

TEACHERS MOTIVATION AND STUDENTS PERFORMANCE
A CASE STUDY OF SELECTED SECONDARY IN JINJA MUNICIPALITY

BY

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Declaration

I, NAMUSWA LILIAN do hereby declare that the work presented in this dissertation arises out of my own research, I certify that it has never been submitted or examined in any university as an academic requirement for any award.

Sign

Date

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Approval

This dissertation has been submitted with the approval of Mrs. Taligola Deborah as the university supervisor.

Signed

Date of Approval



..... (Supervisor)

30th August 2018
.....

Deborah Taligola

Dedication

First I give praise and thanks to the Almighty GOD for giving me the strength and the capacity to complete this work successfully. For all he has done to me, for his blessings, guidance, wisdom, knowledge, favors and endless blessings throughout my life and this far.

Acknowledgement

I am deeply indebted to my supervisor Mrs. Taligola Deborah for her overwhelming support and supervision in the compilation of this research.

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ACRONYMS

NGO:	Non-government Organization
USE:	Universal Secondary Education
PTA:	Parent-Teacher Association
MOE:	Ministry of Education

Abstract

The purpose of the study was to establish the effect of provision of fringe benefits and the nature of working conditions under motivational practices on teachers' performance in secondary schools. The study was qualitative and quantitative; and descriptive-correlation research design was used in the study. The researcher used purposive and simple random sampling techniques to select the research participants respectively from selected secondary schools. The target population was 225 and the sample size of the participants was 166. Data was collected using questionnaire as research instrument and analyzed by means of descriptive statistics, namely; frequencies, percentage, and mean. Pearson Correlation Coefficient was used to establish the relationship between motivational practices and teachers' performance in secondary schools. The findings from the study indicated that 59.2% of the respondents with a high mean of 3.5464 reported that the nature of working conditions were still favorable to some employees and this reflected undesirable behaviors among the employees. Good working conditions were necessary for all employees for their effective performance in institutions. The study showed that the payment of salaries and wages have no direct bearing on teachers' performance. The study findings indicated that 70.9% of respondents with a high mean of 3.5631 reported that fringe benefits like allowances, recognition, promotion and praises still depends on availability of funds and management's perception. These benefits had an effect on teachers' performance when paid after completion of the task. The nature of working conditions was still favorable in some institutions and this affected the actual performances in schools. Good working conditions were therefore, pertinent for all employees' performance in any institutions. The study findings also indicated a weak correlation between motivational practices and teachers' performance as Pearson correlation was $-.106$ and the coefficient of determination was 0.0112 , which is 1.12% level of determination; and this implies that there are other many factors that contribute to teachers' performance. In conclusion, the results of the study indicated that there is a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

People do not learn or live merely to satisfy their bodily needs. They spend a lot of time and energy doing things as working puzzles, reading books, going to church, visiting friends and hosting other activities that serve to immediate biological purpose. This implies that there are set goals that individuals strive to achieve. These goals may be internally or externally influenced. All institutions have goals and objectives to accomplish and this defines their reason for existence. Effective management in these institutions is a necessary tool in improving an enabling working environment in which all workers work together as a team and as individuals towards the accomplishment of the organization's set goals. Therefore, recognizing and understanding how and why motivating employees, is a central point for every organization (Maicibi, 2003:61 and Draft, 2000: 214).

In schools, teachers and pupils are always on the look out to gain fame, to be praised, to be promoted or even to gain material rewards from their supervisor, parents, guardians, teachers and the like. The reverse may mean low morale in performance or even abandoning the activity. Motivating the staff is a necessary tool at the work place for it incites, influences one's actions and behaviors towards the intended, desired goals and depending on how they are motivated, determines the efforts that's exerted at a particular time, situation and needs of individuals (Dessler, 2003:283).

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

Taken all together, Cole, (1998) and Kountze, (1999) contend that performance is a function of motivation, ability to cope with the task in a given environment, performance as a function of

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

In Jinja municipality, the employment sector is the government and a few by the private sector. In most urban schools, teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers' survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations. Motivation depends on adequacy of funds, perception by the management and the culture of the institution. In institutions, the success of each practice is determined by the efforts exerted by the management in relation to the reward and outputs received. Therefore, equity of rewards and inputs drive attraction, motivation and retention of employees, a primary source of job satisfaction and good performance in schools.

Still in Jinja Municipality schools, teachers are not performing well and in some schools working conditions are still appealing. These have resulted into variations in performances between teachers and institutions. Hence, the previous strategies to improve on teachers' performance have not succeeded. Motivation is vital and makes teachers positive about their own learning, creating a drive in them to acquire their targets. By realizing their improvement and achievement, teachers always gain the feeling of success. The researcher therefore, investigated whether there are other factors that motivate teachers other than payments.

