

MOTIVATION AND TEACHERS PERFORMANCE AT KIOGE
PRIMARY SCHOOL MASOCHO ZONE KIISI DISTRICT
NYANZA PROVINCE KENYA

BY
TRUPHENA MORAA MATOKE

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DECLARATION

I TRUPHENA MORAA MATOKE do here by declare that this is my original work and has not been submitted to any university of institution of learning for the ward of a degree or any other qualification. Due acknowledgement has been done in case of peoples work used.

Sign

..... *Moraa Matoke*

TRUPHENA MORAA MATOKE

DATE

..... *5 - 10 - 2009*


DEDICATION

I dedicate this piece of work to my husband Naffal Ochora and my children Beryl, Enock and Baby Joan

APPROVAL

This report has been submitted for examination with my approval as the supervisor

Sign

..... 3/15/2009

Kiweewa Immanuel

ACKNOWLEDGEMENT

First I thank God for the good health and every thing he has done for me. Then most sincerely I appreciate my supervisor and advisor Mr. Kiweewa who advised through out the period I spend writing putting together this piece of work. I also thank my friends Emily and Florence for their assistance during the time I was pursuing my course. I appreciate the efforts and courage of my lecturers Mrs. Taligola and Mr. Edabu Paul.

May the Almighty God reward you all abundantly!

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ABSTRACT

This study set out purposely to determine the effect of motivation on teacher performance at Kioge primary school Masochi zone Kiisi district Nyanza province Kenya. Specifically the study intended to establish the motivation practices undertaken at the Kioge Primary school, find out the factors that affect teacher's performance at Kioge primary school and to find out the relationship between motivation and teacher performance. The study made use of a cross sectional research design and a sample of 20 teachers were selected out of the 31 working at the school using random sampling. Data was collected using the survey methods with the questionnaire as a tool. Data was analyzed using descriptive analysis techniques that make use of tables and frequency counts. Findings of the study revealed that salaries and wages take a large portion of the motivation for the teachers, teacher are not offered training opportunities and or funding to improve on their performance. The study recommends the use of different motivation procedures to cater for need of all teachers at the school a combination of which is assumed to bring about a positive attitude towards work leading to an improvement in performance of the teachers.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter presents the background, problem statement, purpose, specific objectives, questions, scope and significance of the study.

1.1 BACKGROUND OF THE STUDY

Motivation is the activation or energization of goal-oriented behavior. Motivation may be internal or external. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, morality, or avoiding Morality.

Theoretically Frederick Hertzberg's (1954) two- factor theory argues that an individual's relation to work is basic and that one's attitude towards work can determine success or failure. Intrinsic factors, such as work itself, responsibility, recognition, achievement, and opportunities for personal growth and promotion, seem to be related to job satisfaction. These factors were called motivators. On the other hand, those factors lead to dissatisfaction, people tend to perceive as intrinsic. They are supervision, pay, company policies, relations with others, job security, and working conditions. Hertzberg called them hygiene factors. So Hertzberg,(1954) concluded that the opposite of " Satisfaction" is not " Dissatisfaction" but "No Satisfaction", and the opposite of "Dissatisfaction" is "No Dissatisfaction"

Therefore, managers who seek to eliminate factors that can create job dissatisfaction may bring about peace but not necessary motivation. When hygiene factors are adequate, people will not be dissatisfied; neither they will be satisfied. To motivate people on their

jobs, the theory suggests emphasizing intrinsic factors, associated with work itself or to outcomes directly derived from it. The value of this theory relates to explaining and predicting job satisfaction, but not productivity, though Herzberg, (1954) assumed a strong relationship between satisfaction and productivity. On the basis of this theory, this study proposes that performance of teachers at Kioge Primary school could be influenced by promotions, salary and working conditions in the university.

Conceptually in this study, the dependant variable is performance. According to Lesley (1994) Performance means the execution or accomplishment of an action, operation or process undertaken or ordered.

The Webster's New World College Dictionary 4th edition defines performance as the execution, accomplishment, completion, bringing off or about, effectuation, carryout, discharge, dispatch, conduct, carrying-on, doing and fulfillment.

According to Minicab (2003) the pay package is one of the most obvious and visible expressions of the relationship between the employer and the employee, expressing the connection between the labor market, the individuals work and the performance of the employing organization.

According to the Maicibi, (2003) points that through Herzberg classified working conditions not as a job satisfier but a hygiene factor, when the management and leadership of an organization properly manipulates it, it has the potency of creating some

job satisfaction and subsequent motivation in employees for instance, a lecturer who has adequate laboratory tools and chemicals can be motivated to perform “above average” experiments. The results of such experiments can create job satisfaction in such a lecturer/teacher.

He further urged that employees need adequate equipment for the job performance and a healthy atmosphere so as to be highly motivated to work. Other conditions of serving governing such issues as hours of work, holidays, pension schemes and subsidies where such work conditions are found to be inadequate in a workplace, dissatisfaction may occur among employees.

