

**MOTIVATION OF TEACHERS AND PERFORMANCE OF PUPILS
IN AMOLATAR DISTRICT THE CASE OF
AMOLATAR TOWN COUNCIL**

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INTERNATIONAL UNIVERSITY

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DECLARATION

I EBONG RICHARD hereby declare that, this research proposal is my original work which has not been published or otherwise submitted to any university for any award

Sign. .....

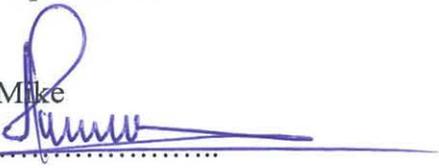
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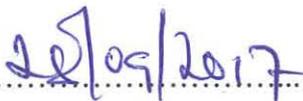
APPROVAL

This piece of work entitled Motivation and performance of pupils in Amolatar district was carried out under my supervision.

Supervisor

Mr. Odongo Mike

Sign.....

Date.....

DEDICATION

This piece of work is dedicated to my wife Mrs. Grace Ebong for her love and support she gave me while I was at school. Be blessed.

ACKNOWLEDGEMENT

I would to acknowledge the contributions of the following persons:

Mr. Charles Otanga, Lee Nelson, Tuma Tom, Akite Juliet, Auma Costa and Okao Misack. I also want to appreciate the contribution of my Supervisor Mr. Odongo Mike for his time and commitment to this work.

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CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter shall examine the background of the study problem statement, the general objective, specific objectives, research questions, scope of the study limitations to the study, the operational definitions of terms and conceptual framework.

1.1 Background of the study

Motivation is defined as those psychological processes that cause arousal, direction and persistence of voluntary goal-oriented actions. Motivation influences an individual's behavior and performance. While performance here means the actual outcome of the skills, knowledge and values that has been demonstrated to an individual for different purposes to enable a person fit in a community and society.

According to Basaran (1984) the individual has social and psychological needs to be addressed by an employer. Herzberg (1964) determines the factors for job satisfaction and dissatisfaction. He distinguishes between extrinsic and intrinsic rewards. He asserted that job satisfaction is associated with achievement, recognition, characteristics of work, responsibility and advancement. They are considered as extrinsic rewards surrounding job including salaries, fringe benefits, job security etc which he labeled as motivators. Motivators are associated with strong effort and good performance.

Meanwhile the work context or environment specifically the policy and administration interpersonal relations with the supervisor, self-respect, personal growth and working conditions are the second cluster which he labeled as the hygiene factors. According to Herzberg, intrinsic rewards are more satisfying and motivating.

Motivation of teachers and performance of students has been a general global concern in educational process. Recent studies in the USA by Pastor and Eriandson (1982) on motivation of teachers and performance of student concluded that teachers are motivated more by intrinsic than extrinsic rewards. He found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, challenge, expression of creativity and opportunity for learning.

The survey by Brodinsky and Neill (1983) cited three policies that effectively improved moral and motivated their staffs as shared governance in-service education and systematic supportive evaluation. In Salt Lake City a shared governance policy enable teachers and administrators jointly to develop district wide accountability plan, an evaluation/remediation process, salary progression program and curriculum reform which emphases basic skills. Formal or informal in-service education promotes sharing of ideas and interdependence among teachers. Informal education includes resource sharing or conservation among teachers about professional concerns; workshops and seminars to improve on instructional techniques and enhance professional self-awareness (Eric Clearinghouse, Educational Management, 1979 ED, 178 998.)

In Uganda motivation of teachers and performance has been a national concern in educational process. According to Hon. Bitamanzire, Minister of Education and Sports (2009) reported that the PLE Performance had been declining sharply in the recent previous years especially those passing in Grade One .Results showed wide gaps between rural and urban primary schools more especially the government UPE schools,(Mtatemwa @observer.Ug) High absenteeism rate of both pupils and teachers , inadequate parental support, lack of scholastic materials, poor methods of teaching and ineffective engagement of learners in the learning process had attributed to poor performance in schools in the Eastern, Karamoja and the Northern region of Uganda.

1.2 Statement of the problem.

Lakesh (1997) says that, to define a problem is “to put fence around it in order to separate it from other closely related element of needs”. There has been poor performances of pupils in Apac District for over too decades in the National Examinations especially in the Primary Leaving Examinations (PLE).This has been attributed by, to mention but a few the long war and insurgency in the Northern Uganda , the introduction of the UPE, over enrolment in primary schools, lack of or inadequate qualified teachers, lack of instructional materials in schools, teachers low salary income, inadequate infrastructures in schools, the government policies like the automatic promotion of pupils from one class to another, poor coverage of syllabus by teachers etc. Pupils had been passing in low grades and those pupils completing the primary cycle of education can’t hardly read or write.