There is a tendency of attributing the success and achievement to the members of staff handling candidate classes and those with more responsibilities and ignore the class teachers who lay the foundation for the success. This not only creates individualism but also conflict of interest among employees which affects performances. However, it is important to note that in schools, there is no defined criteria and yardstick for measuring performance of teachers. It is therefore, a combination of teachers' effort in cooperation with the management.

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

In achieving maximum performance, the school administrators must recognize and understand that individual staff performance is a key element in the overall performances which is governed mainly by a net of incentives and adequate reward packages including competitive salaries, allowances and adequate working conditions which are still inadequate in most urban schools. In other schools, there are variations in performances and in students' enrollment which have affected the PTA payments and other fringe benefits to the staff performance. It is believed that reward and motivation is a necessary ingredient for learning and academic performance among workers and in areas where performance is low. Based on this, the researcher intended to investigate how motivational practices influence teachers' performance secondary schools in Jinja, and this how the study was conducted.

1.2 Statement of the Problem

A number of schools have resorted to use different motivational practices to influence teacher and improve on their performance. Despite the possible strategies put in place by the administrators in order to increase the performance of teachers in Jinja Secondary Schools, there

has been a variation in performance in Uganda Secondary Schools in particular Jinja Municipality. Concern for Jinja Municipality secondary schools is that there have been a declining test scores and escalating poor academic and teachers' performance. Available official records from the chairman education service commission indicate that teachers have gone to other survival strategies for a better living, (ESC, 15/ 98/2007). Therefore, there is need to carry out a research on motivational practices and teachers performance among secondary schools in Jinja District, Uganda.

1.3 Purpose of the Study

The study intended to establish the relationship between motivation practices and teachers' performance in urban secondary schools in Jinja.

1.4 Research Objectives

- i. To find out the socio demographic characteristics of the respondent in terms of sex, age, school responsibility, marital status, and education.
- ii. To assess the extent to which motivational practices in terms of fringe benefits and working condition are implemented among secondary schools in Jinja Municipality.
- iii. To ascertain the state of teachers' performance among urban secondary schools in
- v. To establish the relationship between motivation practices and teachers performance in urban secondary schools in Jinja.

1.5 Research Questions

- i. What are the demographic characteristics of the respondent?
- ii. Are motivational practices in terms of fringe benefits and working condition implemented among secondary schools in Jinja Municipality?
- iii. What is the state of teachers' performance in urban secondary schools of Jinja?
- iv. Is there any significant relationship between motivation practices and teachers performance in urban secondary schools?

1.6 Scope of the Study

The research will be carried out in nineteen government schools in Jinja Municipality, Eastern Uganda, Busoga region, Uganda. Jinja is a small district lying on the shores of Lake Victoria

along river Nile. Previously it was the leading industrial district. Kamuli district is the north of Jinja and Iganga and Mayuge in the eastern. The population included secondary school head teachers, deputy head teachers and teachers from different sampled secondary school.

The study will specifically investigate the motivational practices which include Fringe benefits like allowances, recognition, promotions and praises. It further assessed the nature of working conditions such as accommodation, education, medical, interpersonal relationship, responsibilities and leave (sick and maternity) as the independent variable. On the other hand it looked at the performance of teachers in terms of job activities, exam setting, classroom activities, scheme of work, attending staff meetings, students' reports, and time management, co-curricular and record of work. The study took nine months, that is, January to September 2011.

1.7 Significance of the Study

This study, like other studies, may be of great value to those who may read it objectively and put into account. The findings of the study may have an implication to all school administrators, government, ministry of education and sports, proprietors of private secondary schools, NGOs, Uganda National Teachers Organization, Education policy makers, academicians and other researchers in;

Giving insight to Ministry of Education and Sports, Education policy makers on the motivational practices used that offer a competitive advantage in secondary schools.

Government and Ministry of Education:

The study will enrich the Ministry of Education with adequate and useful literatures for future reference. Motivating the staff by reducing on the negative attitudes teachers have towards performance at the workplace. It should identify the necessary resources, tools and equipments to their staff for organization's effective performance; it should also identify the loopholes and improve on the service delivery of teachers and other employees in institutions.

Giving an insight on why motivation is important and necessary in educational institutions for better employees' performance.

To researchers, it may form a basis for further research on motivation and teachers' performance.

