

**MOTIVATION AND TEACHERS' PERFORMANCE: A CASE
STUDY OF SELECTED SECONDARY SCHOOLS
IN SIRONKO TOWN COUNCIL, UGANDA**

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**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE
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DECLARATION

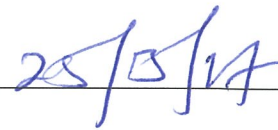
I hereby declare that this is my original work and has never been published/or submitted for any other degree award to any other university before. In addition, all sources that have been used have been acknowledged.

Signed:  Date: 
Kidasa Titus

APPROVAL

This is to certify that this dissertation has been submitted with my approval as University Supervisor.

Signed:  _____ Date
Mr. Laaki Samson

 _____

DEDICATION

To my father Mr. Gibenduyi Julius, my loving mother Mrs. Gibenduyi Proscovia Namusoke, and all of those who have played a role in my struggle to accomplish this degree.

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I am very grateful to the almighty God for life, courage, strength, and power given unto me to accomplish my studies.

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ACRONYMS

IBML: Idd Basajjabalaba Memorial Library

NGO: Non-government Organization

PTA: Parent-Teacher Association

STC: Sironko Town Council

USE: Universal Secondary Education

ABSTRACT

The purpose of the study was to establish the relationship between motivation and teachers' performance in selected secondary schools in Sironko Town Council. The study was qualitative and quantitative; and descriptive 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 in Sironko Town Council. The target population was 100 and the sample size of the participants was 80. Data was collected using questionnaires as research instrument and analyzed by means of descriptive statistics, tabulation, and percentages to establish the relationship between motivation and teachers' performance in selected secondary schools in Sironko Town Council. The results of the study indicated that there is a strong relationship between motivation and teachers' performance. 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 adequate working atmosphere, instills high levels of commitment to the staff job satisfaction and subsequent good performance by the teachers.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter will include an overview of the research proposal starting with the background to the study, the problem statement, purpose of the study, research design, research objectives, research questions, research hypothesis, conceptual framework, significance of the study, justification of the study, scope of the study, and the operational definitions. This proposal is about motivation and teachers performance taking a case study of selected secondary schools in Sironko Town Council.

1.1 Background to the Study

1.1.1 Historical Background

Motivation as a concept which comes from the word “movere” meaning “motive” which is the inner state that energizes behavior, activities, directs and channels behaviors towards the stated goals (Belelson, 1999 and Musazi 2006). Globally, motivation is a cultural bound practice with its roots from the industrial revolution in the European and American States, like Japan, Greece, Mexico, Denmark, Norway, Sweden and Netherlands where social needs were recognized as a basis for good performance and workers benefits were more sensitive to equality hence, equal treatment of workers (Robbins, 2003). Unfortunately, in most countries, Uganda inclusive teaching is a relatively low paying occupation in comparison to others like lawyers, accountants, engineers requiring a similar standard of education in its practitioners. And it is widely believed that recruitment to the teaching profession is adversely affected by low motivation, hence, substantial numbers of suitably qualified students who would otherwise be motivated towards teaching, rate salaries, allowances, fringe benefits are too low for the prevailing levels of teacher pay to attract them. Staff motivation therefore refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best (Lubanga 2006).

Performance refers to the outcome from any economic activity and in secondary schools it is basically on teachers' academic performance like teaching and marking, preparing report forms, doing school duties, attending staff meetings, schemes of work and lesson

plans. However, accordingly to (Armstrong, 2003), “performance” is the behavioral aspect that defines the way in which organizations, teams and individuals get work done. 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 Blanch and, 1998).

Motivation and its effects on the work force has been a question of concern among the scholars, between employees and managers since the industrial revolution and this intense debate has become a reflection of complicity to most institutions. Much of the management thinking still emphasizes on what motivates people rather than how they are motivated. However, it is important to note that in Uganda’s institutions, most people who work or join institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi, 2003). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background.

1.1.2 Theoretical background

The theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997). However, its practical and theoretical development was pioneered by Taylor in the 20th century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2003 and Pena, 2001).

Studies on motivation depict that there are several ways to motivate employees. These are known as theories, which can be divided into two categories. They are the content theories and the process theories. The content theories focus on what motivates employees and were propounded by eminent writers such as Maslow (1946), McClelland (1988) and Herzberg (1968). Vroom (1969), Adams (1965), Locke and Latham (1990) are the proponents of the process theories and they focus on how motivation occurs. Reis

and Pena (2001) question whether motivating people to work in the 21st century with theories conceived during the past one hundred years are likely to be infeasible. They conclude that the core message is that managers should reconsider the outdated motivational patterns utilized to maintain role performance in organizations and adopt a fresh motivation formula for the 21st century based on friendship, work and respect. Several writers such as Roche and Mackinnon (1970) and others such as Mayfield et al (1998) suggest that leadership styles and freedom given to employees are significant in motivating employees. Luthans and Stajkovic (2000) and Armstrong and Murlis (2004) held the view that recognition can be used to motivate workers to perform well whilst Oldham and Hackman (2010), and Lawler (1969) argued that job design has an important role to play in employees behavior. Considering many approaches to motivation and how difficult it is to find or identify one that solely motivates workers, the study seeks to determine whether motivation has an effect on teacher's performance.

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. 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 (Cole, 1998).

1.1.3 Conceptual background

In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Robbins, 2003). School administrators need to understand that not all employees respond to similar needs and rewards. The needs of women, men, single workers and immigrants, the physically handicapped, and senior works differ from individual to individual and from time to time hence, deserve different treatments (Robbins, 2003).

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). Therefore, institutions like schools cannot effectively achieve their mission without motivating their personnel to work together for the attainment of the set goals and they have a lot to do with their teacher's 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 (Glenmyers 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, equipment, good and adequate working environment to meet the desired or set goals. Once all these equipment are provided adequately and in time, teachers would feel intrinsically happy and perform above average in schools (Herzberg, 1999).

