current lesson to the one of yesterday.

5.1.3 The relationship between motivation and academic performance in primary schools

The third objective of the study was that after finding out that factor with majority of the respondents agreeing , there was need to establish the extent to which each of these factors significantly determine academic performance at p<0.5. The results shows that there is a positive relationship between teacher’s motivation and academic performance.

It was also revealed that motivation predicts negative results in academic performance when it comes to the issue of adequate and assured annual for teachers in Namayingo district. This means that 8.6% of the reduction in academic performance in Namayingo district is attributed to the fact that teachers believe annual salaries are adequate and assured.

Another factor found out that the ways in which motivation determines academic performance is that teachers are given clear job description. The prediction is positive and statistically strong. The interpretation is that 23.2% of the improvement in pupils’ academic performance in Namayingo district is as a result of clear job description that is given to teachers.
The school provides the teaching/learning resources. The study revealed that teacher of subjects like mathematics and science may not receive adequate materials as those of English and social studies. This calls for subject teachers to always raise their proposals about what they need to carry on their work.

The teacher motivation also predicts negative outcomes of academic performance especially when teachers develop mind that the teaching job is part of their life such that 7.9% of the negative change in pupils’ academic performance in Namayingo district. This is a challenge especially when some of the teachers refuse to go to class and conduct lessons thinking that they will get jobs elsewhere. It leads to dodging of lessons due to untimely release of salaries and lack of cooperation with their bosses.

5.1.4 Factors affecting the effectiveness of motivation on academic performance

The fourth objective of the study found out that the gender of teachers is significant factors affecting the relationship between motivation and performance as indicated by 56% of the respondents. These findings are supported by other researchers too. Bennell and Akyeamping (2007) noted that female teachers serve as important role models for pupils in schools especially in rural areas. This continues to justify the need for concerted effort to ensure gender in all activities of schools regardless of their location.

Research out that though motivation of teachers is done to ensure improvement in academic performance but when pupils are not disciplined the goal is quickly lost. According to results the discipline of pupils is not favorable to create room for motivation to take effect on academic performance as observed by 66% of the respondents. It is therefore important for school manager, parents and well wishers to do what it takes and ensure that pupils conduct themselves well regard less of whether they are at school or outside in the community.
Location of the school ranks the greatest factor affecting the effectiveness of motivation on academic performance in Namayingo district. The schools which need attention are located in a distance of more than 4km from the district headquarters that is why 78% of the respondents cited it among factors affecting effectiveness of teachers’ motivation on performance. Bennel (2002) also explains on the issue of location of the school in relation to teacher motivation and performance. According to him, many teachers prefer teaching in urban areas where they can have easy access to services like; electricity, security good payments, transport etc compared to rural schools. According to findings it was discovered that there are administrative and leadership issues which affects the effectiveness of motivation on academic performance as shown by 55% of the respondents. Shared governance or participatory management enhances teachers’ professional status and their ‘ownership’ in the planning and operation of the school.

5.2 Conclusions

Basing on the findings and discussions, the following conclusions were made;

First in Namayingo District teachers are given assistance to participate in in-service courses, seminars and workshops; Fair methods and procedures are used in teacher promotion, society recognizing the role of a teacher; Pension scheme in place for expectations upon retirement; adequate and assured annual salary is adequate, meals to teachers, clear job description, teaching /learning resources, relationship that occurs between administrators and teachers, free interaction among teachers and teachers’ belief that teaching is a job that is part of their life.

Secondly factors influencing academic performance in Namayingo district could be explained in four factors; behavior of pupils determines the performance in primary schools and it can be solved through attending classes regularly, being obedient to teachers and community members and choosing good company to associate with. Pupils following teachers’ instruction and paying attention when the lesson n is going on, High speed of learning new topics with make them
predict the next topic due to the technique teacher’s use during teaching, also recalling what was taught in the past.

Thirdly, there is a strong positive and significant relationship between extrinsic motivation and academic performance in primary schools in Namayingo District. At the same time, a strong positive and significant statistical relationship exists between intrinsic motivation and academic performance in primary schools in Namayingo District.

Fourthly various factors affect the effectiveness of motivation on academic performance but major ones were: gender of teachers, disciplinary issues, location of school, workload issues and school environment.

5.3 Recommendations

In view of the above conclusions, the following recommendations were made;

A good education policy or programmed to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff, adequately supplied with necessary facilities scholastic materials and equipment.

Schools in Namayingo District must have adequate resources which may be divided into three categories: Financial resources, human resources and physical resources.

The research community should come in and sensitize parents on the importance of education and also encourage parents to provide their children with school necessities.