However the government of Uganda has put up some strategies and policies in order to solve these problems, such as improving of teachers salaries and prompt payment through electronic transfers to teachers individual accounts, revised new curriculum like the Thematic curriculum which puts

more emphasis on literacy and numeracy, supply of textbooks and non-textbooks materials to schools, regular inspection of schools among others (Primary curriculum initiative, MOES/National Curriculum Development Centre (NCDC, 2005)

Despite the interventions by the Uganda government to improve on the quality of education in Uganda such as; regular and systematic inspections of schools, revised curriculum, language transition, Quality Enhancement Initiative (QEI) Project (2009), Central Electronic transfer of salaries etc., poor performance in schools still remain a major obstacle in Education process in Uganda. That is way the researcher intends to examine the effects of motivation of teachers and performance in Amolatar district .

1.3 Purpose of the Study:

The purpose of this study is to examine the effect of motivation of teachers on academic performance of pupils in Amolatar District

1.4 Specific objectives

1.4.1 To examine the effect of financial reward on performance of pupils in Amolatar district.

1.4.2 To find out how material support affect performance of pupils in Amolatar district.

1.4.3 To examine how salary of teachers affect performance of pupils in Amolatar district.

1.4.4 To find out the extent to which training of teachers affect performance of pupils in Amolatar district.

1.5 Research Questions

This research study was guided by the following research questions :

1.5.1 What are the effects of financial support on performance of pupils in Amolatar district?

1.5.2 How does material support affect performance of pupils in Amolatar diistrict?

1.5.3 How does salary affect performance of pupils in Amolatar district

1.5.4To what extent does training of teachers affect performance of pupils in Amolatar district?

1.6 Scope of the study:

The scope of the study according to Kakooza (1996) refers to specific geographical area. That is where the study will be conducted; the content of the study and the time or duration in which the study is expected to cover.

Geographical scope:

The study was conducted in Amolatar district. Amolatar district is the new districts curved from parent Lira district located in the northern part of Uganda.

Content scope:

The study specifically focused on financial support, material, salary payment and training of teachers and how they affect performance of pupils in Amolatar district.

Time scope:

The study covers the period between 2015 to 2017. This was specifically chosen because it reflects the time at which this area experienced the worst performance in the region.

1.7 Significance of the study

According to Cowries (1989), significance of the study refers to the importance of the study being conducted. The researcher hopes that the study will be of greater importance to the following categories of stake holders:

1.7.1 The government of Uganda may use the extrinsic rewards such as increasing salaries for teachers, providing fringe benefits and job security to teachers in order to improve on performance of pupils nationwide.

1.7.2 Policy makers:

The findings of this study may provide guided information for policy makers about the state of education in this country and then come out with appropriate policies to effect.

1.7.3 The researchers shall use the findings identified in this study to research more on the factors 'affecting pupils' performance in Amolatar district.

1.7.4 The local community:

These are the direct beneficiaries of project. The findings will therefore provide solutions to their problems.

1.7.5 The donors:

The donors or non-governmental originations shall use the findings of this study to sponsor appropriately towards motivation of teachers in order to improve on performance of pupils in schools.

1.7.6 The school Managers:

The school managers shall use the findings in this study to improve on their organizational structures, creating atmosphere of self confidence and achievements to motivate teachers in order to improve on academic performance of pupils in schools.