1.1.4 Contextual background

Employees are the key resources in sustaining the institutions' long term competitive advantage and the ability to attract, maintain, retain and motivate its workforce is a key influence in sustaining a constant success (Zimmerman, 2000). Incentives are all the direct and indirect benefits offered to teachers as intrinsic motivators, more especially, he states that direct monetary incentives and all other financial resources need to be offered to teachers. These might include professional support, such as initial and ongoing training programs, teacher guides, fringe benefits, free or subsidized housing, food and transport. Non-monetary include professional status in the community, promotion, recognition and approval by, parents, the general public and ministry of education. It is believed that when a teacher is given such motivation, his or her performance is influenced positively (Kemmerer 1990).

In Uganda, motivation is an indispensable factor in all institutions as a basis for good performance. Motivation as an aspect of every management, lies within individuals and when properly manipulated, produces desirable behaviors as good performances in the organization. In Sironko Town Council, 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 appalling, 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. Still in Sironko Town Council schools, teachers are not performing well and in some schools working conditions are still appalling. These have resulted into variations in performances between teachers and institutions.

1.2 Statement of the Problem

Individual staff performance is governed by financial motivation, non-financial motivation through a combination of incentives and adequate reward packages including competitive salaries, allowances and adequate working conditions (Maslow 1946, McClelland 1988, Herzberg 1968 and Vroom 1969). As observed by Mc. Bridge and Nick, (1999) workers in institutions perform well, show more energy and determination to succeed and achieve the results, cooperate in overcoming problems, accept responsibilities and accommodate change when they are well motivated. However, in Sironko Town Council schools, some of these indicators are lacking and as a result there is sense of individualism, lack of commitment, absenteeism and unwillingness to accept the delegated duties and high labor turn over, a clear signal that workers are not motivated hence the need to carry out a research on motivation and teachers performance among selected secondary schools in Sironko Town Council, Uganda.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between motivation and teacher's performance in selected schools in Sironko Town Council.

1.4 Objective of the Study

- 1) To establish the relationship between financial motivation and teacher's performance?
- 2) To determine the relationship between fringe benefits motivation and teacher's performance?
- 3) To assess the relationship between nature of working conditions and teacher's performance?

1.5 Research questions

- 1) What is the relationship between financial motivation and teacher's performance?
- 2) What is the relationship between fringe benefits motivation and teacher's performance?
- 3) What is the relationship between the nature of working conditions and teacher's performance?

1.6 Research hypothesis

H1: There is a relationship between motivation and teacher's performance

H2: There is no relationship between motivation and teacher's performance

1.7 Scope of the study

1.7.1 Geographical scope

The study was carried out from a select five schools from Sironko Town Council, the town is found in eastern Uganda, approximately 260 km from Kampala, the capital city of Uganda. It is bordered by Butandiga Sub County to the east, Nalusalo and Bukiyi sub counties to the south, Bukhulo to the west, and Kolir sub county of Bukedea district to the north. Data was collected from a select five schools including Highway Secondary School, Musedde Memorial Secondary School, Sironko High School, Sironko Parents Secondary School and Sironko Progressive Secondary School,

1.7.2 Time scope

This study will cover a five month period from January to May 2017. Activities to be conducted by the researcher during that time will include conceiving the research topic

(idea), writing proposal, designing the questionnaires, going to the field to administer the questionnaires, organizing, summarizing and analyzing the data collected and writing the report.

1.7.3 Content scope

This study will establish the relationship between motivation as the independent variable and teacher's performance as the dependent variable. Motivation consists of financial motivation in the form of salaries and allowances including salary advance payment, equitable payment, gratuity and upkeep funds, bonuses, fairness in payment, and pay according to number of years, non-financial motivation including recognition, promotion, praises and appreciation and the nature of working conditions including leave, interpersonal relationships and training and development. On the other hand, teacher's performance will include exam setting and marking, co-curricular, attending meetings, time management, and class room activities including the scheme, and records of work and students reports.

1.7.4 Demographic scope

The majority of the respondents for the study will be the teachers with a population of 70 teachers from which 60 teachers will be sampled using the simple random method because of its convenience for large populations. A sample of 10 Head teachers and 10 Deputy Head teachers will also be selected from the population of 15 Head teachers and 15 Deputy Head teachers using the purposive method to collect data from respondents who give relevant information.

1.8 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;

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

schools. The study will enrich the Ministry of Education with adequate and useful literatures for future reference.

2. Motivating the staff by reducing on the negative attitudes teachers have towards performance at the workplace. It should identify the necessary resources, tools and equipment to staff for organization's effective performance
3. It should also identify the loopholes and improve on the service delivery of teachers and other employees in institutions.
4. To researchers, it may form a basis for further research on motivation and teachers' performance.

