

**TEACHERS' MOTIVATION AND ACADEMIC PERFORMANCE
OF STUDENTS; A CASE STUDY OF KWAPA SUB-COUNTY,
TORORO DISTRICT, UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF
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DECLARATION

I, **Obwana Paul**, hereby declare that the information provided in this piece of work is my own original work and has never been submitted to any institution of higher learning for the award of Diploma or conferment of Degree.

Signed.....

Date 29/08/2018.....

APPROVAL

This research report entitled **“Teacher Motivation as a Correlate to students’ educational achievements in selected Secondary Schools in Kwapa Sub-County, Tororo Distict”** as conducted under my supervision. With my approval, it is now ready to be submitted to the College Examination board for the award Bachelor’s Degree ofA with education of Kampala International University.

Taligoola Deborah (Mrs.)

Signed.....

Date.....

DEDICATION

I would wish to dedicate this research to my mother Amoit Rose and my brother Onyapidi Moses who directly or indirectly created an enabling environment around me to accomplish the task of this research to come up with this report.

ACKNOWLEDGEMENT

I wish to acknowledge my heartfelt gratitude to my supervisor Mrs. Taligola Deborah who despite his tight schedule took his precious time to read through my work and make necessary corrections. I also acknowledge his professional guidance which made it possible to tackle the work with fewer problems.

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Any one, indirectly or directly helped me on the research desires to be acknowledged, my work alone would not have yielded to what this research is all about.

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LIST OF ACRONYMS

BOG	-	Board of Governors
CPD	-	Comprehensive Professional Development
EO	-	Education Officer
KIU	-	Kampala International University
MOE	-	Ministry Of Education
MoES	-	Ministry of Education and Sports
NAEN	-	North American Association of Educational Negotiators
NCES	-	New National Center for Education Statistics
PBSD	-	Problem- based school development
PTA	-	Parents Teachers Association
UCE	-	Uganda Certificate of Education
UACE	-	Uganda Advanced Certificate of Education
UNEB	-	Uganda National Examination Board
UNICEF	-	United Nations International Children Education Fun

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ABSTRACT

This study was carried out in selected Secondary schools in Kwapa sub-county to investigate teachers' motivation and academic performance of students. The following objectives were formulated to guide my study; To establish the types of motivation. To establish the types of motivation used in. To determine whether the methods of motivation used contribute to academic performance in the schools used in Kwapa sub-county. From the research study, it was evident that there existed a notable relationship between a teacher motivation and academic performance of students in the subject handled by the same teacher. It was not worthy that rewards given to teachers boosted their morale and this subsequently improved student's performance. Verbal praises have noted to be almost trivial as compared to material rewards, promotions and financial rewards. From the study, it was found that when teachers were rewarded, they worked harder and this motivated disinterested learners to learn and also preserved and fostered the enthusiasm of those who are interested in learning. Therefore, extrinsic motivation plays significant role in determining the performance of students in academic. The study recommended that the government, through the MoES, should work closely with the heads of school (both primary and secondary) in order to earmark industrious teachers for promotion. Prize giving ceremonies should be held in schools on termly basis to reward teachers and students for their good performance. The government and the heads of schools over-rely on extrinsic motivation as opposed to intrinsic motivation. This study was carried out in Kwapa sub-county in Tororo south constituency, Tororo district in Eastern Uganda. This case study involved an investigative study of various motivational strategies of teachers in Kwapa sub-county and how they fueled academic performance of students in the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Motivation is defined as “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer 2001). As stated by Brown (1994), motivation is a term that is used to define the success or the failure of any complex task. While performance is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a manner that releases the performer deemed to be the fulfillment of an obligation? In a manner that releases the performer from all liabilities under the contract according to business dictionary.

In the last two decades of education reform, teachers have been viewed as central to both the problems of education and their solutions. Education researchers and school leaders have faced the challenge of motivating teachers to high levels of performance.

According to sociologists, current school environment are reward-scarce setting for professional work and often seem to work against teachers’ best efforts to grow professionally and improve student learning (Peterson 1995). Much of teachers’ work is carried out in self-contained classroom that isolate them from the support of their colleagues. Because of this organizational structure. Teachers are difficult to supervise. Do not receive regular feedback from others, and often find it hard to collaborate.

Perhaps as a result of these circumstances, the research also shows that many good teachers leave teaching in the first three years (Frase 1992). Clearly, education leaders need to find ways to keep teachers in profession and keep them motivated. A motivated teacher is one who not only feels satisfied with his or her job, but also is empowered to strive for excellence and growth in instructional practice.

This issue looks teacher motivation and considers how it has been treated historically, how it is affected by external and internal factors, and how new directions in professional development, teacher evaluation, new teacher induction and school reform are currently creating opportunities for more effective teacher motivation.

Educators are aware that reformers of education may establish new school, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be solely responsible for applying them. Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives several authors lamented that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment.

It has to do with teachers' interest in student discipline and control particularly in the classroom.

Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools.

The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical condition of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behavior and response in the classroom environment.

1.2 Statement of the problem

The problem of students' marginal achievement in secondary schools in National Exams has been recurrent for almost a decade now. This has posed a serious challenge to scholars and therefore the need to carry out an investigative study on the ways of improving performance. This study rested on the premise that in every student there is potential which must be realized by teachers, hence the need for teacher motivation.

Discovering what matters to teachers and how best to motivate for sustained and improved performance is a complicated challenge. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers

are most likely to value intrinsic rewards such as self- respect, responsibility and a sense of accomplishment.