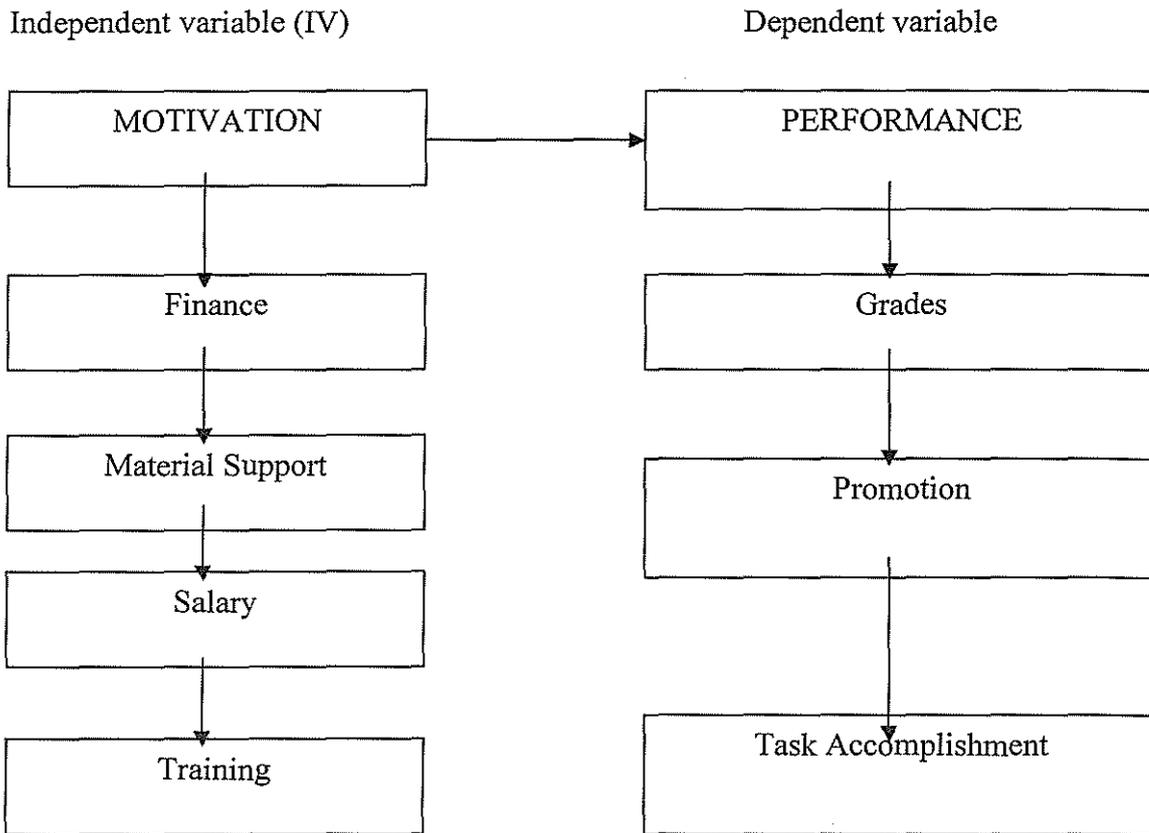
1.8 Limitation of the study

During the study the researcher expects to experience the following limitations:

- (i) Scarcity of literature on motivation of teachers effecting performance of learners. However this problem shall be handled through acquisition of both written and unpublished literature.
- (ii) Lack of finance to organize report for example typing, binding, transport fare etc. the researcher shall however stick to the budget.
- (iii) Insufficient time to conduct the study, printing, compiling and binding due to congested workload. This shall be addressed through following the work plan.
- (iv) Poor responses to questionnaires by some respondents as some may give irrelevant information. This problem shall be addressed through application appropriate research instruments.

1.9 Conceptual framework:

Conceptual framework showing the relationship between motivation and performance.



Motivation is considered the independent variable (IV) which is being affected by financial rewards, instructional materials support, salaries and training, workshops or seminars attended by teachers. Meanwhile performance is the dependent variable (DV) which are related to grades of attainment by pupils, promotion from one class to another and task accomplishment by the learners.