1.9 Limitations of the Study

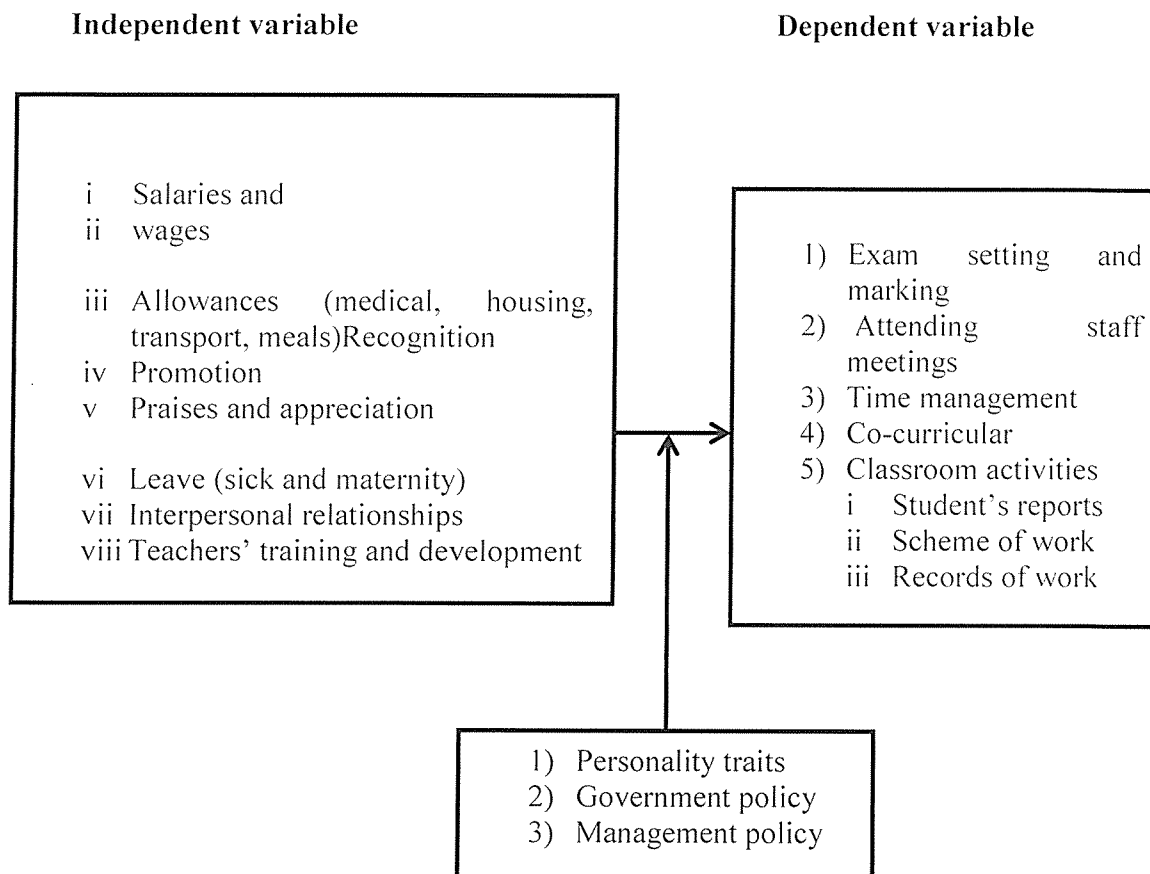
- 1 Unwillingness from some respondents to receive and fill in the questionnaires during the process of data collection since they were working on exams and reports. To overcome this limitation, encouragement was given by the researcher explaining what to divulge as necessary information.
- 2 The subjectivity of each respondent no matter how carefully written or completely tested, the research was vulnerable to differing interpretations of the questions.
- 3 Ample time required to be able to collect, analyze and present the required information. A sample will be used to manage time.
- 4 Shortage of finances, since the school doesn't sponsor the project as such the researcher struggled to meet all expenses related with the field study adequately in terms of transport costs, photocopying, and other logistics. The researcher will manage to overcome these problems by borrowing from friends and using personal savings.
- 5 Respondents answering questions as a result of defensiveness, apathy or ignorance on particular aspects.

1.10 Conceptual Framework

The conceptual framework is simply a construct of the interrelationships that exist among the variable to be studied. It clearly illustrates the causative variable, the effects including other intervening factors in the relationship. It clearly outlines the structure of the

research and guides the researcher in the whole research process. The study was guided by a conceptual framework that depicts the relationship between the independent and dependent variables. The independent variable is motivation with three dimensions of financial, non-financial and nature of working conditions. The dependent variable is teacher's performance. The intervening variables are government policy, management policy and personality traits.

Figure 1: Conceptual framework



Source: Modified from literature cited in Oldham and Hackman (2010), Musazi and Lubanga (2006).

1.11 Definition of Key Terms

1.11.1 Fringe benefits: in this study, fringe benefits are non-wage payment given to the teacher by the top management. It can be in terms of pension, praises, recognition, life and health insurance, transport allowance, leave, company cars.

1.11.2 Performance: in this study, performance can be almost any behavior, which is directed toward task or goal accomplishment, the job responsibilities or duties performed by the teacher. It includes professional status in the community, promotion, recognition and approval by, parents, the general public and Ministry of Education.

1.11.3 Allowances: are the amount or something that is permitted, especially with a set of regulations given at regular intervals for a specified purpose, like when teachers, head departments.

1.11.4 Recognition: In this study, recognition is the identification of teachers after work well done.

1.11.5 Timetable: Is a schedule listing the times at which certain events, such as arrivals and departures arranged according to the time when they take place by teachers and learners.

1.11.6 Co-curricular activities: Is outside activities in the school but usually complimenting the regular curriculum.

1.11.7 Nature of work: is the fundamental quality of work, identity or essential character. Fringe benefits are variables such as accommodation, medical, paid leave, maternity and interpersonal relationships.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter will look at the related literature on the different variables used in this study namely motivation as the independent variable and teacher's performance as the dependent variable taking a case study of selected secondary schools from Sironko Town Council. The chapter will look at both the theoretical, and conceptual review of the literature related to the study.

2.1 Theoretical review

2.1.1 Theories of Motivation

Motivation causes us to achieve goals and consists of appropriate mechanisms of responses which simulates 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, and focusing it. There are existences of some source of energy that drives behavior. Proposed is 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.

2.1.2 Drive reduction theory of motivation

A drive is an eternal 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.

2.1.3 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.

2.1.4 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. .

2.1.5 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 one's 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.

2.1.6 Expectancy Theory of Motivation

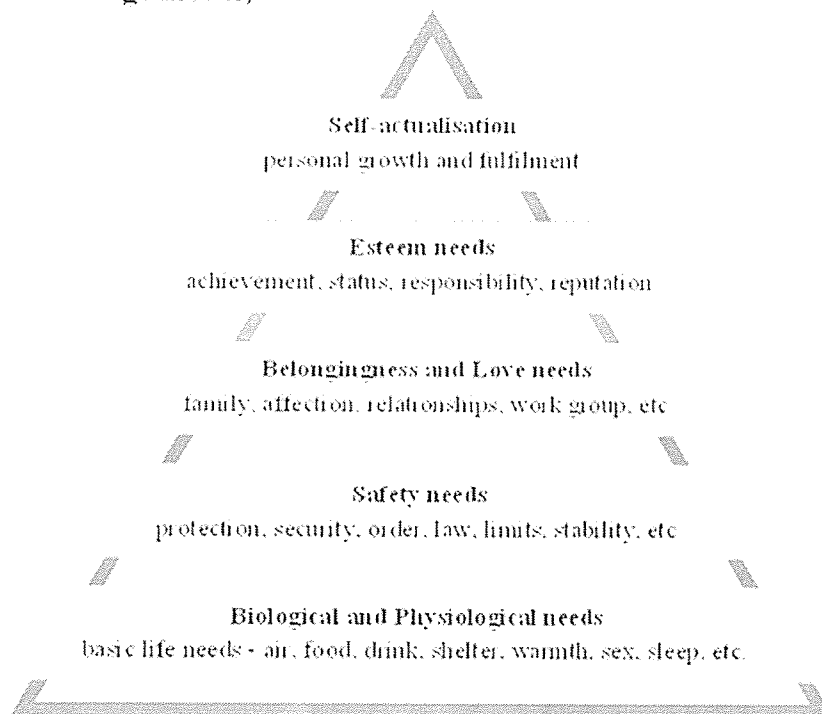
This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance 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.