The government has to work upon the road infrastructures of places such as Namayingo District through expanding and tarmacking roads to enable teachers who want to work in such conditions accept to go and render diligent services to pupils and also recruit and appoint more teachers in schools.
There is need to sustain positive environment in terms of; teachers’ opportunities for professional development, remuneration, and working conditions to uplift teachers’ prestige, feeling of fulfillment and comfort at work, job security, and pleasure in learning new things, which in turn influence attainment of good academic performance in primary schools.

District Education officers are bound by the duty to coordinate with school managers and engage teachers over issues of patiently serving pupils as they wait on gradual improvement in their standards of living.

For long now, teachers in Uganda have been claiming that the government does not give priority to the issue of increasing teacher salaries as its promises state. On this note, this study comes with a recommendation that the central government has to always prioritize teachers’ needs especially when it comes to salaries and allowances as well as promotions. These serve as major reinforcers because teachers who work in distant districts like Namayingo will need to always be with their families every weekends. This is only possible if weekly allowances are provided.

5.4 Areas for further research

Due to limited time and resources, as well as scope of the study, the following areas were not tackled and they thus require attention by other researchers:

(i) Establishing the relationship between gender differences in teacher motivation and teacher performance

(ii) Assessing the effect of distance to school on academic performance of pupils

(iii) The relationship between school environment, salary structure and teacher performance

(iv) Comparison of teacher motivation between public and private primary schools
REFERENCES


APPENDIX 1: INTERVIEW GUIDE.

1. Is there necessity of teachers’ motivation in primary schools in Namayingo district?
2. How does teachers’ motivation take place in primary schools in Namayingo district?
3. Who generates motivation of teachers in primary schools in Namayingo district?
4. How does teachers’ motivation affect academic performance in Namayingo district?
5. How effectively can teachers’ motivation be done in primary schools in Namayingo district?
APPENDIX 2: OBSERVATION CHECKLIST.

1. Behaviours of both teachers and pupils.
2. Community around the school.
3. School facilities (teachers’ house, classrooms, furniture and latrines.)
4. Scholastic materials (books, instructional materials, etc)
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS, HEADTEACHERS AND DIRECTORS OF STUDIES

Dear respondent,

a) I am KIBIRA AMISI doing an academic research on TEACHER MOTIVATION AND PERFORMANCE IN PRIMARY SCHOOLS IN NAMAYINGO DISTRICT as a requirement for an award of a Master of Education (EDUCATION ADMINISTRATION AND MANAGEMENT).

b) Your responses are very valuable towards the success of this project. Please, spare time, and respond to the items raised in this questionnaire.

c) The questionnaire is divided into three (3) sections: Section A (Socio-demographic Characteristics); Section B (Teacher motivation) and Section C (Academic Performance).

d) Instructions: Please Tick the right option

SECTION A

Social Demographic Characteristics

Please put a tick or a Circle where applicable.

1. Age

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 28</td>
<td>1</td>
</tr>
<tr>
<td>29 – 39</td>
<td>2</td>
</tr>
<tr>
<td>40 – 50</td>
<td>3</td>
</tr>
<tr>
<td>Above 50</td>
<td>4</td>
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1. Gender

<table>
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<tr>
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<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Marital status

<table>
<thead>
<tr>
<th>Marital Status</th>
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</thead>
<tbody>
<tr>
<td>Single</td>
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</tr>
<tr>
<td>Married</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
</tbody>
</table>
3. Academic Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>PhD</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelors</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>5</td>
</tr>
</tbody>
</table>

4. What is your job experience?
   (a) 1-5 years
   (b) 6-10 years
   (c) 11-15 years
   (d) 16+

5. How many times have you ever been promoted?
   (a) 1 time
   (b) 2 times
   (c) >2 times
   (d) None

**SECTION B: MOTIVATION**

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work

1-Strongly Disagree (SD); 2-Disagree (D); 3-Undecided (U); 4-Agree (A) and 5-Strongly Agree (SA).

1. Teachers’ opportunities for professional development

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers are offered assistance to participate in in-service courses, seminars and workshops.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Fair methods and procedures are used in teacher promotion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Offers are made for opportunities and incentives for further studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The society recognizes the role of a teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Teachers’ remuneration related factors

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The pension scheme in place offers good expectations upon retirement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The amount of salary to teachers is commensurate with the work load</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The payment of monthly salary is timely</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The allowances teachers receive are adequate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The annual salary is adequate and assured</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Teachers’ working conditions in their schools

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school provides lunch and tea to teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers are given clear job description</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The school provides houses to teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The school Provides teaching /learning resources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The academic performance of students is good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>The school is located within easy reach by teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>The school provides adequate infrastructural facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. Other extrinsic factors

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers show curiosity to perform their duties</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers are given enough power to put right whatever is needed to fulfill their duties</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>There is good relationship that occurs between administrators and teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers freely interact with each other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. Intrinsic motivation