CHAPTER TWO

LITERATURE REVIEW

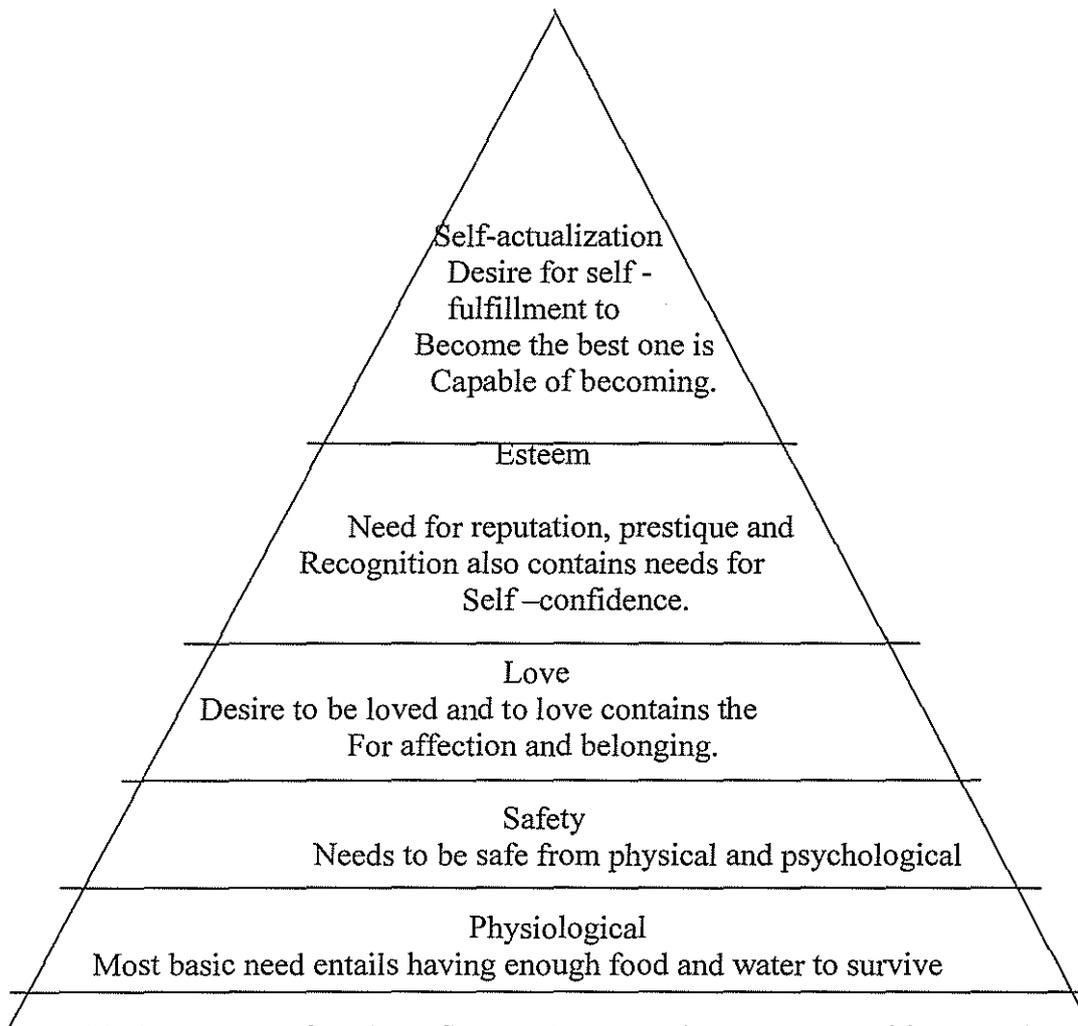
2.0 Introduction

This chapter shall examine the theoretical and the actual literature review of related literature. This shall be done by objective.

2.1 Theoretical reviews

The term motivation is derived from the Latin word *Movere* meaning ‘to move’ The present context presents motivation as ‘those psychological processes that caused the arousal, direction and persistence of voluntary actions that are goal-directed. Amin (2005: 140) refers to theory as those statements about how concepts and variables are collected and their purpose is to explain why things happen as they do it. The modern theory of Human motivation is explained under Human behavior as: Needs, reinforcement, cognitive, job-characteristics and feelings/emotions. (Robert Kreitner (1989) *Organizational Behavior* (McGraw Hill, New York, U S A)

This study therefore shall be based on Abraham Mallow’s need theory. To him needs are arranged hieratically. It begins with physiological needs which belongs to lower order needs to self – actualization. To maslow, the consumption of a need will create a desire to another need. Therefore people are motivated differently according to their needs.



Maslow asserts that these five needs categories are arranged in a persistent hierarchy. He believes that human needs generally emerge in a predictable stair-up fashion. Accordingly, when one physiological need is satisfied one's safety needs emerge and so on up the needs hierarchy one step at a time. Once a need is satisfied it activates the next higher need in the hierarchy.

The process continues until the need for self-actualization is activated. The managerial implication of Maslow's theory states that a satisfied need may lose its motivational potential, therefore managers are advised to motivate employees by devising programs or practices aimed at satisfying emerging or unmet needs.

David McClelland (1940's) also came out with another need theory which is a bit contrary to Maslow. The need for achievement which he proposed that motivation and performance vary according to strength of one's need for achievement, The need for affiliation that people possess basic desire to form and maintain a few lasting and important interpersonal relationships.

In addition some researchers noted that both psychological and physical health problems are higher among many people who lack social attachments. People with high need for affiliation prefer to spend more time maintaining social relationship, joining groups and wanting to be loved. They are not the most effective managers or leaders;

The need for power reflects an individual's desire to influence, coach, teach or encourage others to achieve. People with high need for power like to work and are concerned with discipline and self-respect. They focus on accomplishing group goals and helping employees to obtain the feeling of competence. Managerial implication gives that adults can be trained to increase their achievement motivation. Organization should consider providing achievement training to employees. Managers should create challenging task assignment or goals because the need for achievement is positively correlated with goal commitment which in turn influences performance.

Reinforcement theory according to Edward L Thorndike and BF Skinner proposed that behavior is controlled by its consequences not by the results of hypothetical internal state such as instinct, drives and needs. The preposition in this theory is based on the research data demonstrating that people repeat behaviors followed by favorable consequences and avoid behaviors resulting to unfavorable consequences. The argument is that organizational rewards have motivational impacts on job-behaviors.

However, Cognition theorists disagree with the idea that behaviors are shaped completely by environmental consequences. Cognitive motivation theorist contend that behavior if a function of beliefs expectation, values and other mental cognitions. Behavior is therefore viewed as the result of rational and conscious choices among alternative causes of action.

According to Herzberg (1964) the Herzberg's motivator-hygiene theory based on a landmark study in which he interview 203 Accountants and Engineers. The interview sought to determine factors responsible for job satisfaction and dissatisfaction. He found separate and distinct clusters of factors associated with job satisfaction and dissatisfaction.

The job satisfaction is associated with; achievement, characteristics of work, responsibility and advancement. They are related to outcomes. Herzberg labeled these factors motivators because each was associated with strong effort and good performance. "He hypothesized

that motivators cause a person to move on a state of no satisfaction to satisfaction. Therefore Herzberg theory predicts managers to motivate individuals by incorporating “motivators” into an individuals job. Herzberg found job dissatisfaction to be associated with factors in the contexts or environment. These are; company policy and administration, technical supervision, salary interpersonal relation with ones supervisor and working condition.