2.1.7 Humanistic View of Motivation

This theory argues that human needs are supreme. It asserts that teachers' behavior is motivated by desires for creativity choice and self-actualization. Basically, Abraham Maslow, (1970) proposes a hierarchy of human needs to account for a range of human motivation. He concentrated on human potential for self-actualization. Teachers should develop a sense of belonging as stipulated by the hierarchy below:

Maslow's Hierarchy of Needs
(original five-stage model)



© alan chapman 2001-4, based on Maslow's Hierarchy of Needs

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2.2 Conceptual review

2.2.1 The relationship between financial motivation and teacher's performance

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 contributes to individual's status and self-worth both of which are the identified needs that require satisfaction and enables employees to perform better.

Al Amri, (1997) stated that direct monetary benefits are the packages of teachers' salary, allowances and fringe benefits. All these contribute to the good performance of teachers. However, there are other factors that could motivate a teacher to be more committed. According to Maicibi, (2003:90), monetary rewards or incentives are financial rewards directly related to performance.

In most schools, monetary incentives are critically regarded as a motivating factor. However, the motivational level depends on how each employee values it and how it's directly related to performance. As noted by Stacy Adams in his theory on motivation, money has symbolic value, used in comparing the employees' input to determine the degree of equitability, a clear signal of how employees are valued by their degree of equitability, a clear signal of how employees are valued by their administrator. Other scholars like Victor Vroom, observed that money becomes a motivator only when it satisfies the individuals' personal goals and is dependent on performance criteria (Robbins, 2003). However, the researcher feels that the degree of monetary satisfaction differs from employee to employee, the pressing needs at the disposal and the amount received at a particular time. Therefore, what satisfies each individual at a particular situation and time may be difficult to determine and predict in organizations.

In similar development, Locke, (1989) as quoted by Bratton, (2003), points out that monetary incentives are related to all man's needs like housing, food, health and care for himself and his family while Pfeiffer, (1998) as quoted by Bratton and Gold, (2003), attached its importance on improving the meanings of their lives. However, the research

studies by Armstrong, (2003), observed that external motivational practices like provision of salaries and wages have powerful effects on employees' performance but do not necessarily last long. Other internal motivation practices like recognition of best performers, promotion and praises have a long term effect on individuals' performance for they are inherent in the individual and not imposed on them from outside. Internal incentives in institutions provide opportunities for personal growth, more responsibilities, increased social status and subsequently job satisfaction and performance at the work place.

As postulated by Robbins, (2003), salary increment is no longer a motivator to some employees because every time of moment, employees adjust to a new life style. This perception makes them feel that the next quantity of money would be appropriate to meet their needs. Therefore, school administrators should never expect their staff to openly say "we are satisfied and we no longer need a salary increment". This is in line with the research findings by Robbins, (2003), that the additional amounts of money offered for performance, are not always perceived by employees as significant. Therefore, the degree of satisfaction and performance depends on how the individual values it and other pressing needs.

Moreover, Krogí, (1988), asserts that most of institutions' managers have zeroed on the strategy of encouraging superior levels of performance by offering extra or additional financial rewards which are linked to individual or organizational performance. This not only encourages performance but creates competition, exertion of extra efforts and improvement in quality hence, high productivity. However, this has no significant effect on some employees who are motivated by non-financial incentives.

In institutions, not all employees are adequately motivated by money (Robbins, 2003). In schools, teachers have varied needs and reasons for being in the institution and these opened on each one's level of occupation, personality, background and situation. Therefore, it's important to note that, offering the staff with financial rewards actually diminishes their intrinsic motivation. The needs of women, men, single disabled and senior teachers differ, hence, deserve different treatments. In both private and government schools, performance and monetary pays are poorly linked and are more often determined by non-performance factors like experience, seniority, level of

education, cooperation with the boss no matter how poorly one performs. More efforts by the management are necessary in establishing the possible performance indicators as a benchmark for the teachers' effective performance.

In secondary schools, salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003:52 and, Morrison, 1997). In institutions, where employees (teachers) have already satisfied their physiological needs like land, shelter, clothing, education and medical care, salary is no longer a motivator but any other thing that may help them to meet other needs. On contrary, it's however, still true to the most poorly and lowly remunerated civil servants that, an increase in salaries and wages acts as an incentive for good performance in institutions.

This is in line with the research studies by Maicibi, (2003), in Ugandan schools and universities, which concluded that salaries and wages are still motivators to the junior staff and some academic staff and not to the senior and non-academic staff. However, what is pertinent is that, monetary incentives are still a motivating factor in most schools and their degree of satisfaction differs from individuals to individual and from time to time

2.2.2 The relationship between fringe benefits and teacher's 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), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons Cushway (1999) referred 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) 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 to 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 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), 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.

Administrators in these institutions should always monitor and ensure that employees are motivated appropriately especially in those jobs and areas that contribute most to institutions as postulated by Maicibi and Nkata, (2005). The provision of fringe benefits should adequately be paid after the achievement is immediately attained for a meaningful impact in the organization or when the achievement is still fresh in the performers' minds. This would enable teachers have continued good performance; remain committed and dedicated at the work place.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically good or happy for the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees(Robbins, 2003).

Employees with more responsibilities have the opportunities of getting more fringe benefits than those with few responsibilities. This is in line with the research studies conducted in Chicago as quoted by Robbins, (2003) that workers with high levels of job satisfaction and performance had more attendance levels than those who did not. Therefore, attendance indicators are a characteristic of good performance in any institution of employees. Other research studies in New York by Robbins, (2003) indicated that employees, who were unsatisfied with the job, had many absenteeism rates 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.

2.2.3 The relationship between nature of working conditions and teacher's performance

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).

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.

Better still, Ssekamwa, (2001) contends that clean environment, classroom, 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 conditions 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.