Lack of motivation may cause teachers to be less successful in teaching. Unreasonable demands of administrators, discouraging team spirit, neglecting rewards, financial problems are the factors related to de motivation. It should not be forgotten that every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each employee is different from the other. Without having intrinsic motivation, lack of success is inevitable. If there are not any other factors motivating teachers, the productivity will decrease dramatically. It is obvious that intrinsic rewards outweigh extrinsic ones in educator motivation and job satisfaction.

Handling the challenging situation in the class and outside makes teachers exhausted, which hinders the success of teachers. Being intrinsically and extrinsically motivated increase job satisfaction. So motivation has an important role in the job of teaching hence the desire of the researcher to unveil the importance of the teacher motivation and its relationship with student's performance in Kwapa sub-county.

1.3 Purpose of the study

The purpose of the study was to establish a relationship between teacher motivation and academic performance of Students UCE schools in Kwapa sub-county in Tororo District.

1.4 Objectives of the study

1.4.1 General objectives

The general objective was to find out whether teacher motivation influences Students academic performance in U.C.E schools in Kwapa Sub County in Tororo District

1.4.2 Specific objectives

The study was intended to find out the following;

- 1) To establish whether personal variables like age, marital status, gender of teachers influence Students' academic performance in U.C.E schools in Kwapa sub-county.
- 2) To find out whether job satisfaction of teachers in U.C.E schools influences the level of academic performance of U.C.E Students in Kwapa sub-county.

- 3) To find out whether situational / organizational variables like work environment, recognition, responsibility, work load of the teachers influences Students' academic performance in Kwapa sub-county.
- 4) To establish the causes of teacher demotivation that eventually retards the general performance of Students in UCE schools Kwapa Sub-county

1.5 Research questions

The study was guided by the following research questions;

- i. What personal variables of teachers influence the pupils' academic performance of U.C.E schools in Kwapa sub-county?
- ii. What situational /organizational variables or factors influence academic performance of U.C.E Students in Kwapa sub-county?
- iii. Does job satisfaction of teachers in U.C.E schools directly influence academic performance of Students?

1.6 Hypothesis of the study

Ha: There is absolutely an impact of teacher motivation on students' academic performance.

1.7 Scope

1.7.1 Time scope

Basically, this study looked at the impact of teacher motivation on Student's academic performance in Kwapa sub-county since 1991-2014 that is change of twenty three years.

1.7.2 Geographical Scope

The study was carried out in Kwapa sub-county located in Tororo District. This study covered zones like Kwapa A, Asinge A, Mudakori Kwapa Central, Kanyakori, Asinge B, among others analyzing the impact of teacher motivation on Students academic performance

1.7.3 Theoretical scope

The study employed the two factor theory of motivation advanced in (1960-1994) by a psychologist Fredrick Herzberg.

1.7.4 Content scope

The study investigated the effects of teacher motivation, contribution of organizational variables like salary, supervision, recognition and promotion. personal variables like age, marital status, gender and time, level of qualification and tenure towards job satisfaction and their influence on pupils' academic performance in U.C.E schools of all affiliations in kwapa sub-county .

1.8 Significance of the study.

The study was conducted in order to help come up with recommendations to curb poor academic performance of students in the schools. The results of this study would help in improving academic performance. The findings would also assist the school managements to find the best methods of motivation to offer to teachers to obtain better performance in national exams.

The research will point out hopeful direction therefore helping young people to learn the central goal of both those who enter the teaching profession and those who are working to reform public education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter attempted to review literature in analysis of the components like theoretical review, conceptual framework or model, related literature in relation to the study objectives that included teacher motivation and its impact on U.C.E school Students in Kwapa sub-county (Tororo).

2.1 Theoretical Review

In 1959, Fredrick Herzberg a famous American psychologist developed the two factor theory of motivation also known as **Motivator – hygiene theory**.

Fredrick proposed that workers (teachers) are influenced by certain factors which he termed as **Motivator- intrinsic** like achievement, recognition at work, promotion to higher levels, growth and interest at work that cause satisfaction leading to motivation and **Hygiene – extrinsic** like working conditions, salary, company (school) policy, job security normally cause dissatisfaction to demotivate. Herzberg had developed the theory of motivation during his investigation of (200) accountants in U.S.A.

According to Herzberg, both Motivator and hygiene variables must be done simultaneously so as to have workers advance in their work.

To eliminate job dissatisfaction (demotivators), managers/administrators need to fix problems like ineffective policies, non-competitive wages, and job insecurity. Herzberg was of the view that employees need to be under good conditions in order to critically work and achieve job success. In his view, Herzberg argued that motivator factors are distinct from hygiene factors thus if managed can enhance performance.