Herzberg labeled these second clusters of factors the Hygiene-factors. He proposed that they are not motivational. Herzberg’s interpretation in this theory says that an individual will experience no job- dissatisfaction when he or she has no grievances about hygiene factors.

2.2 Actual review of related literature.

2.2.1 Financial support and motivation of teachers.

The government of Uganda under the UPE programme pays the annual tuition fees for all pupils only in Government Aided schools which are computed by applying the annual growth rate or school census (EMIS) data. This UPE caption, grant is channeled to the local government as conditional grants which are strictly utilized in accordance with the poverty action fund (PAF) general guidelines. The school eligible expenditures under UPE grant is focused strictly on the teaching and learning process i.e. provision of more instructional materials, promotion co-curricular activities etc. The expenditures under no circumstances shall cover the uncalled or irrelevant concerns such as payment of extra allowances for teachers, payment for teachers housing and lunches, payment of burials and funeral rites.

However, the grant is remitted to schools are generally untimely and due to fluctuation and high cost of commodities. Parents of urban settings are suppose to subsidies the UPE funding by paying extra charges for administration and utility expenses, teachers housing accommodation etc not exceeding shs 10,200= of which they have negative attitude towards them. According to Daniel Nkaada (2010), the Commissioner for Basic Education and the problem poor performance in school had been there since the interception of UPE 13 years ago despite the interventions by Ministry of Education and Sports (MOES) would pay much attention to the lower level to improve the quality of Primary Education in this country (Mtalemwa @ observer. Ug)

2.2.2 Material support and performance of pupils.

It is the sole responsibilities of government and parents as the stakeholders in education to provide material support to the learners.

The Uganda government under UPE and Universal Post Primary Education supplies instructional materials both textbooks and non-text books in to schools. However these had been inadequate in schools due to high enrolment of pupils under UPE programe.

Physical infrastructures such as classroom had been inadequate causing overcrowding in classes and under-tree classes. Few infrastructures like latrines in schools had been a problem causing absenteeism and even dropout of schools more especially among female students.

Inadequate or even no furniture such as desks, tables, chairs, libraries, stores etc are believe to be contributing to poor or ineffective studies by pupils in schools.

Nevertheless the Uganda government's intervention had been trying to solve these problems through the Schools Facilitation Grant (SFG) for schools had been supplying desks (furniture) and putting up infrastructures such as latrines, classroom and teachers houses so that teachers stay in schools and pupils learn. However, these are yet inadequate due to ever increasing enrolment in schools.

Pupils-textbooks ratios in schools are still very poor. Many teachers still leave outside the schools of their service due to inadequate housing accommodation.

2.2.3 Salaries of teachers and performance of pupils.

A number of teachers had up-graded hoping to improve their professionalism and earnings but the professional promotions are limited only to head teachers and deputy head teachers. Despite this no salary increment is attached to qualifications.

However, the Education Service Commission (2008) had proposed the scheme of service which will enhance the status, moral and professionalism of teachers aimed to improve on the quality of UPE and Universal Post Primary Education where promotional avenues and salary payment and other conditions of service will act as incentives to attract and retain teachers in the profession.

Delays in salary payment and access to computer payrolls had been a challenge to salary earners demoralizing them and creating poor ethical and professionalism. However, the government had of resent introduced the electronic transfers of salaries to individual civil

servant's accounts making prompt payment with transparency. (Press release New vision, News paper)

The hiking high cost of living can not compromise with the little salaries of teachers therefore teachers are yet unsatisfied with salaries they earn. The same triggers teachers to engage in petty business to subsidize their earnings in order to support them otherwise, much of the teachers time can not be engage in his duties to wholly help the pupils academically.

2.2.4 Training and performance of teachers.

The researcher is concern with the qualification of teachers, seminars or workshops, refresher courses and support supervision. A teacher is a person who is registered, certificated and appointed by the Ministry of Education and Sports or the District/Education Service Commission. A teacher therefore is considered competent enough to effectively teach the children with high expectation of good performances of pupils in schools.

However, many school settings and factors render the teacher not to perform to the expectation such as the physical infrastructures the curriculum, supervision, qualification, quality of moral of teachers, school administration, supervision of overall management, parental and community inputs into the schools functioning, this could impacts on the efficiency of the school system and quality of performance/output. "A teacher is suppose to remain a student for the rest of his or her life" meaning that the teacher should have the reading culture and continue up-lifting his status through further studies to improve on his professionalism. High cost of education and cost living render challenges of teachers to attend up-grading courses which usually improve on teachers effectiveness and innovation, Hence teachers demand capacity buildings to boost their professionalism.

However fringe benefits like salary increment and other incentives can motivate teachers to effectively work and improve on performance both in themselves and that of pupils.