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 equipment. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipment, 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 equipment 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). 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).

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). However, it is important to note that institutions that put their working staff first, (consideration) 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).

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. 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 (Ssekamwa 2001).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will present a description of how the whole research process was carried out. It focuses 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, composition of the respondents, sampling techniques and procedures, research tools, data collection method, data analysis methods, data collection instrument, validity and reliability of the instrument, and measurement of the variables.

3.1 Research design

The researcher will employ open ended and close-ended questionnaires. Descriptive research design was one of the designs used and it enabled the researcher in describing. Explanatory research was also used to get more insight about the relationship between variables, while analytical design focused on teacher's performance.

3.2 The Study Population

The researcher will select 10 head teachers, 15 deputies and 75 teachers in Sironko Town Council 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 being teachers, deputies and head teachers.

3.3 Sample Size

The sample will include nineteen (19). schools out of the ten (10) schools which participated. The researcher used the elite and modest schools. Both male and female teachers, head teachers, and deputy head teachers were considered for this study. Purposive sampling technique on head teachers and their deputies will be used for they provide very useful, relevant information and their involvement and participation in administration is responsible for the teachers' performance. Simple random sampling technique was used in the study in collecting data and information specifically from teachers, who comprised the majority in the teaching profession and their views,

aspiration, feelings, attitudes and opinions were very important. All the respondents were given equal opportunity and independent chance of being selected.

Table 3.1: sample size

RESPONDENT	POPULATION	SAMPLE	PERCENTAGE	SAMPLING METHOD	REASON FOR SELECTION
HEAD TEACHERS	15	10	12.5%	Purposive	Give relevant information
DEPUTY HEAD TEACHERS	15	10	12.5%	Purposive	Give relevant information
TEACHERS	70	60	75%	Simple random	Convenient for large population
TOTALS	100	80	100%		

Source: Primary data

3.4 Sampling techniques and procedure

3.4.1 Sample techniques

The researcher applied the following Slovin's sample formulae:

$$n = \frac{N}{1 + Ne^2}$$

Where, N is the target population, n is the sample size and e is the level of statistical significance and in this study was 0.05.

3.4.2 Sample procedure

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{100}{1 + 100(0.05)^2}$$

$$n = \frac{100}{1 + 100 \times (0.0025)}$$

$$n = \frac{100}{1 + 0.25}$$

$$n = \frac{100}{1.25}$$

$$n = 80$$

Table 3.2: Sample Selection

NO.	SCHOOLS	HEAD TEACHER		DEPUTY HEAD TEACHER		TEACHERS	
		Pop	Samp.	Pop	Samp.	Pop	Samp.
1	Highway Secondary School	2	1	2	1	8	7
2	Kiwagalo Secondary School	1	1	1	1	6	5
3	Musedde Memorial Secondary School	2	1	2	1	8	7
4	Sironko College	1	1	1	1	6	5
5	Sironko Comprehensive Secondary School	1	1	1	1	6	5
6	Sironko High School	2	1	2	1	8	7
7	Sironko Parents Secondary School	1	1	1	1	6	5
8	Sironko Progressive Secondary School	2	1	2	1	8	7
9	Sironko Standard Secondary School	2	1	2	1	8	7
10	St. Joseph's College, Sironko	1	1	1	1	6	5
TOT.		15	10	15	10	70	60

Source: primary data

3.5 Data collection

3.5.1 Primary data

Primary data refers to data observed or collected from first-hand experience or the original data collected at the source and compiled for the purposes of this research study. This will be collected from the self-administered questionnaires.

3.5.2 Secondary data

This is data that was extracted from existing literature for example published research and journals, and textbooks from The Idd Bassajjabalaba Memorial Library.

3.6 Data collection instruments

The researcher will apply the self-administered questionnaire as an instrument in the collection of data. The questionnaire consisted of closed ended and open ended questions.

This method was chosen due to its convenience in collecting information from various people at the same time since questionnaires were first supplied and collected after filling in. Section A will handle demographic characteristics of respondents, Section B motivation, Section C other factors and Section D the open ended items. The questionnaire is self-constructed and administered to all sampled participants, namely head teachers, deputy head teachers, and teachers.

3.7 Validity and Reliability of the instrument

3.7.1 Validity

To ensure the validity of the instrument (questionnaire), the research supervisor will act as an expert to assess the validity of the research instrument.

3.7.2 Reliability

The results of the study will be summarized using the Likert Scale of 1-5 where;

Table 3.3 Likert Scale

ABBREVIATION	DESCRIPTION	SCALE	INTERPRETATION
SA	Strongly Agree	5	Very High
A	Agree	4	High
NS	Not Sure	3	Moderate
D	Disagree	2	Low
SD	Strongly Disagree	1	Very Low

3.8 Data collection procedures

Before the administration of the questionnaire, the researcher will request for an introductory letter from the College of Education and long Distance E-Learning to the Head teachers. During the administration of the questionnaire, the researcher will specifically ask the respondents to accept to tick the questionnaires, to answer all questions or items set out in the questionnaire and to be objective in answering the questions. The researcher will ensure that retrieving the questionnaires will be done within two weeks from the date of their distribution. All questionnaires will be retrieved and checked. After the administration of the questionnaires, the data collected will be

organized, summarized statistically and drafted in tables and charts using software like SPSS and Microsoft Excel.

3.9 Data analysis

Data collected will be edited, sorted and checked for errors that were made during data collection by using simple descriptive statistical techniques with the help of frequency tables to facilitate interpretation and presentation of the data. The researcher will use both Microsoft Excel programs to come up with percentages and frequency tables

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the data collected from primary sources as well as the analysis, interpretation and discussion of findings, with reference to study objectives and related literature.