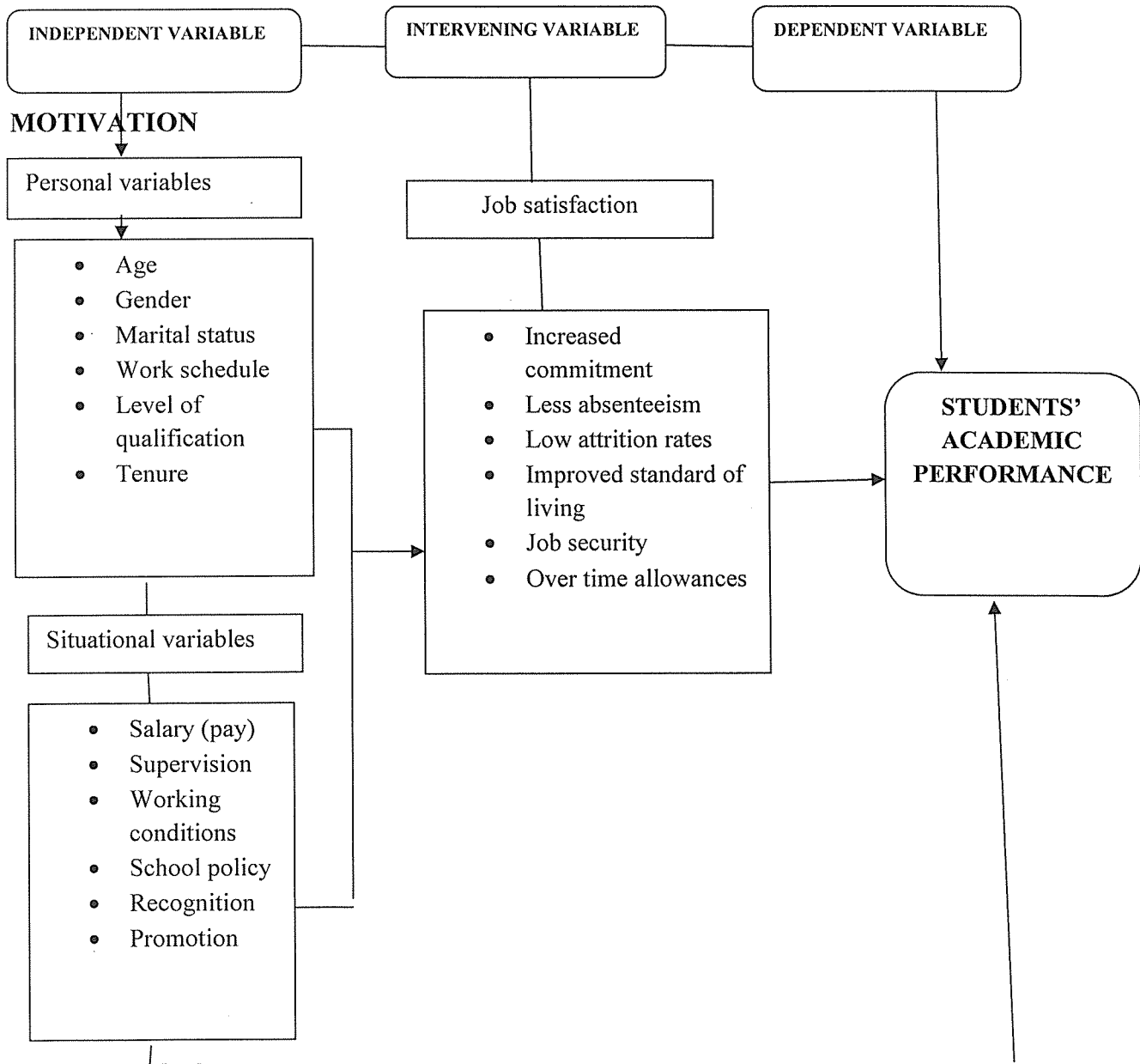
In relation to my study, teacher motivation in form of job security, promotion, stable salary, overtime allowances and recognition is a major factor to enhance academic performance of pupils because once teachers are biased about their work, their teaching is challenged and as a result pupils perform poorly. U.C.E school Students normally depend on teacher materials because they lack other resources like library stuff (books), internet connections thus students only rely on their teachers' implying that if teachers are demotivated, they will not be in position to achieve good academic performance in class as proposed by Herzberg.

Herzberg's view explains the fact that without motivation, the work place cannot affect performance and leads to break down.

2.2 Conceptual frame work

This section aims at inter-relating key variables that lead to motivation as proposed by Herzberg

Illustration of teacher motivation effect on pupils 'academic performance.



Source: Primary data

Figure 1: Conceptual frame work

From the figure above;

Personal variables like gender, marital status, level of qualification and work schedule have a direct link to pupil's academic performance because pupils have a view that male teachers teach well than females which in turn demotivate them and as a result this is reflected in their performance.

Situational or organizational variables also affect performance because if teachers are less paid, not promoted, over supervised intimidates them and cannot teach to their best thinking they lose nothing and show their dissatisfaction in pupils' academic performance.

As well situational and personal variables link to job satisfaction because a well paid, promoted, recognized non- discriminated in terms of gender, age or marital status teachers resort to commitment, less absenteeism and low attrition rates which can improve pupils' academic performance.

2.3 Related literature

In this section, different researches that have relevance to my study were reviewed;

A study by Paul Bennell (2003), researched o teacher motivation and student's academic performance in secondary schools in Lusaka, Zambia.

He revealed that;

“teacher motivation and incentives in schools greatly reflect in students' academic performance with effect from determinants.....” (Bennell 2003).

These included;

Excessive politicization of public education impacts on the level of accountability which affects teacher commitment and motivation. The poor quality of public education evidenced by low salary, no promotion and poor working conditions that demotivate them. Increased working hours, large class sizes, and more subjects in constantly changing curricula as major demotivators.

Teachers are being tasked to take on more responsibilities including HIV/AIDS education, counseling and community development. Thus teachers tend to earn secondary income in private tutoring.

Bennell (2003) also noted that public school teachers are demotivated by ineffective incentives and sanctions that lead them into unprofessional behavior like absenteeism, late coming, poor teaching and abusive behavior towards pupils.

It is against such a background that Bennell's (2003), research has relevance to my topic in investigation of teachers' motivation impact on students' academic performance in U.C.E schools in Kwapa sub-county Tororo District Uganda.

A study by the New Vision Newspaper (2008), Okino reported that the president had said that provision of houses to teachers was a major incentive to motivate them and as such their performance would impact on students.