According to Armstrong (2007) training is fundamental in building skills in people. If teachers are provided with opportunity to undergo further training, this will improve on their skills which is important for imparting knowledge to the learners thus improving on academic performance of learners.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used including the research design, population of the study, sampling method, data collection methods and procedure for data collection analysis, data reliability and validity and the research gap.

3.1 The Research Design.

The study design adapted in this study shall be cross-sectional and descriptive as it targets at collection of information from; cross-sectional is preferred because it helps one to collect information from a cross section of respondents. (Mugenda and Mudenda 1995)

3.2 The Population of the Study.

The population of the study shall include the key informants like the DEO, DIS, Head teachers, teachers, pupils the local community civil society organizations and the school managers in the selected schools within the chosen locality that is Amolatar district.

Population of the study:

No	Respondents	Total
1	Key Informants	10
2	Teachers	25
3	Pupils	75
4	Local Community	15
5	Civil Society organization	10
6	School Managers (SMC / PTA)	35
	Total	150

3.3 Sampling Method.

The research shall utilize the positive methods for selecting the key informants like the DEO, DIS and Head teachers and the school managers. The researcher shall apply both probability and non probability sampling methods.

The stratified sampling shall be used in selecting teachers while simple random sampling method shall be used to select pupils and local community by giving chance to pupils and local community to pick from an enclosed box and each one who picks a paper with word “yes” written will be requested to participate in the study until the required number of population is reached.

The above methods is illustrated in the table below using the determining sample size for research activities (Krejcie and Morgan (1970). Educational and Psychological Measurement, 30, 608, Sage Publication.

Respondent	Number	Sample	Method
Key informants DEO, DIS Head teasers	10	10	Purposive
Teachers	25	24	Stratified
Pupils	75	59	Simple random sampling
Local Community	15	14	Simple random sampling
School managers SMC / PTA	15	14	Purposive
Civil Society Organization (CSO)	10	10	Purposive
Total	150	131	

3.4 Data collection method.

Questionnaires: The researcher shall use prepared questionnaires to get information from respondent and teachers pupils and Head teachers shall be reached.

Interviews: The researcher shall use the interview guides to get information from the key informants. Head teachers, the DEO, the District inspector of schools the school management committee (SMC) the parents’, teachers’ Association (PTA) Executive, the Civil Society organization (CSO) and the local community shall be reached.

Documentation: The researcher shall at the same time use documentation to get relevant information from key informants as the DEO, the Head teachers the DIS etc.

Observation checklist: This instrument shall help the researcher to get data related to the physically encountered items. Relevant offices, classrooms, libraries and notice boards shall be reached

Respondent	Sample	Method
Key informants: DEO, DIS, Headteachers	10	Interview
Teachers	24	Questionnaires
Pupils	59	Questioner
Local community	14	Interview
School managers: SMC	14	Interview
Civil social organization (CSO)	10	Interview
TOTAL	131	

3.5 Data Collection Instruments.

The researcher shall prepare and use interview guides, the observation check list and questionnaires. Interview guides shall be employed to collect information from key informants meanwhile questioners shall be used on teachers, pupils and parents.

3.6 Procedure for Collecting Data.

The researcher shall submit proposal for approval to the research supervisor where a letter of introduction will be obtained from the authority of Kampala International University (KIU) that will be taken to the DEO and the local leaders seeking permission to carry out the study.

3.7 Ethical Consideration.

Participants will receive an explanation of the study before selection and those willing shall consent. Confidentiality shall be assured to respondents and be highly observed.

3.8 Data Analysis.

Data will be analyzed and presented by the use of tables, graphs and pie-charts. Data will be managed and stored by the researcher to ensure that confidentiality and security is maintained. Data will be edited, tallied and checked to ensure that they have been fully used for completeness and accuracy to bridge the gaps and clarify data.

3.9 Reliability and Validity.

The researcher will test the instruments on a few groups of people before going to the field. This pre-testing shall be done in the eastern parish. This is because this area is not part of the researcher's scope. The information got from this shall be compared to ensure reliability of the study.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION

4.0 Introduction

The data collected is analyzed by the researcher based on the formulated research objectives which were produced in chapter one of this research work and were made as follows:-Effect of financial support on motivation of teachers and performance of pupils, How material support affects motivation of teachers and performance of pupils in school, How salaries of teachers affect motivation of teacher and performance of pupils in schools.

4.1 Presentation.

The comprehensive presentation of data as analyzed by the researcher were presented in the table 1-4 below:

Table I Financial/monetary support and performance.

Statement	Agreed	Not sure	Disagreed
The school get financial funding timely which boost performance in the school	5%	20%	75%
Parents support school programmes financially	74%	18%	8%
Financial incentive are given to teachers	3%	14%	83%
School has many sources of funding which support performance in schools	20%	14%	66%

Table II material support and performance.