1.8 Conceptual Framework

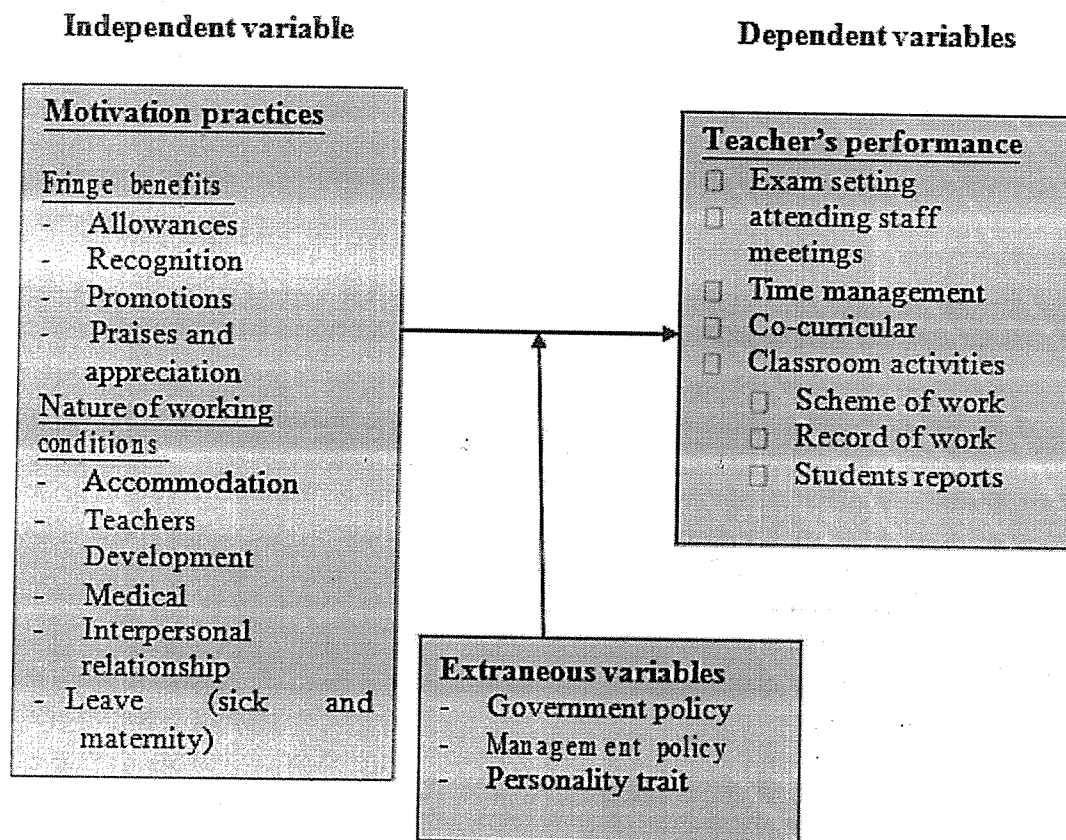


Figure 1. Conceptual Framework of the study

The figure 1 above presents the relationship between motivational practices and teachers' performance. It basically tackles the provision of monetary incentives, 15 allowances and working conditions for the teacher's effective performance. In well motivated schools, teachers are more willing to enhance the teaching skills, exert efforts in the school's activities, as reflected in their participation and commitment where monetary incentives like salaries and wages are paid to the teaching staff; these have great impact on workers performance in institutions. The provision of fringe benefits provide more morale to the workers to remain committed to the organization's set goals hence, job satisfaction which leads to an increase in participation in the institution's activities for better performance. Participation remains high when the degree of incentives that an individual receives, satisfies the dominant needs with his individual goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

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

2.1 Motivational Practices

Many researchers and writers on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to pass well and obtain good grades in their examinations. But teachers not only in Uganda but worldwide are not well motivated. Kathleen, (1996:192) quoted a teacher: "The harder you work the less you are appreciated by some people. There is nothing to be proud of. I don't tell people that am a teacher" A teacher with such views will not carry out his or her duties effectively to produce good results.

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses, stimulates internal force which spark us to satisfy some needs and in some cases we may be fully aware of particular needs and our actions will deliberately move in an attempt to satisfy it. For example a hungry child eats food with full knowledge that will ease hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion. Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing and shopping it.

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

Theories of Motivation

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

Drive reduction theory of motivation

A drive is an internal condition of arousal that directs an organization to satisfy psychological needs. Drive is necessary for people, for behavior to occur. According to Hull, (1943) human behavior is a result of drives that exist within human behavior itself, example hunger and thirst. Performance involves the connection of stimuli and responses as a result, teachers' performance needs motivation to be driven higher.

Arousal Theory

The arousal theory of motivation asserts that unless an individual is aroused or motivated she or he might not be able to do certain things. Human functioning is most efficient when at an optimum level of arousal. Arousal theory exerts a stimulating force referred to as press. A head teacher should not force a teacher to work, but to motivate or induce him or her.