He noted that secondary teachers be given house allowances which might force them to reside in these U.C.E school quarters to teach these kids to better their academic performance.

Maicibbi (2003), observed that rewards such as sickness payment, contributory pension, free life insurance and salary were job satisfiers at work which motivate teachers and once this is overcome, their performance will definitely increase and would see a point in what they are doing which improves the working morale of teachers.

Maslow (1996), stated that teachers need a wage sufficient for them to feed, shelter and protect their families if they are to dedicate their energies and time to school obligations which is Student's academic performance.

Carron (1996) noted that the teaching profession normally suffers from negative effects of economic crises and policy adjustment which impact teachers' morale and lives thus losing their sense of commitment and motivation.

Coombs (1985), cited that when teachers 'salaries fail to keep pace with the living cost, they undergo reduction in morale thus detoriatating as students perform poorly.

Kassaija (1991), studied about the effects of monetary and non- monetary rewards on motivation of teachers.

He established that both rewards are motivators to teachers because they enhance a person' s attachment to an organization (school) thus being part and parcel in moving teachers to work harder and improve pupils' academic performance and as such this study is relevant to my study in Kwapa sub-county ,Tororo District .

According to Mumanyire (2005), he carried out a research and concluded that the teachers' most important motivator is money in form of salaries, allowances, wages, bonuses, duty allowances however other factors like teaching conditions, school location, job security and commitment to the school's objective justify the level of teaching/teacher motivation. He noted that financial rewards have greater effects than non-financial ones on motivation of U.C.E school teachers.

The above conclusions were in line with my investigation of how such teacher motivation affects U.C.E Students' performance in Kwapa sub-county Tororo District.

Wafula (1991), observed that teacher attrition is now a wide problem in Uganda and some of the causes are low pay, status of the profession. He continued to say that teachers have generally lost respect among the people and demoralized due to low income and delays in the payment of their salary leaving them as beggars from their students, drunkards and shabby but this is all out of frustration.

Kajubi (1997), stressed that apart from the unsatisfactory salary, what is more important is that teachers no longer command the social status commensurate with the importance of their work caused by nothing other than poor remuneration of the teachers' work.

According to Farrant (1997), he carried out a research in which he noted that teachers' morale is low because they possess no status, lack promotion opportunities, are poorly paid, teach under unsatisfactory conditions.

Farrant (1997), argument reflects the situation in Baitambogwe sub-county where U.C.E schools have inadequate teaching and learning facilities, poor accommodation amidst poor supervision and inspection in addition to poor remuneration reflected in inadequate salaries, no allowances for teachers leading to poor working environment and attracting few qualified teachers into U.C.E schools in Kwapa because it contributes to low morale in general leading to poor student academic performance.

Aacha Mary (2010), carried out a research on teacher motivation and academic performance in U.C.E schools of Kimanya-Kyabakuzi Division in Masaka District which revealed that the Students' academic performance is highly influenced by teacher motivation because it showed luxury in improvement as teachers never showed morale at teaching.

As such, Mary (2010), recommended increase in the teachers' salary, provision of accommodation, strengthening supervision as well as instituting awards for good performance.

According to the Municipal Education Officer, teachers in Kimanya were devoting more time to extra- curricular activities like marking instead of teaching these U.C.E school Students to institute good results because there were frequent delays in payment of their salaries thus needed additional income.

Another study in Ghana public secondary schools indicated that teacher morale is reasonably low (Acheampongetal, 2003), only 13% of teacher respondents indicated that they enjoyed teaching although almost 67.8% stated that they never intended to remain in the teaching profession as they never even want to be teachers anymore because they are poorly motivated (Bennell 2003) .

However, lack of understanding has led to frustration and negative stereotyping of teachers. Wayne (1998), asserted that a reward in form of pay is one of the most powerful motivating tools thus Kiseesi (1998) in her study of job satisfaction recommended that salaries be paid promptly and protion be on merit and accompanied by increase in salary which greatly influenced teacher motivation and steadily impacts on U.C.E students' academic performance.

In the same vein, this research investigated the impact of teacher motivation on academic performance of U.C.E school students in Kwapa sub county –Tororo District Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methodology used in the study. This included research design, area of study and target population, respondent selection, data collection methods, population and sample size, data quality control, sampling techniques and data analysis all aimed at providing the instructional influence of teacher motivation on pupils' academic performance .

3.1 Research design

The study was conducted using a correlation/ descriptive research design (qualitative) because of the nature of variables that were at hand to produce data for qualitative analysis and allow simultaneous description of views, perceptions and beliefs at any single time (White, 2000) .

This was selected to relate the determinants of teacher motivation and academic performance of students in U.C.E schools of Kwapa sub-county in Tororo District between 1991-2014 to be able to establish a relationship between the independent variable as teacher motivation and student's academic performance as the dependent variable.

To achieve this, a combination of inter-related data collection techniques were to be used like structured/ administered questionnaires, observation and interview.

Data was analyzed after recording by discussion based on computer applications like excel then tabulated to percentages to establish the variable correlations.

3.2 Study area

The study area was Kwapa sub-county, Tororo District.

Kwapa sub-county has 28 schools (up to senior six). (Obtained from the Municipal Education Office).

The study area was considered appropriate because of the low performance of students and various monetary and non-monetary motivators like a 248,100,000 shillings budget bill because it has a high concentration of secondary schools.

3.3 Study population

The study was carried out among teachers in 28 U.C.E schools like Asinge secondary school in Kwapa sub-county.

The 160 teachers considered were graduates, diploma, and holders in education implying that they were qualified teachers.

In addition, the sub-county has 28 headteachers, 84 school management committee members and 01 Municipal Education officer. (Obtained from the Municipal Education Officer).