The independent variable in the study is motivation. Lawrence Urdang (1987) refers to motivation as unsatisfied need which creates a state of tension or disequilibrium, causing the individual to move in a goal directed towards restoring a state of equilibrium by satisfying the need. If it's actually a complexity of forces inspiring a person at work in an organization or college to intensify his desire and willingness to use his or her potentialities to perform in order to achieve college or organizational objectives.

The Webster's New World Dictionary 4th Edition defines motivation as a systematic analysis of the forces influencing people so as to control the making of their decisions applied in advertising, marketing and many others.

According to the Universal English Dictionary of English language, motivation is simply described as provision of inducement. This definition is loaded with meanings but it is outside the purview of this research to delve into it extensively. However, we are motivated when we freely pursue goals with energy and enthusiasm. It is therefore the duty of the employer to match staff's goals with those of the organization to be served. Motivation is a critical dimension of capacity defined as the "ability of people, institutions and societies to perform functions, solve problems and set achievable objectives".

Burleson and Strainer, (1964) have defined the term motive as an inner state that energizes, activates, or moves (hence motivation) and it directs or channels behavior of an individual towards goals. In other words, according to Koontz et al (1882) motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Like wise to say that managers motivate their subordinates is to say that they should do those things which they hope will satisfy their drives and desires and induce the subordinates to act in desired manner so as to achieve the organizational goals.

The college can also motivate its teachers or employees in different ways; improving on the working conditions by not over working them to the maximum which might create tension to them. Giving healthy atmosphere and proper ventilation should be given the first priority.

Teaching workers different ways of achieving efficient work without much effort
Training must be imparted to them for adapting to newly adopted curriculum techniques

or methods. Awards should be given to proper teachers as a way of promoting or keeping up the desired behavior. Making sure that the incentive schemes must give justice both to employees or teachers and employers or management level. A feeling of job security should be generated in their mind.

Good will and sincerity of management should be reflected through proper actions taken by them. The top management should be given social security and care must be taken to identify their problems. The structure of motivation must be flexible. It means that encouraging teachers by adopting techniques relevant to the situation.

The system of motivation should be transparent and easily understandable by all. Teachers' performance on the other hand refers to efficiency and effectiveness of employees in achieving school objectives.

Many teachers are attracted to join schools both government and non-governmental, which pay benefits that are above average. However after their recruitment, most teachers subsequently expect and or demand for other benefits as compensation of their time and efforts towards the achievement of schools goals. Failure to give these benefits has sometimes led to various forms of employee dissatisfaction which includes; among others, tardiness, high absenteeism, constant grievances, poor customer service, high labor turnover and strikes, and as a result low performance of their due duties Ahuja 1998.

Contextually The study took place at Kioge primary school where staff performance (teachers' performance) has consistently been reported to be appealing. It's noted that many primary schools in Kenya have meager resources to sustain staff. A study carried out in Nigeria by Bobai and Maicibi (1999) found that salary was a strong motivator, particularly for low social- economic workers, this is true also in Kenya and other developing countries (Maicibi (2003) Cole, (1999) emphasizes this while reporting on a survey on companies and indicated that companies were still looking at their reward packages as the prime method of attracting key staff.

1.2 STATEMENT OF THE PROBLEM

All schools that want to shine and do well academically should foster excellent means of motivating teachers because of the advantages this provide; for example; Motivation is taken as the psychological process that gives behavior, purpose and direction to employees as far as attaining organizational objectives is concerned (Ahuja 2004)

Kioge primary school has so far failed to attend teacher's needs, it has injected in less effort to give them housing facilities, transport at work, increment of salaries, meals are provided in low amounts, promotions, rewards are to a lesser extent, teachers are not involved in making decisions and among others. Because of this, the performance of teachers has remained low. This is experienced in form of high rate of teacher's turnover, reluctance in performance of their duties, late arrival and early leaving before the normal closing time, over punishing students, teacher's maintenance and promotion of their professional codes of conduct as well as dodging prep supervision. While there could be several determining factors to the performance of teachers, it is highly believed that

motivation play a key role hence this study set out to establish the effect of motivation on teacher performance using Kioge primary school in Kenya as a case study.

1.3 PURPOSE OF THE STUDY

To establish whether motivation has an impact on teachers' performance Kioge primary school in Kenya

1.4 OBJECTIVES OF THE STUDY

To establish the motivation practices under taken in Kioge primary school.

Finding out the factors that affect teachers' performance at Kioge primary school in Kenya

To find out the relationship between motivation and teachers' performance Kioge primary school in Kenya

1.5 RESEARCH QUESTIONS

- i) What motivation practices have been undertaken at Kioge primary school in Kenya?
- ii) What factors affect employees/ performance at Kioge primary school in Kenya?
- iii) What is the relationship between motivation and teachers' performance Kioge primary school in Kenya?

1.6 SCOPE OF THE STUDY

1.6.1 Content Scope

The study focused on motivation and teachers' performance as independent and dependant variables respectively.