Cognition Theory of Motivation

This theory focuses on thoughts as initiation and determinants of behavior. Intervention with human thinking has substantial influence on our motivation. The impact of cognitive development view is based on Jean Piaget's Principles of equilibration, assimilation, accommodation and scheme formation. Head teachers create an environment where, there are lots of tools, where, teachers can develop an understanding.

Equity Theory

This theory states that individuals compare their job inputs and out-comes with those of others and then respond to eliminate any inequities. If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as

fairness of rewards in relation to ones education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees. These must be adequately studied by all managers in institution to enable employees, exhibit their potentials reflected in their participations and performance at the work place.

Expectancy Theory of Motivation

This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance are attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

In Uganda, money is still regarded as a motivating factor among employees but if little is paid, results into little or no performance. Monetary rewards should be reasonable and meaningful if they are to have visible results or outputs. In institutions, what is adequate and reasonable, is difficult to estimate between employees and employers as it varies from each other and from time to time. Therefore, receiving an increase in salary and wages contribute to individual's status and self worth both of which are the identified needs that require satisfaction and enables employees to perform better.

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

2.3 Provision of Fringe Benefits and Teachers' Performance

For a long time, teachers' salaries have been very low. Teachers have a number of times voiced their predicament to government through different organizations and associations. Buruku cited

by Kachope, (2000:SP) pointed out that in their memorandum to the government, in 1994 the Uganda Teacher's Association (UTA) put forward this matter in a manner that vividly reveals the teachers' disadvantaged position. "When we come to fringe benefits, teachers have to go without company cars, subsidized medical facilities, mileage allowances, house loan schemes and other allowances that improve the lot of other professions and private section"

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

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

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

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

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

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

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance (Dessler, 2003:204 and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

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

In institutions, there are no clear policies of determining how these fringe benefits are paid neither are based on superior or low performance indicators. Some of these fringe benefits are determined by Head teachers, board of Governors with no clear yardsticks and at times, fixed by the parents' teachers in general meetings. However in some schools, administrators have attendance of overlooking these benefits by attaching and allocating the available funds to other sectors other than rewarding their employees. Therefore, fringe benefits are only in theories for

teachers do not practically receive them and where they exist, are not paid within the stipulated time and this demoralizes the workers. More still, little efforts have been put in place by the management to analyze the situation, leaving the gap between them which have affected their actual performances.

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

2.4 The Nature of Working Conditions and Employees' Performance in Schools

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

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

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

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

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

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

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

In similar development, Robbins and Maicibi, (2003) assert that "Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution. In institutions, job satisfaction and good performance occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social

interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

Social interaction with colleagues is still an important source of motivation in many jobs. In schools, teachers interact in formulating school rules and regulations, performing weekly duties, co-curricular activities, teaching, enforcing discipline and in performing other duties assigned to them. The provision of necessary conditions in time encourages the staff to work harder and keep them united as a team towards the achievement of the set goals. This not only reduces personal conflicts but also reduces the risks of demotivating factors with their related effects of their work places (Bent et al 2002), working as a team promotes the staff effectiveness, productivity and organizational efficiency. (Maicibi, 2003:109).

In schools, socialization of employees enables them to freely express their feelings, opinions, attitudes all other affairs that affect them at work place. It is therefore, a healthy system for the institutions survival, teamwork and productivity. (Maicibi, 2003:61). However, it is important to note that institutions that put their working staff first, (consideration0 have a more committed and dedicated workforce than other which do not. This leads to higher employee productivity and satisfaction that subsequently results into good performance. Workers respect or deserve a lot of attention by all managers for the organizations□ effective performance at the work place.

In other secondary schools, there is a continual replacement of the teaching staff especially in private schools. This has affected the academic progress of the schools, teachers□ performance as there is no assurance of staying longer in the organization (job security) in private schools, and teachers□ services are terminated without any notice despite the overload given to them. This has caused a lot of stress and uncertainties between and among the teaching staff, as well as their behaviors and efforts to perform. Their rights in institutions have been violated and this has scared or threatened others still at the work place. The costs of these institutions have also increased through retraining and recruiting an experienced and resourceful work force more especially in private schools (Dessler, 2003:303). Therefore, researcher feels that a comprehensive human resource plan is pertinent in the institution in foreseeing the likely occurrences and prepare more adequately in time. Individual resource profiles need to be reviewed and studied by all managers.

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

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

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

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

development which are all the aspects of motivation. These vary from institution to institution and from individual to individual.