3.4 Sample size

Overall, 161 respondents participated in the study from twelve (12) schools, 113 teachers (as secondary respondents), 12 head teachers (as key informants), 35 school management committee members (as focus group discussion participants), and one 01 Municipal Education officer (as key informant).

According to Sutton and David (2004), state that a sample size should not be less than 30% of the study population which is beyond basic description, it would be difficult for the researcher to get accurate information.

This is intended to get a variety of views and unbiased responses which will make the study a reality.

Table 1: represents the sample size description

Category of respondents	Total population	Sample size
Secondary school teachers (primary respondents	160	113
Head teachers (key informants)	28	12
School management committee members (focus group discussion participants)	84	35
Municipal Education Officer (key informant)	01	01
Total	273	161

Source: Primary Data

3.5 Sampling techniques

Simple random sampling was used to select teacher respondents. This involved writing all names of teachers in each school on pieces of paper that were folded and put in a container, mixed up and shaken and one paper was picked at random without replacement.

The name of the teacher on the picked paper was the one to include in the study. However, special attention was paid to inclusion of both male and female teachers in the study sample. The 12 (twelve) head teachers were purposely selected as well as the Municipal Education Officer and the school management committee members to present parents' views on teacher influence on their pupils.

3.6 Data collection tools Administered questionnaires

These were used and submitted to 113 primary school teachers to acquire qualitative data regarding teacher motivation and how they affect students' academic performance in U.C.E schools in Kwapa sub-county.

Questionnaires comprised of both closed and open ended questions formulated by the researcher.

Key informant interview guide

This was designed and administered to key informants to capture qualitative information who included 12 (twelve) head teachers as well as 01 (one) Municipal Education Officer purposely intended to get more information about the effects of teacher motivation on pupils' academic performance to compare it with that given by the teachers.

Focus group discussion

One focus group discussion of the 35 school management committee members was organized at Kwapa sub-county offices to capture parents' views regarding the way teachers are motivated and its impact on students' academic performance guided by group discussion check lists.

Documentary review

Secondary data included school reports to the sub-county Education Office, teacher s' welfare committee minutes, internet surfing, reviewing newspapers, publications, public reports and periodicals.

3.7 Reliability and validity of instruments

The researcher looked at Toltemen approach and 5(five) point scale was used which included terms like strongly agree, disagree, strongly disagree and I don't know which terms had to be ticked by different respondents accordingly.

Also objective type questions like "Yes or No" were used as well as prompting respondents to list down the factors according to the questions asked but not writing whatever they felt like.

This gave the researcher the ability to evaluate his data, compare and contrast the given data respectively and conclude that the data was relevant to his research.

3.8 Data management and analysis

After the data was collected from the field, it was organized, recorded, grouped and tabulated.

It was then presented in table form where interpretations and discussions based on computer programs like Microsoft excel were utilized.

From the applications, information was then arranged in frequency and percentage correlations to establish the cause of teacher motivation like company (school) policy, promotion, recognition, supervision and salary or pay in relation to the level of academic performance of students in respective periods.

All in all, data analysis utilized three stages namely; coding, editing and tabulation.

3.9 Data Collection Procedure

At the onset of data collection, the researcher sought permission from the Municipal Education Officer who introduced him to the head teachers and later the head teachers introduced him to the teachers as well as the school management committee members. In addition, each questionnaire comprised of an introductory letter requesting for the respondents' cooperation in data provision. The respondent were further assured of the confidentiality of the data provided and that the data provided plus the study findings were for academic purposes only. They were also assured of their personal protection and that they had all the authority to refuse or accept to be interviewed.

All study materials like questionnaires were distributed by the researcher himself with the aid from the head teachers who knew their teachers and school management committee members very well.

3.10 Significance of the study

The study created an array of light to the Ministry of education and sports as checks and balances so as to be able to know exactly what the situation is like in U.C.E schools especially in rural areas.

The study served other study purposes for other researchers to use as reference and for academic purposes.

The study led to me as the researcher to acquire my degree because it acted as a partial fulfillment.

The study findings will act as an eye opener to school administrators on how best to improve the academic performance of their Students majorly through teacher motivation.

3.11 Limitations of the study

Some respondents were not welcoming and reluctant in answering questions.

Some respondents did not return the questionnaires due to reluctance

The study was so costly to accomplish since it involved several movements, buying of tools, printing etc.

Data discussion and analysis posed a big challenge as well, which took a lot of time.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, study findings are presented, analyzed and discussed basing on a number of sub themes which include the social demographic e.g. age, gender and religious affiliation, marital status, the causes of demonization of teachers, relationship between teacher motivation and academic performance of students in U.C.E schools in Kwapa sub-county. The implication of these percentage distributions as presented in the tables toward the dependent variables was also discussed.

4.1 Teachers' Socio- Demographic variables and students' academic performance

4.1.1. Age composition

Information of the age of respondents was obtained by asking them to tick an age range under which they belong:

4.1.2 Age of respondents

Information of the age of respondents was obtained by asking them to tick an age range under which they belong:

Table 2: Age of respondents

Age range	Frequency	Percentage (%)
18-25	30	18.63
25-35	60	37.30
35-45	40	24.754
45-55	20	12.42
55 and above	11	6.823
Total	161	100

Source: Primary Data 2018

The above shows the age composition of the respondents who took part in the study by filling in questionnaires and face to face interviews. It shows that 30 respondents representing 18.63% were in the age range of 18-25years, 60 respondents representing 37.30% were in the age range of 25-35years, 40 respondents representing 24.754% of the total population were in the age range of 35-45years, 20 respondents representing 12.42% of the total population were

between the age range of 45-55% old while 11 respondents representing 6.823% of the total population were above 55years old.