1.6.2 Geographical Scope

Geographically the study was carried out at Kioge Primary school which is located in Masochi Zone in Masochi Division, Kisumu District Nyanza province in Kenya.

1.7 SIGNIFICANCE OF THE STUDY TO TEACHERS

The study findings will benefit the following groups in the following way.

- i) Teachers will be motivated to work hard and produce good academic excellent in the Field of Education.
- ii) The study will also be used to add on the existing literature on motivation of teachers' performance for the future research purposes.
- iii) It will be of great relevance to already existing colleges in dialogues of their current approach towards motivation as mode of improving the teachers; performance.
- iv) The good performance of teachers will be kept on a good pace; this is because of the constant fringe benefits in form of rewards given to them.
- v) A good positive image will be created between teachers and their employers despite the fact that motivation is a sign of respect.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Literature in this chapter reviews necessary information pertaining to the subject area of the study. This chapter is divided into three sections; the first section discusses motivation, the second discusses employee performance, the third section is about the relationship between motivations and employee performance.

2.1 THEORIES OF MOTIVATION

2.1.1 The Hierarchy of Needs Theory.

Maslow's (1943) hierarchy of needs theory prostrates that human motives develop in a sequence according to the five levels of needs, physiological needs, security and safety needs, affiliation, esteem and need for self actualization. He concluded that when one set of needs is satisfied, it ceases to be a motivator.

2.1.2 The Hygiene Theory

Fredrick Hertzberg 1959 two factor theory also known as hygiene theory referred to satisfiers as motivators and dissatisfies as hygiene factors. He found out that motivators were related to job experience and dissatisfies related to environmental conditions.

Table 1: Motivation satisfiers and dissatisfies.

Motivators (Satisfies)	Maintenance Factor (Dissatisfies)
Challenging work	Status
Achievement	Impersonal relations
Growth of the job	Quality supervision
Responsibility	Company/school policy
Advancement	Working conditions
Recognition	Salary

2.1.3 The Expectancy Theory

Victor H. (1964) advanced the expectancy theory. He contends that people will be motivated to do things to reach the goal if they believe in worth of that goal and if they can see that what they do will help them in achieving it.

The theory contend that the motivational forces is a function of the value of money to a person multiplied by subjective estimate that equitable amount will be forth coming should he perform in a desired way.

2.1.4 The Equity Theory

This was developed by J. Stacy Adams. It refers to an individual's subjective judgment about the fairness of the rewards she receives relative to inputs such as efforts, experience and education, in comparison with the rewards of others who fall under the same group. If the relations are not equal then inequality will b3e perceived and will reduce the morale of the affected employees (Koontz) 1994.

2.2 MOTIVATION

According to Balunyira (1997) motivation refers to the inducement of a desired behavior within a view of channeling their efforts and activity to achieve organizational goals. It is conditioned by efforts ability to satisfy individual; needs. Motivation is an important aspect to organizational goals (Fred R David 1997). Motivation explains why people in an organization work and others don't. Objectives, policies strategies have little chance of succeeding if teachers and Directors are not motivated to implement strategies once formulated.

According to (Koontz, 1994) motivation is a general term applying to the entire class of drives, desires, wishes and similar forces to accomplish a task. School directors have to create an atmosphere where teachers work willingly towards the achievements of the school college goods.

2.2 MOTIVATION TECHNIQUES

Techniques of motivation include the following according to Heinz Welrich;

- i. Encouraging participation.
- ii. Money
- iii. Healthy atmosphere and proper ventilation to be given to worker as the first priority.
- iv. Giving social security and care to identify their problems.
- v. Improving the quality of working conditions.

Also according to (Flippo, 1984) motivation entails the following techniques;

a) Promotion

This involves giving more powers and authority to a teacher from one level to a high level.

b) Credit for work done a job security for example if productivity is high, a school director has to give some little money as away of appreciating the good services.

c) A high pay will also motivate the employees or teachers who are not getting sufficient salaries and wages to satisfy their basic needs.

2.2.1 Non Financial Incentives

The non- financial incentives are the most important motivators of human behavior in terms of the needs of human beings. Therefore this brings into focus the importance of non- financial incentives aimed at satisfying other needs in the hierarchy thus improving teacher's performance and productivity (Davar 1988)

Non – financial incentives are the non monetary rewards which are given to teachers and they are opportunities that help in the accomplishment of the set goals and in t addition they help to boost the morale of employee performance Cole 1988.

Non-financial incentives include the following, work related benefits these are important and they include:

Benefits in kind

These include things like motor vehicles, gardener, housemaid, accommodation. They help to soften teacher's and learn how to be time conscious at school because they have vehicles which they use for transport.

Training opportunities

When employees have an access to training opportunities this leads to general improvement in the mental ability and skills of the teachers and this also increases performance to some extent.