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

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

2.6 Summary of Identified Gap

The gap identified in the study-related reviewed literature was that much has been written on motivation of employees in terms of monetary reward and other incentives, but little has been documented on motivating workers or employees by means of fringe benefits and good working condition. Since American institutions observed that equity in rewards and inputs exerted by employees, create a strong linkage between individual efforts and visible outcome and rewards hence highly valued and respected by the organizations. However, in Uganda this has not been fully achieved by the managers and there is still a great disparity between employees basing on major moderating variables like origin, relationship and know who, which has actually affected their performances.

Managers and administrators of institutions need to borrow a leaf from American styles of management and to the researcher motivation works as catalyst to workers in any organization as it increases interest and working morale, hence, leading to high performance. This is supported by the journal of higher education outreach and engagement volume II (Nov. 2, 2006) which says "reward structureneeds serious consideration".

Therefore, by assessing the needs of the staff while also maintaining and improving on the staff services, improve on the effectiveness of the school teachers. It is observed that by identifying the staff's present and future requirements, determines their fringe benefits and nature of working condition, keep them united and committed at the work place (Musazi,2006). The managers and administrators of Jinja Municipality schools need to do something more than they have done to motivate their staff if performance in schools is to be maintained and improved.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research Design

The researcher used a descriptive-correlation design in the study process to establish the grounded facts regarding the motivational practices and teachers' performance in urban secondary school in Jinja district. The researcher employed open-ended and close-ended questionnaires. The rationale behind the choice of using descriptive-correlation design was that the researcher intended to describe the existing situation and establish the relationship that may exist between motivational practices and teachers' performance in secondary schools. A modified instrument target motivation for academic study scale by Usiki (2001) was used where some items were adapted, and was delivered into two parts. The first part required participants' demographic information like sex, age, class and name of the school, and the second part contained a five Likert Scale type.

3.2 Area of the Study

The study was carried out in Jinja District, Eastern Uganda, and in Busoga Region, Uganda. Jinja is small in area having three divisions, (Kimaka division, Central division and Walukuba division). It is along River Nile and Lake Victoria in the West bordering with Kamuli in the North and Iganga and Mayuge in the East. Jinja is having the major features which contribute to Uganda as part of Africa. It lies on the highway leading to Kenya.

3.3 Population of the Study

Jinja District has 20 secondary schools of which are private and government schools. The target populations of the study, the researcher choose 19 head teachers, 25 deputies, 180 teachers in Jinja Municipality that had undergone a professional training course in the field of education.

Most of those who had been in the field for more than 2 years were given a special consideration as professionalism was recognized and respected by the Ministry of Education. The targeted population was 225 teachers, deputies and head teachers.

3.4 Sample and Sampling Procedure

The sample included nineteen (19) schools out of the twenty (20) schools which participated. The researcher used the elite and modest schools. Both male and female, 123 teachers, 19 head teachers, 24 deputy head teachers were given or considered for study. For the purpose of making inferential statistics, deductions and generalizations, the researcher used purposive sampling technique on head teachers and their deputies for they provide very useful, relevant information and their involvement and participation in administration is responsible for the teachers' performance.

Sampling method	Respondents	Population	Sample	Reasons for the choice
Purposive	Headteacher	20	19	Give relevant information
Purposive	Deputy headteachers	25	24	Give relevant information
Simple random	Teachers	180	123	Convenient for large population
Total		225	166	

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

3.5 Validity and Reliability of Instruments

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

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

3.6 Data Collection Procedures

To facilitate adequate coverage at the research, the researcher obtained the letter from the Dean of Graduate Studies of Bugema University so as to be introduced to school administrators that participated in the study. The researcher took time to visit first and held discussions with the schools administration. The researcher used face-to-face interviews and questionnaires in collecting data from the primary source.

3.7 Data Analysis Method

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

existed between two or more variables. In reporting the study findings the highest percentage and mean were considered. Scores on research objective three were analyzed by using Pearson Correlation to determine the relationship between motivational practices and teachers' performance in secondary schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction of findings

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

- i. To find out the socio demographic characteristics of the respondent in terms of sex, age, school responsibility, marital status, and education.
- i. To assess the extent to which motivational practices in terms of fringe benefits and working condition are implemented among secondary schools in Jinja Municipality.
- i. To ascertain the state of teachers' performance among urban secondary schools in
- i. To establish the relationship between motivation practices and teachers performance in urban secondary schools in Jinja.