The findings above show that most teachers fall in the age range of 25-35years old and the least number of teachers were above 55 years old inclusive.

4.1.3. Gender of respondents

The information about sex was attained by putting a box of the gender where they were to tick which box age range they belong to as shown in the following frequency table.

Table 3: Showing gender of respondents

Sex	Frequency	Percentage (%)
Male	97	60.25
Female	64	39.75
Total	161	100

Source: Primary Data 2018

The table above shows the gender of respondents who took part in the study by filling in questionnaires and face to face interviews; Out of the population sample of 161 respondents, 97 of them were male representing 60.25% and 64 were female representing 39.151%. It shows that there were more male teachers than female teachers an implication that male teachers are more resistant to life stressors than their female counter parts.

4.1.4 Religious affiliation

Peoples' religion creates a big impediment to peoples' ways of performing at their jobs, some people are much motivated to do work and encouraged by their religious leaders like reverends, fathers, posters and sheiks than their bosses at work. So when the study was being carried out, it was found out that some of the responds were influenced to work by their religious leaders, despite the state of their working environments.

Table 4: Showing religion of respondents

Religion	Frequency	Percentage (%)
Catholics	56	34.79
Protestants	37	22.98
Moslems	46	28.57
Others	22	13.66
Total	161	100

Source: Primary Data2018

The table shows religious affiliations of respondents who took part in the study. It shows that 56 of the population sampled were Catholics representing 34.79%, 37 respondents were protestants representing 22.98%, 46 respondents were Muslims representing 28.54% and 22 respondents belonged to other religious factions representing 13.66%.

4.1.5 Marital status

The concepts of marital status were included in the study with the view that marriage plays a very big role in the way people perform their work. Some people can be motivated by their spouses. It was found out that for most of the married female teachers, they remained on work because they did not have so much to do with family requirements fulfillment because they had all confidence their husbands could cater for everything, and therefore they had no pressure over them.

Table 5: The marital status of the respondents

Marital Status	Frequency	Percentage (%)
Single	74	45.97
Married	43	26.70
Divorced	29	18.01
Widowed	15	9.31
Total	161	100

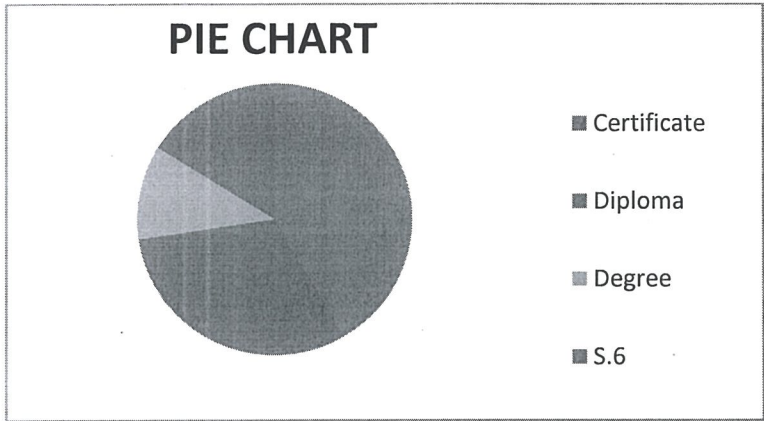
Source: Primary Data 2018

4.1.6 Level of education of respondents (qualification)

The information of the level of respondents was obtained by asking the respondents to tick their level of education and findings were presented using a pie chart below.

It was found out that most of the respondents were certificate holders an implication that in U.C.E schools in Kwapa sub-county, certificate holders were ready to work under any work conditions because their qualifications do not call for higher bargains.

Figure 2: level of education of respondents



Source: Primary Data 2018

The pie chart above shows 67 of the respondents were certificate holders representing 41.61%, 50 were Diploma holders representing 31.056%, 26 were S.6 leavers representing 16.14% while 18 respondents were Degree holders representing 11.18%.

4.2 Job satisfaction and students’ academic performance

This type of data was obtained from the ministry of education and sports (MOES) 2002 report from the planning department. Similarly, the teacher respondents were prompted to tick in the box in which his/her view on job satisfaction among the five prompts; strongly agree, agree, disagree, strongly disagree and do not know.

This study on job satisfaction mainly focused on the level of teacher attrition rates since the introduction of UCE program in Uganda. The rate of teacher attrition has tremendously increased in Secondary schools (MOES), 2000. The magnitude of such teachers is indicated in the table below:

Table 6: National teacher attrition rates (%)

Teacher departure by reason	1995	1996	1997	1998	1999/2000	2001
Joined private	75.3	61.4	68.6	71.6	64.4	68.8
Retired prematurely	1	7	5.1	2.8	5.2	4.9
Resigned	10.2	13.7	10.3	11.5	15.4	13.9
Reasons not known (Others)	13.5	17.9	16.1	14.1	15.0	12.4
Total	100	100	100	100	100	100

Source: Ministry of Education and Sports, planning department.

The table above shows a very high turnover of teachers over the years and exceptionally high for teachers who joined private. This was affirmed by the Ministry of Education and Sports, 2000 report that there is high attrition rate of teachers in especially the rural secondary schools, as teachers move from one school to the other in search of better conditions.