Security benefits

They include pension schemes, life insurance, private healthy care systems, redundancy counselors; these improve performance of teachers because they tend to create a peace of mind which in turn will lead to efficiency because teachers will not be worried of healthy hazards.

Promotions

Promotion of employees is a very important aspect because it encourages performance hence increasing efficiency. If a teacher is promoted, it means his poor her work is highly appreciated by the school which in the short run helps to create a harmonic relationship between him and the administration.

Financial incentives

This is a mechanism through which an organization or school try to attract, retain and motivate its teachers or employees (Cole 1998)

Financial incentives are rewards or payments that teachers or employees get in consideration of their contributions towards the organization; they are payments of labor as a factor of production. Davor 1973 argues that an effective reward program that

consists of a basic pay and fringe benefits that compare salaries prevailing outside and within an organization for familiar jobs prevents along term value of desired conduct and performance of teachers in school.

The motivation power of monetary policy

Philip Slater argues that using money as motivator leads to a progressive degradation in the quality of every thing produced. Discovering what motivates teachers should be ongoing because people's motivation changes as they age, develop in job or encounter different life experiences if some one recalls stages of over working life, you will probably note that at one point a high salary was essential but at another time, a word of praise from the headmaster or headmistress. Sometimes it may not be possible to give the employees what excites them. Even when their requests are reasonable, the headmistress (employer) may be under budget constraints or hamstrung by the school policy.

Types of non financial incentives include the following:

i) Salaries and wages:

Kiwanuka (1996) states different modes of payment which include wages and salaries. This is the price for labor. In this case it means that in school, if teachers are paid salaries in line with their academic levels, they will perform effectively thus fulfilling the organizational goals.

ii) Bonus payments:

It is a reward for excellent work done. It is extra payment for work done to boost the morale of teachers (employees). This is not always part of their salaries but it's intended to make the teacher maintain that good spirit of performance for the school.

iii) Profit sharing

This is when workers are paid on returns of the business so when profits increase, salaries should also increase to reflect the same. These are always economically termed as abnormal profits which can also be used to buy scholastic materials in the school.

iv) Piece rate

This is where payment is made according to the work done, more payment should be done and this is possible only where work can be measured. For those teachers who can perform to the maximum get a chance of earning more from the school financially.

v) Overtime payment

This is a type of payment made to employees as a result of extra work done. This is done in order to encourage workers (teachers) hence increasing performance. For example, a teacher who teaches extra lessons in prep time is considered to earn this pay.

vi) Food allowances

These allowances are given to mankind (teachers) they tend to enjoy their work of teaching hence being motivated to work. At school, if teachers are given lunch and supper, it keeps them in a strong position to perform effectively.

2.3 BENEFITS OF TEACHER'S MOTIVATION

According to Roberts (2000) motivation plays an important role in both the individual's and the school's performance. Even a very well trained and very able teacher will not perform well unless motivated. The relationship with performance can be expressed by the formula;

Performance = ability x motivation x training.

The formula is not mathematically correct but it demonstrates two major points, first it shows if motivation is zero, performance will be zero, secondary if motivation is not enough, it must be accompanied by ability and training.

Higher motivation does not always result into a direct increase in productivity because in many jobs productivity is limited by other people or the pace of machines for example higher motivation amongst production like worker will not result into higher productivity because the speed of the time will determine the pace of work and the pace of the time will often be adjusted to the speed of one of the slower workers.

2.4 STUDIES ON MOTIVATION BY VARIOUS SCHOLARS

Motivation is abroad and complex concept that has been widely studied by man scholars. Despite the research and studies, no rules have been formulated that can safely be said to solve the many problems of poor motivation. Nevertheless, it is important that teachers at all levels are motivated to participate in the school plans and to work as efficiently as possible.

2.5 THE PROBLEM OF MOTIVATION

The problem of motivation can be summarized as below; conflicting interests of teachers (employees) people have many needs and in most cases they do not know what they desire most, school directors will try to motivate their teachers (employees) but the teachers will find it hard to know why some people are rewarded differently, they tend to think that they deserve ore than what was reward to them.

Tailoring, the school director motivational practices to the needs and wants of teachers (employees) different teachers (employees) have different hierarchy of needs and these create a lot of problems to the school director (employer) in coming up with tools that will motivate those people. On e motivating tool to one teacher may not be the same to the other.

Ability to stay current and change with the changing environment

Due to the changing conditions in the environment in which the school operates, the set motivating the tools keeps on changing with the environment. Some school directors will find it hard to change with the changing environment. For example the director who uses monitory tools in condition of inflation the rewards to the teachers (employees) will seem be less and it will to be a motivating tool.

Competition from other schools (organizations) operate in similar environment and this can hardly resist competition, so a school that motivates its teachers well will have lower labor turn over, so school director will try to strain even when they cannot manage

providing to the teacher's as much as the competitor but this leaves the incompetent schools out as the cost of education sustenance is high.