4.1 Background Information

4.1.1 Gender

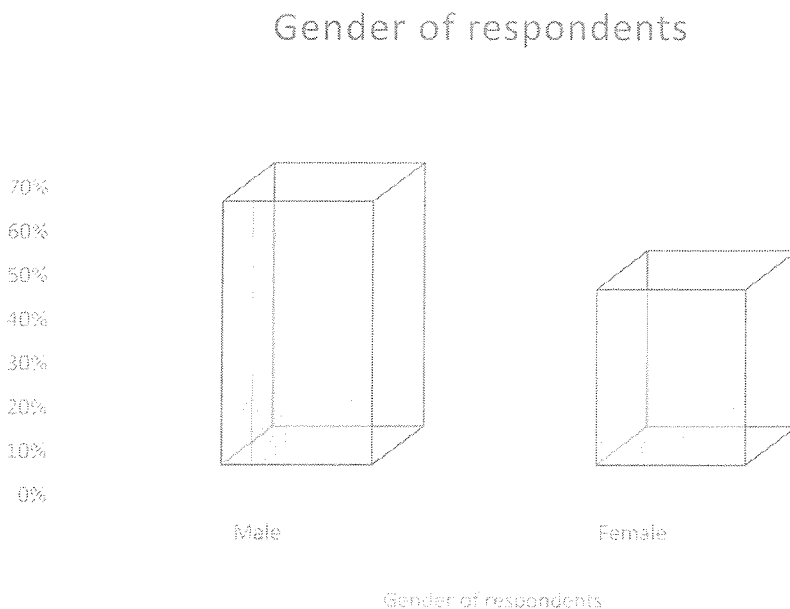
Gender of the respondents was collected to establish the composition of the respondents as regards to the two genders of male and female.

Table 4.1 showing gender of the respondents

	NUMBER	PERCENTAGE
MALE	48	60%
FEMALE	32	40%
TOTAL	80	100%

Source: *primary data*

Figure 4.1 Showing Gender of the Respondents



Source: *primary data*

Figure 4.1 shows that the biggest percentages of respondents were male with a 60% while the ladies formed only 40% of the respondents.

4.1.2 Age Bracket

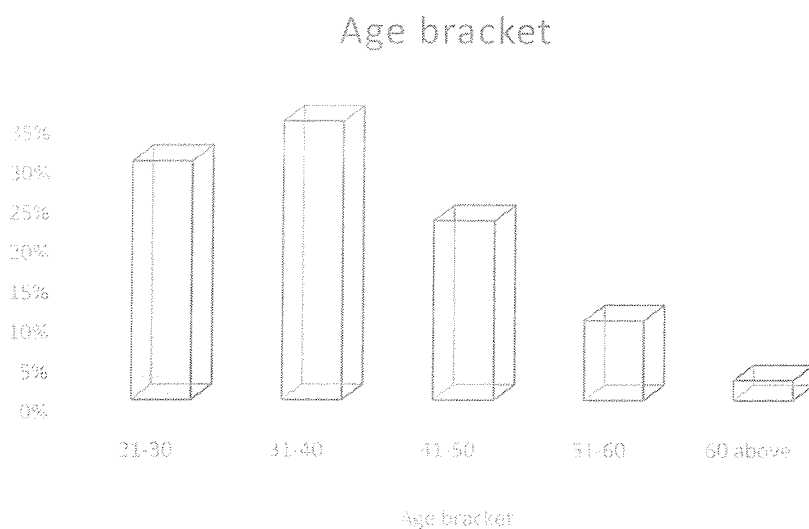
The age of the respondents was collected and respondents were categorized to falling in the ages of 21-30, 31-40, 41-50, 51-60, 60 and above.

Table 4.2 showing age bracket

AGE BRACKETS	NUMBER	PERCENTAGE
21-30	24	30%
31-40	28	35%
41-50	18	22.5%
51-60	8	10%
60 ABOVE	2	2.5%
TOTAL	80	100%

Source: *primary data*

Figure 4.2 Showing Age Bracket



Source:

Primary Data

Figure 4.2 shows that the bigger portions of the respondents were in the age categories of 31-40, 21-30, and 41-50 which enhanced the validity of the data collected.

4.1.3 Marital Status

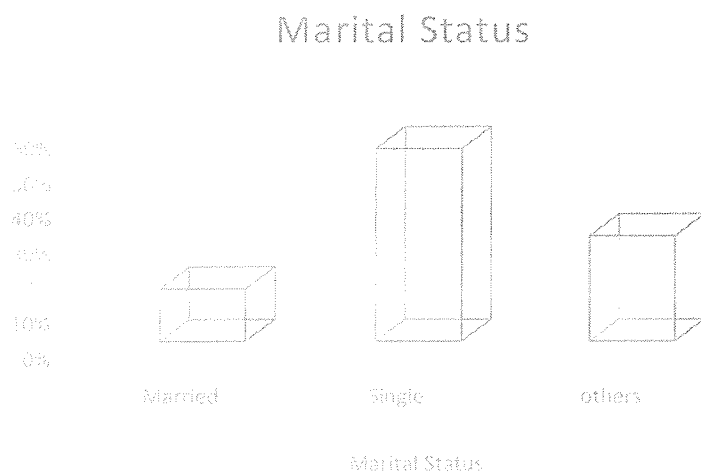
Data was collected from the respondents about their marital status which was in the types of the married, single and others.

Table 4.3 showing marital status

	NUMBER	PERCENTAGE
MARRIED	12	15%
SINGLE	44	55%
OTHERS	24	30%
TOTAL	80	100%

Source: *primary data*

Figure 4.3 showing the marital status



Source:

Primary Data

The respondents were mainly in the category of the singles with 55% followed by the others with 30% and 15% for the marrieds.

4.1.4 Highest level of formal education

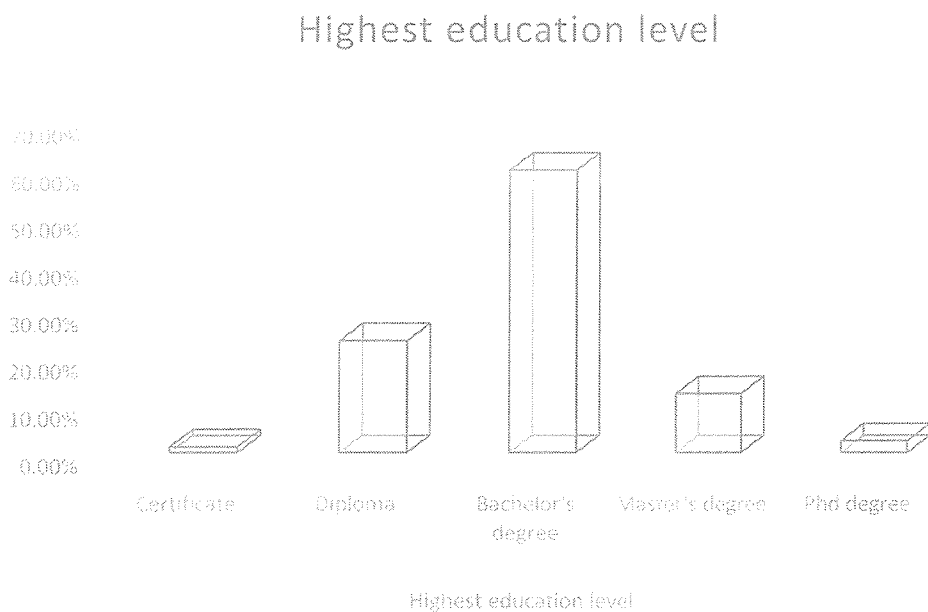
Data was collected from the respondents regarding highest academic qualifications for the jobs that were categorized into Certificate, Diploma, Bachelor's Degree, Master's Degree and PHD degree.