4.1 Demographic Characteristics of Respondents

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

Table 6: Demographic Characteristics of Respondents

Items	Description	Frequency	Percent
Gender of the Respondent	Male	62	60.2
	Female	41	39.8
	Total	103	100.0
Age of the Respondents	20-25	16	15.5
	26-31	35	34.0
	32 and above	52	50.5
Marital Status	Single	33	32.0
	Married	66	64.1
	Divorced	3	2.9
	Others	1	1.0
Education level	Certificate	7	6.8
	Diploma	41	39.8
	Bachelors'	51	49.5
	Masters degree	4	3.9

Source: *Field Data, 2018*

4.2 Motivational Practices in Terms of Fringe Benefits and Nature of Working Conditions in Secondary Schools

The second study objective was to assess the extent to which motivational practices in terms of fringe benefits and nature of working condition are implemented among secondary schools in

Jinja Municipality. To meet this objective, the researcher analyzed the application of two main motivational practices in secondary schools of which the results are shown in Table 7 below.

The extent of motivational practices in terms of fringe benefits among secondary schools in Jinja Municipality had a grand high mean of 3.5631, this shows that motivational practices in terms of fringe benefits among secondary schools in Jinja municipality, was practiced more.

Motivation of teachers in schools depends on the availability of resources and the culture of the institution and this result in the statement or views that salaries do not have additions for productivity. In secondary schools, teachers get allowances in form of PTA's (Parents Teachers Association) which are allocated to each member of staff (teachers) depending on the duties performed, responsibilities held by each and sometimes after attaining an academic progress on excellent performance in school activities like sports and drama. Fringe benefits also differ from school to school and according to location. Most allowances include transport, PTA, medical staff development, duty, academic performance, and over load allowances. In private schools, these benefits are linked with seniority, closeness to the boss and to ones' performance. The more responsibilities, the more allowances paid to teachers.

As observed by Dessler (2003), fringe benefits paid to teachers provide a basis for achieving the set goals. Therefore, in institutions, managers and administrators often use fringe benefits as a means of improving on ones performance. However, these fringe benefits should be always paid after achievement is immediately ascertained or after work, if it is to have a meaningful impact. Fringe benefits in schools make teachers intrinsically happy more productive and committed. Therefore, recognizing them with high pay raises, words of praise, recognition, promotional opportunities improve on their behaviors and performance at the work place (Robbins, 2003:80). However, regardless of their pay, their existence and provision in time, creates a vivid and concrete reason for the teachers' stay and work for the organization.

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

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

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

This is much linked with Victor's theory on what employees expect to gain from their inputs. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi, 2003:52). In most institutions, there is always a breach of psychological contracts by the management and this has created conflicts with their employees. What is promised is not practically put into practice. In most institutions, administrators do not give enough recognition to their members of staff regarding the schools' staff actual performances and lack information on who performs what, when and to what extent. In schools, this demoralized the teachers' presence and performance at the work place.

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

Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had high absenteeism rate than those with job satisfaction and with

many attendance levels. The findings concluded that employee satisfaction and performance are correlated with absenteeism. However, in Uganda's institutions, there is no significant difference with this study as the majority of the teachers conduct private business for a living, absentee themselves and collude with other members of staff not to perform. It is therefore, important to note that, the attainment of results in any institution basically lies within the hands of the people of that organization, how they are motivated in terms of payments, (monetary and non-monetary rewards) for they all complement each other at the work place, enhance the achievement of the set goals and continued good performance of employees. Since the findings have revealed that there is poor performance on the side of the teacher and it has been observed that there exists motivation in terms of fringe benefits, there must be other factors which affect the performance of teachers other than motivation in terms of fringe benefits. These might be the political condition of the country, management policy, and many others.

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

Items	Description	Freq.	Percent	Mean	Interpretation
Teachers are given allowances for additional responsibilities at school	Strongly disagree	5	4.9	3.7282	High
	Disagree	16	15.5		
	Undecided	5	4.9		
	Agree	53	51.5		
	Strongly Agree	24	23.3		
The school administrators make sure that teachers are recognized for the work well done	Strongly disagree	5	4.9	3.5146	High
	Disagree	19	18.4		
	Undecided	11	10.7		
	Agree	54	52.4		
	Strongly Agree	14	13.6		
Promotion is one of the factors the administrators does not take for granted	Strongly disagree	11	10.7	3.3010	Moderate
	Disagree	18	17.5		
	Undecided	17	16.5		
	Agree	43	41.7		
	Strongly Agree	14	13.6		
There are always occasions where teachers are praised/appreciated for the work well done	Strongly disagree	2	1.9	3.9903	Moderate
	Disagree	11	10.7		
	Undecided	2	1.9		
	Agree	59	57.3		
	Strongly Agree	29	28.2		
Allowances are always paid on equitable ground to all the teaching staff	Strongly disagree	16	15.5	2.7864	Moderate
	Disagree	40	38.8		
	Undecided	7	6.8		
	Agree	30	29.1		
	Strongly Agree	10	9.7		

Allowances are given to teachers promptly	Strongly disagree	14	13.6	3.0000	Moderate
	Disagree	34	33.0		
	Undecided	7	6.8		
	Agree	34	33.0		
	Strongly Agree	14	13.6		
Recognition at work improves on teachers' moral and commitment	Disagree	4	3.9	4.6214	Very high
	Undecided	1	1.0		
	Agree	25	24.3		
	Strongly Agree	73	70.9		
Grand Mean			3.5631	High	

Legend:

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

Source: *Field Data, 2018*

4.3 Nature of Working Condition among Secondary Schools in Jinja Municipality

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

According to Herzberg as quoted by Maicibi, (2003) the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation in employees.