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers teach because:</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Of the prestige of being a teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The job brings happiness and fulfillment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>They feel duty to help educate the next generation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>They derive much pleasure from learning new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>it is the type of work chosen to attain certain important objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>The job is a part of their life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
## SECTION C: ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom sizes favor understanding of concepts for each pupil</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The behaviors of pupils determine pupils performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Teachers in schools are competent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Pupils accurately follow teachers’ instructions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Pupils indeed like participating in discussion groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Pupils have a high speed in learning new topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. General handwriting of pupils is good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The reading skills of pupils in schools is considerably good</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Pupils really speak well both in Language one and Language two</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Pupils cannot complete work without consulting teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. If asked, pupils easily recall what they were taught in the past</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Pupils show dislike for certain subjects</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. General performance of pupils in Mathematics is always above 50%</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. General performance of pupils in English is always above 50%</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. General performance of pupils in Science is always above 50%</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**SECTION D: FACTORS AFFECTING THE EFFECTIVENESS OF MOTIVATION ON ACADEMIC PERFORMANCE**

Show the extent to which you agree that each of the statements explain factors which affect the effectiveness of motivation on academic performance in Namayingo District.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
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<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The gender of teachers does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Increase in pupil dropout rates does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Disciplinary issues do not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The location of the school does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Teacher workloads do not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Overcrowding of classrooms does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The overcrowded syllabus does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. School environment does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Administrative/leadership issues do not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Pupil absenteeism does not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Library facilities do not interfere with motivation and performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
KAMPALA
INTERNATIONAL
UNIVERSITY

COLLEGE OF EDUCATION, OPEN AND DISTANCE e-LEARNING

VIVA MINUTES FORM

Name of Candidate: Rabira, Amii
Reg. No.: M50/2732/152/DU-TR
Thesis Title: Teachers' Uplifting and Academic Competence
Date: October 30, 2017

Panelists
1. Prof. Sheme Lumbala, Chair
2. Dr. Gaby Mbuyi
3. Dr. Sasha Sambil
4. Mr. Pamba A. Gali
5. Mr. Nabukwasi, Ph.D.

A. Candidate's presentation of his / her work
The candidate presented well.

B. Matters arising and Panelists' comments
- Dependent and independent variables are clearly defined.
- Preferences of the data are clear.
- Parental involvement at home is reflected.
- What are the factors that can lead to academic performance?
who answered the question on academic performance?

Topic: Factors affecting effectiveness in academic performance

Exact number of teachers in Kampala district

- Topic: Teachers' motivation and

C. A. O. B

-----------------------

The student has to do all the coursework as prescribed by the panel member, internal and external.

Average Mark Awarded: Passed

Final verdict: Passed

Name and Signature of the Chairperson: [Signature]

Name and Signature of the Secretary: [Signature]

Name and Signature of the Candidate: [Signature]
KAMPALA INTERNATIONAL UNIVERSITY, UGANDA
COLLEGE OF EDUCATION
OPEN, DISTANCE AND E LEARNING
FINAL INTERNAL EXAMINATION REPORT

CANDIDATE: KIBIRA AMISI MED/29832/152/DU-TR

Title of Thesis: Teachers Motivation and Academic Performance in Primary Schools in Namayingo District in Eastern Region, Uganda.

General Observation: The title of thesis is good and contributes to new knowledge on academic performance of pupils. The strongest part of this thesis is chapter 3. However, few corrections need to be effected and literature should be made more analytical and scholarly.

CHAPTER ONE:

Abstract: You need to rephrase some of the sentences. Summary of finding needed (see book)

INTRODUCTION:

Historical background: One wonders why most of the words capitalized? No historical background for motivation?

Conceptual perspective ok

Theoretical perspective: Most of the sentences show no source of your information. Please endeavor to show source.

Purpose: It’s a relationship study, not role of (See Book)

Objectives: No 3 objectives should be rephrased to state. Establish relationship between...

Hypothesis: It is ok; however you could have more than just one.
CHAPTER TWO: LITERATURE REVIEW

- Scanty literature and scanty related studies. Why?
- The literature lack the voice of the examiner(you). Not analytical
- Gaps not shown

CHAPTER THREE: METHODOLOGY

This chapter is your strongest part in this report.

Analysis and Interpretation.

You presented data, analyzed but no interpretation done. You only paraphrased the tables.

Tables 7.4.8 are complicated. What is the meaning of 4.7 for? Is 4.8 showing the measure of relationship? Please give proper table headings. What is table 4.9 for?

You may need to carefully revisit chapter 4.

Conclusion:

It is ok however you need but be more analytical.

Recommendations:

The recommendations are not really actionable

References:

The references were very relevant but not properly utilized. Some references should have offered very relevant information, but were underutilized. Textbook titles were italicized. Please format your references to APA 5th Edition.

This thesis contributes to knowledge and if corrections are effected, should be worthy for

Opt Score is 65%

Date: 24/10/17