Statement	Agreed	Not sure	Disagreed
Parents usually provide scholastic materials	32%	18%	50%
There is enough teaching and learning materials in schools	35%	12%	53%
Teachers effectively use teaching learning materials in classes during lessons	40%	16%	54%
Use of variety of teaching learning materials improves performance	49%	19%	32%

Table 3 Salaries of teachers and performance.

Statement	Agreed	Not sure	Disagreed
Teacher are paid well	28%	08%	64%
Better salary payment to teachers motivate teachers to effectively teach.	68%	12%	20%
Salaries of teachers are paid timely	20%	08%	72%
Teachers deserve better salaries than any other professionals.	815	8%	11%

Table 4 Training and performance.

Statement	Agreed	Not sure	Disagreed
Well trained teachers perform well in schools	59%	17%	24%
Regular refresher courses/trainings for teachers improve performance in schools	53%	12%	35%
Teachers need continuous professional development training to improve performance	64%	13%	255
Up-grading training course for teachers need to be free to improve performance	40%	20%	40%
School with regular training programmes for teachers perform better in schools.	45%	12%	43%

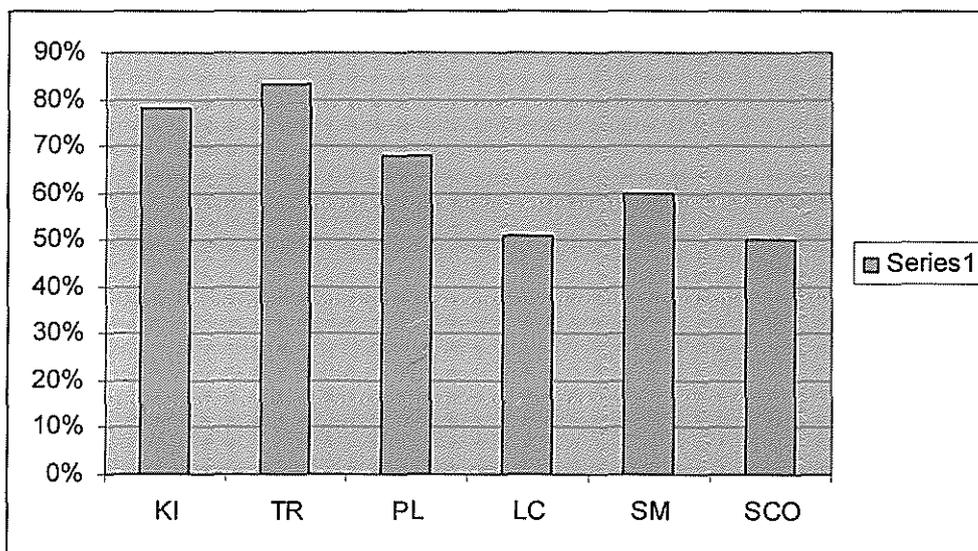
Table 5 Responses to the problems of motivation of teacher's and performance of Pupils in school.

Problems	Financial support %	Material support (%)	Salaries of teachers (%)	Training teachers (%)	Total average (%)
Respondents	% score	% score	% score	% score	
Key informants	75%	74	83	66	74.5
Teachers	91.6	80.1	89	79	84.7
Pupils	76.2	87	60	49	68.0
Local Community	57.1	58	47	43	51.2
School Managers	71.1	47	64	58	60.0
Social Society Organization	40	56	48	49	47.7

Reflecting on the findings in table II, it show that respondents reached responded differently to the problems of invitation of teachers i.e. the headteachers DIS and DEO reached scored average of 74.5%, teachers = 84.7% pupils = 68%, the local community leaders 51.2%, the school managers 60% and the civil society organization 47.7%.

Analyzing the data above the researcher had the respondent's answers as illustrated in

Figure 1: Analysis of responses by the respondent



Respondents

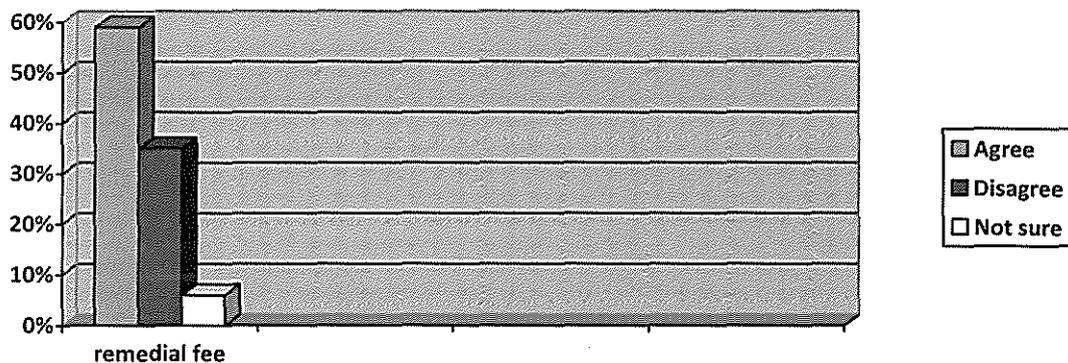
KEY

KI	-	Key informants (DEO, DIS and Headteachers)
TR	-	Teachers
PL	-	Pupils
SM	-	School Managers – SMC and PTA
SCO	-	Social Civil Society Organization