Table 4.4 showing highest level of formal education

	NUMBER	PERCENTAGE
CERTIFICATE	1	1.25%
DIPLOMA	19	23.75%
BACHELOR'S DEGREE	48	60%
MASTER'S DEGREE	10	12.5%
PHD DEGREE	2	2.5%
TOTAL	80	100%

Source: *primary data*

Figure 4.4 showing the highest level of formal education



Source: *Primary Data*

Figure 4.4 above shows that most of the respondents were Bachelor's degree holders who formed 60% of the respondents followed by Diploma holders with 23.75%,

Master's degrees with 12.5%. Phd 2.5% and Certificate 1.25% and lastly UCE with 2.5% and others 11.25%.

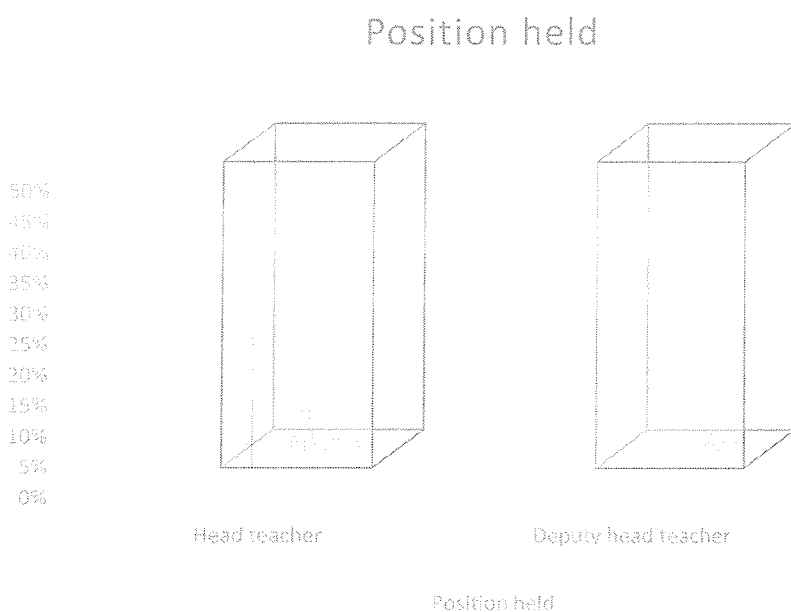
4.1.5 Position held

Data was collected from the respondents whether they were head teachers or deputy head teachers

Table 4.5 Position held

RESPONDENTS	NUMBER	PERCENTAGE
HEAD TEACHERS	10	50%
DEPUTY HEAD TEACHERS	10	50%
TOTAL	20	100%

Figure 4.5: Position held



Source: primary data

The question of position held was addressed to head teachers and their deputies. Figure 4.5 above shows that, of the head teachers and deputies interviewed, 50% of them were head teachers while 50% were deputy head teachers.

Table 4.6: Showing responses for financial motivation, fringe benefits and nature of working conditions for teachers

4.2	FINANCIAL MOTIVATION		SA	A	UD	D	SD	TOT
4.2.1	Teachers are paid adequate salaries	No.	15	8	8	24	5	60
		%	25%	13.33%	13.33%	40%	8.33%	100%
4.2.2	Teachers are paid adequate wages and fees	No.	14	9	7	23	7	60
		%	23.33%	15%	11.67%	38.33%	11.67%	100%
4.3	Provision of fringe benefits to the teacher staff							
4.3.1	Teachers are given allowances for additional responsibilities at school	No.	11	7	9	28	5	60
		%	18.33%	11.67%	15%	46.67%	8.33%	100%
4.3.2	The school administrators make sure that teachers are recognized for the work well done.	No.	13	10	10	25	2	60
		%	21.67%	16.67%	16.67%	41.67%	3.33%	100%
4.3.3	Promotion is one of the factors that the administrators does not take for granted	No.	12	6	12	20	10	60
		%	20%	10%	20%	33.33%	16.7%	100%
4.3.4	There are always occasions where teachers are praised/appreciated for the work well done.	No.	16	11	11	21	1	60
		%	26.67%	18.33%	18.33%	35%	1.67%	100%

4.3.5	Allowances are always paid on equitable ground to all the teaching staff	No.	17	10	9	19	5	60
		%	28.33%	16.67%	15%	31.67%	8.33%	100%
4.3.6	Allowances are given to teachers promptly	No.	11	12	12	22	3	60
		%	18.33%	20%	20%	36.67%	5%	100%
4.3.7	Recognition at work improves on teachers' morale and commitment.	No.	18	13	12	16	1	60
		%	30%	21.67%	20%	26.67%	1.67%	100%
	Nature of working condition							
14	Our school provides adequate working condition for teachers	No.	10	12	10	18	10	60
		%	16.67%	20%	16.67%	30%	16.67%	100%
15	Interpersonal relationship is part of the school policies	No.	27	20	5	5	3	60
		%	45%	33.33%	8.33%	8.33%	5%	100%
16	Most teachers have adequate atmosphere to operate in	No.	5	6	12	17	20	60
		%	8.33%	10%	20%	28.33%	33.3%	100%
17	The administration has clear and good relationship with the teachers in terms of communication.	No.	12	14	13	13	8	60
		%	20%	23.33%	21.67%	21.67%	13.33%	100%
18	Teachers are given	No.	8	14	6	15	17	60

	opportunities to express themselves about their feelings to the top management.	%	13.33%	23.33%	10%	25%	28.33%	100%
19	The top administration makes sure that teachers participate fully in the schools activities.	No.	15	12	9	14	10	60
		%	25%	20%	15%	23.33%	16.67%	100%
20	The working conditions improve on the teachers' performance at school.	No.	26	20	6	6	2	60
		%	43.33%	33.33%	10%	10%	3.33%	100%

Source: primary data

CHAPTER FIVE

SUMMARY, DISCUSSION 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

The study was about motivation and teachers' performance in selected secondary schools in Sironko Town Council. A sample 10 and 10 head and deputy head teachers were used in addition to the 60 teachers. Descriptive research design was used to analyze the objectives. The general objective of the study was to establish the relationship between motivation and teachers' performance.