Performance

This is the ability to achieve school requirements more effectively and efficiently. It must accurately measure the management's performance for it to be implemented. For performance to be effective, school directors should recognize the legitimated needs and desires of the teachers in their profession. Erol Koontz (1988) suggests various ways in which teachers (employees) performance can be increased for example proper incentives systems; these may include financial and non financial incentives.

Financial incentives include; allowances, overtime payments, bonus and wages while for non financial incentives include; promotions, medical allowances, subsidized housing, training and transport. This is after identifying needs and desires of the teachers (employees) that can be satisfied hence increased performance. After measurement of performance then corrective action can be undertaken. Most schools or organizations do give incentives to their teachers in order to increase performance.

2.5.1 Teacher performance (employee performance)

For a school to have better performance in its activities, it has to have put into considerations the teachers' performance. Therefore, teacher performance is crucial to the functioning of the school. Teacher performance can be measured in various ways that is to say checking on how well the school is performing, how departments of the school are doing and using the gap analysis and many others.

2.5.2 Organizational performance

According to Scott (1967) the term performance is also received on the text under which it is appreciated. He noted however that there is consensus that in a school performance can be measured either procedurally or in terms of the end results. He observed further that process that measure performance focuses on how tasks are executed yet end results focus on end achievements realized.

Armstrong (1994) performance, management and scaled down the departmental performance as the extent a given department or a school achieves its intended outcomes. He added that the departmental or school performance indicates how well a school has done its job.

2.6 Factors That Affect Teacher's Performance (Employee Performance)

According to Atkinson, Mc Crindell (1997) he observed the following as the major factors.

2.6.1 Attitude

If a factor is having a negative attitude, towards the school raising from a poor pay his or her level of performance will be low if he has a good attitude despite of other factors, he will perform effectively.

2.6.2 Vision

This reflects the teachers' expectations for the future, especially the negative or positive consequences of his or her performance. For example if the teacher works hard and does good, he or she can hope to get promoted, get a raise in the pay or positive or negative consequence of hard work he or she may believe that job is a dead end job and that no matter how hard he or she works, things are not going to get better.

2.6.3 Ability

This involves character traits, skills and knowledge which are used in performance. One has to be competent enough to do most of the activities competitively.

2.6.4 Effort

This is the amount of manual or mental energy that a person is able to extend on a job to reach certain level of performance. They can vary according to incentive and motivation.

Equity and Perception

Teachers expect to be treated equally, with in a company and as others in similar schools. They expect a certain reward for a certain effort and they expect to get promoted if they undergo training.

Working conditions. In a school where teachers are working in a poor environment, for example when the staff room is too small and creates congestion, it will contribute much to their low levels of performance.

Health conditions

Diseases like malaria, cancer, coughing cough affect the health status of teacher. This means that if one is affected with a disease, it will contribute much to his or her poor performance because the body weakens.

Political instability

Areas like Gulu, Kapcholwa, Nebi where students keep moving from one place to another being chased by rebels affect the teachers' concentration and the performance of their duties will be low.

Government policy

For example teachers on government pay roll if they are given little money or salary yet the working load is too much this means that their level of performance will be poor than if they are paid a good amount to increase on their performance.

2.7 Relationship between Motivation and Performance

Motivation is the major factor for determining the performance of teachers. If a school is faced with a problem of poor performance compared to expected, it can opt for motivation as a final solution. Kiwanuka (1985) was cited as a big contributor to productivity levels. In a study report by Hiltop (1995) Krenetz conducted and measured correlation between financial and non financial results of schools and what he named openness of communication, recognition and results were significantly correlated with financial

success of a five year period. Also he studied and examined the relationship between sections, flexible rewards which were correlated with financial performance.

A school faced with a problem of poor academic performance is bound to use motivation as a factor through incentives in order to improve its performance, therefore as a result of the above; there is a clear link between motivations in form of financial and no financial motivation incentives towards teachers' performance. It will therefore help us to investigate the validity of these assumptions in relation to St. Augustine's College Wakiso.

Motivation is concerned with human behaviors. It is the inner striving condition described as wishes. Desires, drives or moves. Human psychological characteristics which include the factors that cause channel and sustain Human behavior. Therefore motivation deals with what makes people think is the influence, forces that give rise to behavior involving creating conditions in which teachers want to work willing to accept responsibility, meet the needs of task completion, learn work, satisfaction and development of an individual (Heresy 1996).

Motivation is the degree of efforts a teacher exerts to accomplish a task if shows up as excitement about work. From the school's director point of view, a teacher who is motivated has such characteristics as a hardworking sustain apiece of work, self- directed behavior towards important school goals.

Motivation is the key to performance improvement. There is an old saying "You can take a horse to the well to drink water but you cannot force it to drink", it will drink only if it is thirsty- so with people they will do what they want to do otherwise motivated to do so, whether it is t excel on the work stop floor or in the "Ivory Tower" they must be motivated or driven to it, either by themselves or through external stimulus. (Waterman, 1982)

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter describes the methods that were used to carry out the study. It provides adscription of research design, sources of data, data collection tools, and data presentation an analysis methods as well as limitations encountered during the study.