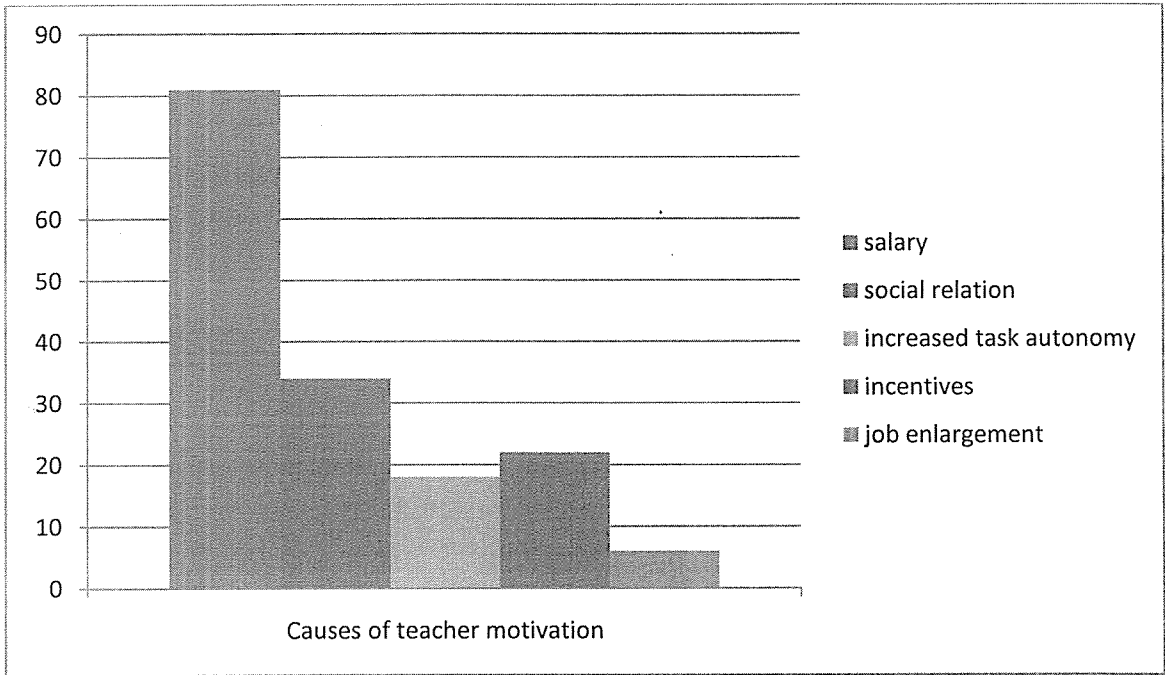
4.2.1 Situational / organizational variables and pupils' academic performance

This data was obtained by asking the respondents to list as many causes of their motivation as possible (situational variables) and these causes were tabulated and presented in form of a graph.

4.2.2 Causes of teacher motivation

These have a great impact on the academic performance of students thus it had to be examined differently to check its strength as shown in figure 3.

Figure 3: Causes of teacher motivation



Source: Primary Data

In the above graph, 81 respondents representing 50.31% said that the prime cause of teacher motivation is salary, 34 respondents representing 21.11% said that social relations like working conditions, company(school) policy are the key to teacher motivation, 18 respondents representing 11.18% said that increased task autonomy leads to teacher motivation, 22 respondents said that increased incentives and rewards led to teacher motivation representing 13.66%, 6 respondents said that job enrichment/enlargement through promotion led to teacher motivation representing 3.72%.

4.3 Causes of teacher demotivation that eventually retards the general performance of students in UCE schools.

4.3.1 Causes of teacher demotivation

Demotivators of teachers that eventually retard the general performance of students in UCE School. The data was obtained by prompting the teachers in the questionnaires submitted to them by the researcher to list as many causes of their demonization as possible the eventually retards the academic performance of their UCE school Students;

The excessive politicization of public education has had a profound impact on levels of accountability in many education systems which have in turn seriously affected teacher

commitment and motivation. The poor and declining quality of public education has led to growing numbers of parents sending their children to non-state schools.

Incentives for schools and teachers in the public education systems to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously demotivates employees (teachers) which is the order of the day in Kwapa sub-county.

Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall performance. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community. Being posted to a rural school is likely to be demotivating for most teachers.

Increasing hours of work, larger class sizes, more subjects and constantly changing curricula are cited as major demotivators in Kwapa. What is expected from teachers (social contract) is not pitched at a realistic level in which many teachers were being asked to take on more responsibilities including HIV/AIDS education, counseling and community development.

The work and living environment for many teachers are poor which tends to lower self-esteem and is generally demotivating. Housing was a major issue for nearly all teachers who are struggling. Too often, 'teachers are thrown in at the deep end' with little or no induction. Multi-grade teaching is common in Kwapa sub-county sampled schools, but most teachers are not adequately prepared for the special demands of this type of teaching.

The failure to provide attractive additional incentives to work in remote rural schools is a key factor. Relatively very large incentives may be necessary to attract teachers to hard-to-staff schools but these are not affordable for the Ministry of Education and Sports or even schools' management.

The feminization of the teaching force is widely regarded as a key factor in lowering the occupational status of teachers. As a general rule, the lower the level of schooling, the higher

proportion of women teachers employed. Women still account for a majority of teachers in most public UCE education schools.

Inadequate infrastructure in place such as classrooms, laboratories (science and computer), teachers' houses and libraries. In many UCE schools, the Students were studying under trees or make-shift strictures. In many other school, furniture was non-existent thus pupils simply sit on the floor and they write on their knees or on the ground. In Tororo District generally, 20 out of the 301 secondary schools at the beginning of the 1994year were closed by the education department due to lack of basic facilities.