5.2 Discussion of 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, (60%) while remaining portion was for ladies (40%). 30% of the respondents were aged between 21-30 years, 35% between 31-40 years, 22.5% between 41-50 years, 10% between 51-60 years, and 2.5% 60 and above years.

Basing on the findings, 25% to 23.33% of the respondents strongly agreed that teachers are paid adequate salaries, wages and fees. On provision of fringe benefits to the teaching staff, the replies were mixed as only 28.33% strongly agreed that allowances are paid on equitable ground to all the teaching staff, while only 26.67% strongly agreed that there are occasions where teachers are praised and appreciated for work well done. On the questions of nature of working conditions asked on a scale of strongly agree to strongly disagree, 43.33% of the respondents strongly agreed that the working conditions improves on the teachers' performance while 45% strongly agreed that interpersonal relationships is part of the school policies.

From the result got by computing the percentages to establish the relationship between motivation and teachers' performance, it was discovered that there is a strong relationship between motivation and teachers performance in selected secondary schools in Sironko Town Council. However, there are other factors that cater for teacher performance in secondary schools for example government policies.

5.3 Conclusion

In conclusion therefore, the results of the study indicated that there is a strong relationship between motivation and teachers' performance. 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.

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, concludes 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 unconducive working conditions. Therefore, the study concluded that favorable working conditions were necessary in improving the employees' performance in any institution. 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 equipment and other instructional materials that would enable the teachers enjoy their work with autonomy.

5.4 Recommendations

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

5.4.1 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, and performing school duties.

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 teacher's 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.

5.4.2 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.

5.4.3 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.

5.4.4 To Interested Researchers

The interested educational researchers should make investigation on other better ways through which the 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 s

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APPENDICES

APPENDIX 1: TEACHERS' QUESTIONNAIRES

Dear respondent,

I am Kidasa Titus of Kampala International University carrying out research on Motivation and Teacher's Performance in Selected Secondary Schools in Sironko Town Council, Uganda. The study is for academic purposes only. In order to accomplish this research, am kindly requesting you to complete this questionnaire by either ticking or filling in the space provided. The information provided will be treated with utmost confidentiality. Thank you for participating and making this study a success.

SECTION A:

DEMOGRAPHIC INFORMATION

Tick the appropriate answer where choices given are applicable.

1.	SEX	MALE			FEMALE	
2.	Marital status	Married			Single	
IF OTHER, PLEASE SPECIFY						
3.	Age bracket	18-25	26-35	36-45	46-55	above 55
4.	Level of education	Certificate	Diploma	Bachelor's degree	Master's degree	PHD Degree
IF OTHER, PLEASE SPECIFY:						

SECTION B:

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

	FINANCIAL MOTIVATION	SA	A	UD	D	SD
5	Teachers are paid adequate salaries					
6	Teachers are paid adequate wages and fees					
	Provision of fringe benefits to the teacher staff					
7	Teachers are given allowances for additional responsibilities at school					
8	The school administrators make sure that teachers are recognized for the work well done.					
9	Promotion is one of the factors that the administrators does not take for granted					
10	There are always occasions where teachers are praised/appreciated for the work well done.					
11	Allowances are always paid on equitable ground to all the teaching staff					
12	Allowances are given to teachers promptly					
13	Recognition at work improves on teachers' moral and commitment.					
	Nature of working condition					
14	Our school provides adequate working condition for teachers					
15	Interpersonal relationship is part of the school policies					
16	Most teachers have adequate atmosphere to operate in					
17	The administration has clear and good relationship with the teachers in terms of communication.					
18	Teachers are given opportunities to express themselves about their feelings to the top management.					
19	The top administration makes sure that teachers participate fully in the schools activities.					
20	The working conditions improve on the teachers' performance at school.					

21	Government's policy on teachers performance					
22	Management Styles on teachers performance					
23	Political environments on teachers performance					

APPENDIX 2: DEPUTY HEAD TEACHERS'/HEAD TEACHERS QUESTIONNAIRES

Dear respondent,

I am Kidasa Titus of Kampala International University carrying out research on Motivation and Teacher's Performance in Selected Secondary Schools in Sironko Town Council, Uganda. The study is for academic purposes only. In order to accomplish this research, am kindly requesting you to complete this questionnaire by either ticking or filling in the space provided. The information provided will be treated with utmost confidentiality. Thank you for participating and making this study a success.

SECTION A:

DEMOGRAPHIC INFORMATION

Tick the appropriate answer where choices given are applicable.

1.	SEX	MALE		FEMALE		
2.	Marital status	Married		Single		
IF OTHER, PLEASE SPECIFY						
3.	Age bracket	18-25	26-35	36-45	46-55	above 55
4.	Level of education	Certificate	Diploma	Bachelor's degree	Master's degree	PHD Degree
IF OTHER, PLEASE SPECIFY:						
5.	Position held in the institution	Head teacher		Deputy head teacher		

SECTION B: Please rate the performance of your teaching staff based on the following factors.
Using the following score rate: **5. Very good (VG); 4. Good (G); 3. Undecided (UD); 2. Poor (P); 1. Very poor (VP)**

	ITEMS	VP	P	UD	G	VG
6	Exams setting time					
7	Scheme of work					
8	Record of work					
9	Students report					
10	Time management					

APPENDIX 3: KREJCIE AND MORGAN’S SAMPLING FORMULAE

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size
“S” is sample size.