3.1 RESEARCH DESIGN

A cross sectional research design was used during the study of which both quantitative and qualitative approaches were utilized.

3.2 STUDY POPULATION

The population of study comprised of the board of governors, head teacher and the teachers of Kioge Primary school thus the study considered all the levels of management of the school.

3.3 SAMPLE SIZE

Table 3.1 Study Sample size

Management levels	Expected number of respondents	Actual number of respondents
Top management	15	10
Middle management	30	25
Lower management	20	18
Total	65	53

3.4 Sample techniques

These techniques involved identifying teachers basing on the category or stratum they belong to. There after simple random sampling was applied to select respondents since each stratum s assumed to a certain teacher with related knowledge on the topic under study.

3.5 INVESTIGATIONS PROCEDURE

With the help of the introductory letter from the University, the researcher requested for the list of employees from which the respondents were selected. There after respondents were approached and were given questionnaires and collected after two days. This was

the case with the middle and lower level managers. For top level management, arrangements to meet and interview them individually.

3.6 DATA COLLECTION INSTRUMENTS

Questionnaires

This was the major instrument, which the study used to the middle and lower management levels for the accused to be with some time to spare and fill in the instruments. The questionnaire consisted of both open and close ended questions to fill answers with ease.

Interviews Guide

Interviews were held with top level managers for they were likely not to get enough time to fill in the questionnaires.

3.7 DATA PROCESSING AND ANALYSIS

The data was processed by editing and coding, editing was done after receiving the questionnaires; they were cross-checked for wrong entries and inconsistencies made by respondents into percentages. Tabulating, the edited and coded data, the edited and coded data was put in frequency distribution table so as to access the relationship between the two variables.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND PRESENTATION OF FINDINGS

4.0 INTRODUCTION

This chapter presents the study findings: data was collected using questionnaire method. It was analyzed using descriptive statistics that involve the use of frequency tables and percentages.

Table 4.1: Response rate

Questionnaires issued	Number of Questionnaires filled and returned	Questionnaires lost	Responses rate
35	26	10	74%

Source; primary data

From table 4.1, using questionnaire method, 35 questionnaires were issued to the respondents, 26 were filled and returned while 10 questionnaires were not returned.

4.1 PERSONAL BACKGROUND OF THE RESPONDENTS

Table 4.2: Academic qualification of respondents

Qualification	Frequency	Percentage
Diploma	40	70%
Degree	15	06%
Post graduate	-	-
Others	10	24%
Total	65	100%

Source: primary data

From table 4.2, 70% of the respondents were diploma holders, 24%, only six percent were degree holders while 06% were certificate holders. This implies that most teachers at the school were diploma holders which qualification is compatible with the ministry requirements

Table 4.3: Description of respondents by age

Age	Frequency	Percentage
31-34	12	35%
41-50	23	11%
50-above	-	-
Total	45	68%

Source primary data

Table 4.3 indicates that 35% of the respondents were between 31-41 years, 11% were between 41-50 years. This implies that most respondents are youth, energetic and easily motivated.

Table 4.4: Description of respondents by time spent working

Duration	frequency	Percentage
1 year	5	4%
1-2years	11	10%
3-5years	14	11%
5-10years	20	50%
Above ten years	15	25%
total	65	100%

Source: primary data

From table 4.4, only four percent of the respondents had worked for one year, 50% had worked for a period of between 5 – 10 years and 25% were above ten years. This implies that the Kioge Primary school has friendly policies to retain workers for along time using its motivation techniques.

4.2 FINDINGS ON THE VARIOUS MOTIVATIONS STYLES OF THE SCHOOL

The study findings revealed that Kioge Primary school uses several methods of motivation as a tool of increasing on the performance of the teachers. The studies ascertained that the school employee various motivation tools to influence the performance of the workers.

4.2.1 Findings on Whether Salaries and Wages Take a Large Portion

Under this the question posed intended to get clear information on whether salaries and wages take a large portion of the school's budget.

Table 4.5: Showing whether salaries take a large portion of the college's Budget

Response	Frequency	Percentage
Strongly agree	9	26%
Agree	17	50%
Not sure	1	3%
Disagree	3	9%
Strongly disagree	4	12%
Total	34	100%

Source: Primary data

From table 4.5, 26% strongly agree, 12% strongly disagreed. This implies that salaries and wages take a large portion of the college's budget.

4.2.2 Findings on whether providing Training Opportunities would motivate Teachers

Table 4.6: Showing findings on whether providing training opportunities motivates teachers.

Response	Frequency	Percentage
Strongly agree	7	20%
Agree	23	68%
Not sure	-	-
Disagree	3	9%
Strongly disagree	1	3%
Total	34	100%

Source; primary data

From table 4.7, 20% strongly agreed, 9% disagreed. This indicates that teachers want to go for further studies.