Inadequate instructional resources like suitable textbooks, teacher guides and other teaching and learning materials. One teacher respondent said; **“the tools for the job. He feels that since teachers are usually pre-occupied with the immediacy of the classroom, copying with large and sometimes difficult classes, they need to have. “The tools for the job”.**

The rate of Nepotism in the promotion and recognition spheres where teachers are promoted on tribal or family basis not personal or educational merit. Teachers feel so demotivated because their hard work is not recognized and their promotion may take time or even never occurs because they have no relations with those on top level administrative positions.

The level of corruption generally in the country, when the less and late paid teachers hear or watch other government civil servants embezzling fund on top of the tens of millions they receive as salary they also feel left behind and in turn cannot wholly devote themselves on improving the academic performance of their students in UCE schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the summary, conclusions, recommendations of the study and suggestions for further study. The recommendations are proposed as a means of motivation of teachers as well as increasing their performance at work. The summary and conclusions on the other hand, involve salient issues found out in the research or study.

5.1 Summary of Findings.

The general objective of the study was to determine whether teacher motivation influenced students' academic performance in UCE schools in Kwapa sub-county, Tororo District.

A total of 160 respondents from 12 schools and 01 Municipal Education Office participated in the study with varying education levels, the majority of the respondents had been working for over 02 years in the schools studied which implies that teachers were already conversant with the motivators in their respective schools and were therefore expected to assess how such motivators had affected their performance at work.

Consequently, some of the study findings agree with the conceptual framework that was developed to guide the study while others do not. In all however, the study found that motivation was necessary for high performance of teachers although in most cases teachers were poorly motivated.

5.2. Conclusion

Lack of enough money for teachers and their incentives was cited as the major obstacle to teacher motivation hence becoming very big impediment to UCE students' academic performance. The frequency for lack of enough salary was the highest with 81 respondents which has a percentage of 50.31% of the total population sampled.

Job enrichment was the lowest with a frequency of 6 respondents and a percentage of 3.72% of the total population that was sampled.

The researcher also found out that lack of incentives and rewards like house rent, transport allowances, health allowances were the greatest demotivators evidenced from the frequency of 22 respondents with a percentage of 13.66%.

The social demographic data included age composition, gender of the respondents, religious affiliation, marital status and the level of qualification of the respondents was all tabulated in frequency and percentage tables and the data discussed descriptively.

The causes of teacher demonization that were listed by the teacher respondents included the following; Politicization of the public education system, nepotism (tribalism) in recognition-promotion, corruption, lack of adequate instructional resources like textbooks, teacher guides, lack of adequate infrastructure like libraries, laboratories, teacher' houses, increased hours of work, large class sizes, lack of attractive additional incentives like rewards and allowances. These all contributed to teacher demonization which retarded the academic performance of students in UCE schools in Kwapa sub-county, Tororo District Uganda.

5.3 Recommendation of the Study

On the basis of the comprehensive study findings, the researcher made the following recommendations to the concerned authorities:

The Uganda government under/through the Ministry of Public Service (**MPS**) should pay special attention to increasing teachers' salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs which will increase their morale to teach. This is because the teachers must be interested in what they teach and in their children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to teach.

Teachers need to motivate their students. Motivation is the "force that determines how much effort an individual puts into his learning" (Farrant, 1997)

As Farrant puts it (1980, p.113) "The engines of human motivation are interest and desire. When these are at full power in an individual, remarkable feats of learning can be achieved. It is therefore in the teachers' interest to take the trouble to see that the child's interest and appropriate desires are aroused before trying to teach him."

It is therefore important that teachers attempt to arouse the interest and the joy in each lesson they teach. They could do this through the use of humor in the class room, paying individual attention to the pupils using different approaches to teaching and positive reinforcements. Motivated classes tend to increase teacher morale and performance.

The government should develop structures like performance related pay (**PRP**) so that at least those who are committed to their work have equity in payments and remuneration. Awards could be instituted for better performance. Areas such as school and pupil discipline teacher performance, pupils' attendance and achievement, community and parent participation in school activities should be rewarded to serve as a motivation.

Supervision by the (**MOES**) especially through Education Standards Agency (**ESA**) should be strengthened and circuit supervisors become more regular to stop teachers from participating in secondary employment. The Tororo District Inspectorate should also be strengthened and adequately funded to carryout routine inspections in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.

Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools.

Kwapa community should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce late coming and absenteeism. This will increase their motivation and eventually performance.

The local community's contribution in case may be in form of provision of free labour or financial contributions towards the construction processes that are in place at any given time. For academic excellence, the researcher recommended that the pupil should try to ask politely their parents to buy them the necessary school equipments like textbooks and any other scholastic material.

There should be more awareness and institutionalization of the notion of motivation to Uganda's teachers and Kwapa in particular, so that they can readily know its importance on staff performance and hence yield results.

The **MOES** should be made aware that however much they want performance, they should motivate teachers in rural areas not only focusing on the easily accessible urban teachers, so as to comparatively attain a reputable standard of academics and UCE program in general in Uganda.

5.4 Suggestions for Further Research

The researcher concentrated much on the variables with the topic; “Teacher motivation and academic performance of students in UCE schools in kwapa sub-county, Tororo district” and the results of the study revealed inadequate motivation of teachers and consequently low performance. Therefore the researcher came up with the following suggestions:

- A replica of the same study to investigate strategies that can be implemented to improve teacher motivation and performance in secondary schools is necessary. This should be made in other departments concerned with what motivates teachers like about why teachers’ salaries delay, why they are low etc. in all schools.
- Other studies be conducted in other areas of Tororo District and other districts in Uganda. This will help to establish the general overview of the effectiveness of the UCE program in the country.

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