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

As postulated by Robbins (2003:85), teachers prefer physical working conditions which are not dangerous, prefer working close to home, in a clean environment with modern facilities and equipments for the teachers. This creates joy and excitement among the teachers at the work place, reduces demotivational factors, and promotes staff effectiveness, productivity as well as organizational efficiency (Maicibi, 2003:106). In schools what is provided is still average and this has affected teachers' performance. As form the study on whether the nature of working condition for the teachers were adequate, majority of the teachers agreed with the statement that their school provided adequate working conditions however 37 disagreed.

As conceptualized by Herzberg, (2003) good working conditions create job satisfactions and motivation of employees and where such conditions are inadequate, yield into dissatisfaction of employees, others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place. The same was confirmed by Musazi, (2003). When employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind.

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

In similar development, Robbins and Maicibi, (2003) assert that "Most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipments. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipments, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not. Therefore, the researcher feels that adequate equipments and healthy atmosphere are a prerequisite for job performance for a highly motivated workforce in the institution. In institutions, job satisfaction and good performance occur when there is joy and excitement among the employees at the workplace which vary in most schools. (Maicibi, 2003:97). Most jobs however, require constant social interactions and consultations with other workers in the organizations through seminars, workshops and others need formulated rules and family friendly policies which have resulted into a happier staff, reduced staff turnover and frequent absenteeism at the work place.

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

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

Generally from the responses, it can be stated that the nature of working conditions determines the teacher's level of performance. In some schools, teachers prefer friendly policies, balance between work and leisure and all other fringe benefits. Where teachers enjoy adequate working conditions, teachers interact, socialize in formulating rules, instituting discipline, teaching, marking and in performing other school activities. Where there is tedious and demotivating nature on the jobs, teachers complaints increase resulting into high labor turnover. Manager and school administrators need to create a conducive atmosphere for employees to enable teachers measure their independencies at their places of work, (Edward and Daniel, 1999). As observed by Ssekamwa, (2001) feeling good at the work place is a recipe for job satisfaction and optimum job performance at the school.

Table 8: The nature of working condition among secondary schools in Jinja municipality

Items	Description	Freq	%	Mean	Interpretation
Our school provides adequate working condition	Strongly disagree	12	11.7		
	Disagree	25	24.3		
	Undecided	8	7.8	3.2039	Moderate
	Agree	46	44.7		
	Strongly Agree	12	11.7		
Interpersonal relationship is part of the school policies	Strongly disagree	5	4.9		
	Disagree	12	11.7		
	Undecided	15	14.6	3.6699	High
	Agree	51	49.5		
	Strongly Agree	20	19.4		
Most teachers have adequate atmosphere to operate in	Strongly disagree	9	8.7		
	Disagree	26	25.2		
	Undecided	13	12.6	3.1845	Moderate
	Agree	47	45.6		
	Strongly Agree	8	7.8		
The administration has clear and good relationship with the teachers in terms of communication	Strongly disagree	4	3.9		
	Disagree	31	30.1		
	Undecided	6	5.8		
	Agree	45	43.7	3.3883	Moderate
	Strongly Agree	17	16.5		

Source: *Field Data, 2018*

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

4.4 The state of teachers' performance among urban secondary schools in Jinja

The state of teachers' performance among urban secondary schools in Jinja Municipality among secondary schools in Jinja municipality had a grand mean of 2.7378, this shows that teachers' performance among secondary schools in Jinja municipality, was low. As pointed by Evans, (1999:82) employees in institutions experience new challenges, face new situations which require adequate knowledge, skills and experience to succeed them. It is therefore, a challenging responsibility that must be handled with great care to suit with the existing situation. Mullins, (2002) observed that motivation is a necessary contributor for job performance but also other factors like knowledge and skills which are achieved through training in specific fields. In schools, the teachers' efforts would therefore, be wasted without the ability to perform which is achieved through training. Therefore, both theoretical and practical trainings are very pertinent for teachers in their effective performances at the workplace.