4.2.3 Findings on housing Facilities

This question was intended to give a clear picture whether providing housing facilities would motivate teachers.

Table 4.7: Showing findings on housing facilities

Response	Frequency	Percentage
Strongly agree	18	53%
AGREE	8	24%
Not sure	-	-
Disagree	5	14%
Strongly disagree	3	9%
Total	34	100%

From table 4.7, 53% of the respondents strongly agreed, 9% strongly disagreed. This implies that housing facilities motivate teachers.

4.2.4 Showing Findings in participating in decision making

Under this the question posed was intended to know whether teachers are interested in participating in the decision making of the college.

Table 4.8: Showing findings in participating in decision making

Response	Frequency	Percentage
Strongly agree	21	62%
Agree	10	29%
Not sure	-	-
Disagree	3	9%
Strongly Disagree	-	-
Total	34	100%

Source primary data

From Table 4.8, 14% strongly agree while 9% strongly disagree .this implies Kioge Primary school give teacher's salary to make them hard working as one way of improving on their performance.

4.2.5 Findings on Guaranteeing Job Security

The question was intended to find out teachers view about job security.

Table 4.9: Findings on guaranteeing job security motives teachers

Response	Frequency	Percentages
Strongly agree	15	45%
Agree	10	29%
Not sure	-	-
Disagree	9	26%
Strongly disagree	-	-
Total	34	100%

Source; Primary data

From table 4.9, 45% of the respondents strongly agreed that overtime payment encourages them to work longer hours, 29% agreed, and 26% disagreed. This implies that the school can increase on its performance through providing overtime payments.

4.2.6 Findings on Increased Salary.

This question helps us to tell whether managements of Kioge Primary School increase salary to motive teachers.

Table 4.10: Showing Findings on Effective Supervision.

Response	Frequency	Percentage
Strongly	1	3%
Agree	6	18%
Not sure	-	-
Disagree	12	35%
Strongly disagree	15	44%
Total	35	100%

Source; primary data

From table 4.10 strongly agreed, 44% strongly disagree. This implies that teachers give better results in terms of performance under minimum supervision.

4.2.7 Findings on whether training teachers equally at work makes them hard working.

This question intended to establish a clear picture on whether teachers want to be treated at equal grounds that is all teachers being bosses of themselves and self driven objects can increase their performance.

Table 4.11; Showing Findings on Training of Teachers at work

Response	Frequency	Percentage
Strongly agree	10	29%
Agree	15	44%
Not sure	-	-
Disagree	2	6%
Strongly disagree	7	21%
Total	34	100%

From table 4.11, 44% of respondent agree that treating them equally instills a sense of hard work, 29% strongly agreed, 21% strongly disagreed and 6% disagreed. This means that teachers need to be treated equally for better performance.

Table 4.12: Showing whether respondents arrive at work on time

Response	Frequency	Percentage
Strongly	15	53%
Agree	14	41%
Not sure	-	-
Disagree	2	6%
Strongly	-	-
Total	50	100%

Source: primary data

From table 4.12, 53% of the respondents strongly agreed that they arrive at work in time. 41% also agreed and 6% disagreed. This implies that teachers always keep time and time and this will improve their performance at work. This is because time is a strong factor for which if it is properly utilized aims and aims and objectives can be accomplished.

4.2.8 Findings on the environment in which teachers work

The question intended to check on the effect of the environment on the works of teachers at Kioge primary school

Table 4.13: Showing whether the environment in which teachers work affects their productivity

Response	Frequency	percentage
Strongly agreed	2	6%
Agree	-	-
Not sure	-	-
Disagree	12	35%
Strongly disagree	20	59%
Total		100%

Source; primary data

Form table 4.13, it is indicated that 59% of the respondents strongly agree 35% of them disagree and 6% of the respondents strongly agree. This implies that the school took a caution on the environment in which its teachers are carrying out their duties.

Table 4.14: Showing findings on future expectations from work

Response	Frequency	Percentage
Strongly agree	2	6%
Agree	16	47%
Not sure	-	-
Disagree	12	35%
Strongly disagree	4	12%
Total	34	100%

Source: primary data

From table 4.14 it is indicated that, 47% of the respondents agreed that future expectation instill a sense of hard working, 35% disagreed, 12% strongly disagreed and 6% strongly agree. This implies that teacher at Kioge primary school work harder when they know where they are heading because it gives a sense of direction to make their expectations come true.

4.2.9 Findings on the level of performance

This question intends to check whether teachers realize changes in performance.

Table 4.15: Showing the level of performance

Response	Frequency	Percentage
Strongly agree	13	38%
Agree	16	47%
Not sure	-	-
Disagree	5	15%
Strongly disagree	-	-
Total	34	100%

Source; primary data

Table 4.15 reflect that, 47% of the respondents agreed that levels of performance decreased, 38% strongly agreed, 15% disagreed. This implies that there are aware of the changes in performance and they can take necessary precautions to avoid the situation if they are well handled.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 SUMMARY FINDINGS

The summary of the findings presented in respect of the research objectives.

To establish motivation practices undertaken at Kioge Primary school

The study findings revealed that the school uses various forms of motivation which include; providing training opportunities, salary increment, providing housing facilities, participating in decision making, allowances in form of transport, medical, overtime payment, improved working conditions.

However some of these forms of motivation are not very effective yet they are very costly, hence a need for modification. Findings also portrayed that the salaries and wages also take a large portion of the school's budget and that teachers would like to participate in decision making so as to improve their performance.

To find out the factors that affect teacher's performance in Kioge primary School

The findings showed that the factors that affect the teacher's performance for the school were: Environmental factors, quality of supervision and equality but the school has put in place solutions to these factors, some of them include, salary increment, making teachers participate in decision making, and providing training opportunities to teachers etc...

5.1 CONCLUSIONS

The conclusions are presented in accordance with the findings on the research objectives.

To establish motivation factors at Kioge primary school

The following conclusion is drawn from the school's practices of motivation. It was discovered that all the rewarding systems in the school have not been successful for all the years so management should make sure that these systems are modified so that they become successful through out the years. It should check on the after words reactions.

To find out the factors that affect teacher's performance in Kioge primary school

The study concluded that there are many factors that affect teacher's performance; this resulted into poor [performance. To cut down these factors, the school designed a number of motivating tools to its teachers.

5.2 RECOMMENDATIONS

The recommendations presented in respect of the conclusions on each of the major findings on the research objectives

To establish motivation practices undertaken at Kioge Primary school.

The management of the school should continue to the different forms of motivation such as providing housing facilities, increasing the salaries, involving the teachers in decision making, good working environment so as to make teachers more hard working and follow up to see whether the tools are doing what they are meant to do.

To find out the factors that affect teacher's performance at Kioge Primary school

Factors that affect teacher's performance include; not involving teachers in decision making and poor environment in which they work. Management should encourage its teachers to participate in decision making process and also provide favorable working environment to improve on the performance levels. Also management should endeavor to reduce on the teacher's turnover from 44% to 06%, absenteeism through better motivational practices such as increased transport allowances, continued teacher training, time card o record time in and time out should be introduced so as to check time in and time out, attendance registers should be introduced to check regular attendance of teachers.

5.3 AREAS FOR FURTHER RESEARCH

In the due course study, I felt that three areas need more research. The relationship between motivation and profitability, the relationship between training and teachers' performance and the relationship between equality at work and teachers' performance.

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APPENDIX 1
BUDGET

ITEM	AMOUNT(SHS)
Stationery	20,000
Typing and printing	20,500
Binding	5,000
Transport	30,000
Telephone	10,000
Miscellaneous	20,000
Total	105,500

APPENDIX B
QUESTIONNAIRE

GENERAL INFORMATION

Dear respondent,

I am a student of Kampala International University I am carrying out an academic research as partial fulfillment for the award of a bachelor's Degree with Education of Kampala International University. You have been chosen as the key participant on the topic, "motivation and teacher's performance". You are kindly requested to fill this questionnaire as honestly as you can, the information obtained will be used for purely academic purposes and hence will be treated confidentially. Your cooperation will be highly appreciated.

PLEASE FILL I THE APPROPRIATE BOX BY TICKING

1. Gender

Male ☐

Female ☐

2. Marital status.

Single ☐

married ☐

3. Age bracket

15-20yrs ☐ 26-28yrs ☐ 43-41yrs ☐ above 41yrs.

4. Educational level attained.

Degree ☐ Diploma ☐ certificate ☐ others

5. Number of years worked ☐

Less than 2yrs

1-2yrs ☐

3-4yrs ☐

More than 5yrs ☐

PART TWO

PLEASE FILL IN THE EXTENT TO WHICH YOU AGREE OR DIS AGREE WITH THE FOLLOWING STATEMENTS BY TICKNG THE APPROPRIATE RESPONSE

6. Salaries and wages take a large portion of Saint Augustine's College.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

7. Providing training opportunities motivates teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

8. Gaining benefits in kind like housing facilities will motivate you.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

9. Would you like to participate in the decision making of the company?

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

10. Guaranteeing job security motivates workers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

11. Overtime payments would encourage you to work longer hours.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

12. School management has increased salary to motivate you.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

PART 3.

13. You will work for longer hours to achieve organizational objectives.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

14. Supervising you effectively increases your level of performance

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

15. Treating equally you at work will make you hard working.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

16. You arrive at your place of work latter than expected.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

17. The environment in which you work will affect your performance.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

18. Future expectations from work make you work harder.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

19. Given a chance to participate in setting up the objectives of the company makes you work harder to attain them.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

20. When given an increase in salaries and wages, you will try to implement organizational objectives easily.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

21. Providing a good working environment encourages you to work hard.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

22. Paying a high salary in amore effective tool to increase your level of performance.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

THANK YOU!!!!