Table 9: the state of teachers' performance among urban secondary schools in Jinja Municipality

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

4.5 The relationship between motivational practices and teachers performance in urban secondary schools in Jinja

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

Table 10: The relationship between motivational practices and teachers performance in urban secondary schools in Jinja

		Teachers performance
Motivation Practices	R-Value	.106 ns
	P-Value	.288
<i>Relationship is Significant at 0.05 N=103</i>		

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

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter refers to the organized, presented and analyzed data in the preceding chapters. The Summary and Conclusions are drawn from the discussed findings, in line with the objectives of the study.

5.1 Summary of findings

The study was about motivational practices and teachers' performance in urban secondary schools. A sample 103 and 19 head and deputy head teachers were used. Descriptive correlational research design was used to analyze the objectives. The general objective of the study was to assess the relationship between motivational practices and teachers' performance in urban secondary schools in Jinja.

5.1.1 Demographic findings

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

5.1.2 The extent to which motivational practices are implemented

The extent of motivational practices in terms of fringe benefits among secondary schools in Jinja Municipality had a grand mean of 3.5631, this shows that motivational practices in terms of fringe among secondary schools in Jinja Municipality, was more practiced. The extent of motivational practices in terms of working conditions among secondary schools in Jinja municipality had a grand mean of 3.5464, this shows that motivational practices in terms of working conditions among secondary schools in Jinja Municipality, was more practiced.

5.1.3 State of teachers performance

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

5.1.4 Relationship between motivation and teachers performance

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

5.2 Conclusion

In conclusion therefore, the results of the study indicated that there is a very weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja. As regards fringe benefits paid to the staff, it was found out that the fringe benefits of all types, when paid in time provide job satisfaction and subsequently good performance in schools. It was concluded that, the provision of fringe benefits have an effect on teachers' performance when paid on equity and on one's performance. Therefore, good performance in schools was linked to teachers' educational level, experience, performance indicators and allowances paid.

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

Still on working conditions it was concluded that adequate working atmosphere, instills high levels of commitment to the staff job satisfaction and subsequent good performance by the teachers. It was found out that the nature of working condition reflect the teachers' behaviors as well as performance at the work place. Good and adequate working conditions, enlisted good and desirable behaviors among the teachers and subsequently good performance by the teachers.

Undesirable behaviors like absenteeism, late arrivals at school, poor performance, avoiding responsibilities, dodging classes, all reflect uncondusive working conditions. Therefore, the study concluded that favorable working conditions were necessary in improving the employees' performance in any institution.

And it was concluded that, adequate working conditions are prerequisite for good performance in all schools and this should be observed by all manager and school administrators. Good performance in all schools was therefore, linked to teachers' accommodation, adequate and timely payment of salaries and wages, availability of fringe benefits, equal treatment to all workers, regular attendance in workshops and seminars and other trainings under staff development programs, interesting work with adequate facilities like textbooks, lab equipments and other instructional materials that would enable the teachers enjoy their work with autonomy.

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

5.3 Recommendations

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

To the Ministry of Education

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

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

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

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

To administrators

The administrators should provide flexible working atmosphere to employees to enable them balance work and leisure. To this end, family friendly policies, good and timely payments, job security, leave pays with a clean environment and minimum supervision leave a lot to be desired from teachers.

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

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

To the Head teachers

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

To Interested Researchers

The research recommends interested educational researchers to investigate further motivational behaviors of all employees in all places of work so as to meet the motivational needs of each employee. The interested educational researchers may also make investigation on other better ways through which teaching job in schools can be made flexible, innovative and enjoyable by increasing monetary incentives as well as other types of incentives that were not researched on in

this study. They may as well research on nonmonetary benefits and the effect of high taxes on teachers' performance. There is need to compare the nature of working conditions in government aided secondary schools with those in other private secondary schools of similar status, in the same area and nationwide.

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APPENDICES

APPENDIX 1: MOTIVATIONAL PRACTICES QUESTIONNAIRE FOR RESEARCH PARTICIPANTS

TEACHERS □ QUESTIONNAIRES

SECTION A DEMOGRAPHIC INFORMATION

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

1. Sex:

(a) Male _____ (b) Female _____

2. Age

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

3. Marital status

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

4. Education level

(d) Masters degree

SECTION B: Motivational Practices

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

Please tick the appropriate scale cell for your answer

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

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

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

SECTION C: OTHER FACTORS

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

	Items	NA	S	UD	M	VM
1	Government's policy on teachers performance					

2	Management Styles on teachers performance					
3	Political environments on teachers performance					

FREE RESPONSES

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

___ Very good, ___ Good, ___ Fair, ___ poor

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

.....

.....

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

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