The above table showed that most respondents reached indicated that the problems of motivation of teachers affect performance of pupils in school. Most respondents answered positively indicating that lack of financial support, inadequate materials supports, and little salaries for teachers and raining of teachers are problems contributing to poor performance of pupils in school. Comprising of PLE results for the two school in Anamido primary school and Etam primary school located in Etam sub county.

The result reveals that teachers at Etam primary school are financially motivated from remedial fee for upper classes and incentives to teachers and pupils receive remedial lessons and coaching from teachers and teachers do extra teaching programmes during weekends and at nights.

Fig 2: showing response on remedial fee for remedial lessons.



When asked as to whether payment made to teachers from remedial lessons do create impact on the live of the teachers in Etam primary school, 59% of the respondents agreed with the statement, 45% however disagreed with the statement and 6% were not sure. This implies that payment for remedial lesson is a big boost to the teachers.

4.2 Discussion.

Basing on objective one which stated that “to examine the effects of financial rewards on performance of pupils,” when asked whether schools get financial funding in time to boost teachers motivation in order to improve performance of pupils in schools, most respondents reached disagreed that is 75% while 5% agreed and 20% were not sure.

This is represent in table as:

Agree	Not sure	Disagree
5%	20%	75%

This implies that schools are not getting financial fundings in time and if got teachers are not motivated financially therefore funds to schools should be given in time if good performance is to be realized. The above was confirmed by the deputy head teachers Anamido P.S that parents have negative attitudes towards financial motivation of teachers.

Concerning material support and performance, 35% agreed while 53% disagreed and 12% were not sure as presented in the table below:

Agree	Not sure	Disagree
35%	12%	53%

This implies that there are not enough teaching materials in schools. When asked as to whether teachers effectively use teaching learning materials in schools, 40% agreed while 54% disagreed and 16% were not sure.

This implies that teachers are not effectively using teaching learning materials during teaching learning process and this should be encouraged.

Basing on objective three of the research which states “to examine how salaries of teachers affect performance of pupils in schools the respondents when asked whether teachers are paid well, 28% agreed while 64% disagreed and 8% were not sure as represented as follow:

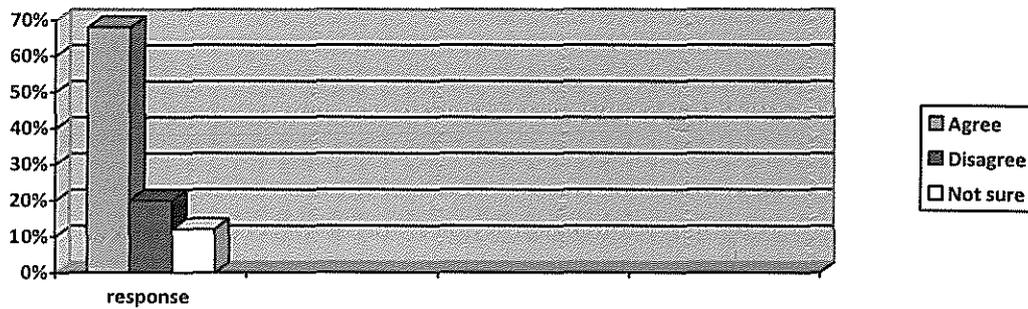
Agree	Not sure	Disagree
28%	8%	64%

And when asked whether better salary payment for teachers motivate teachers to effectively teach most respondents agreed 68% while 20% disagreed and 12% were not sure.

This is as shown below:

Agree	Not sure	Disagree
68%	12%	20%

This is graphically represented in the fig 3 below



The above imply that teachers are not well paid and that the salaries of teachers motivate teachers to effectively teach. These should be rectified if good performance of pupils is to be realized in schools.

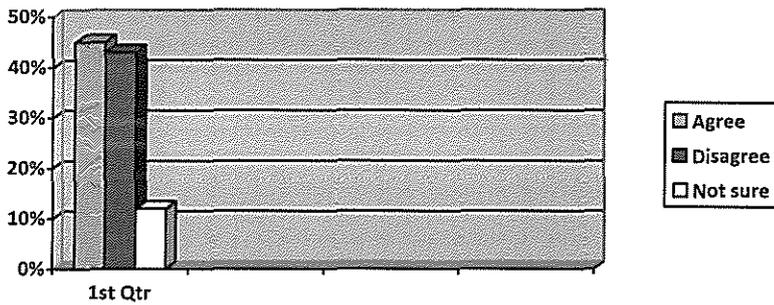
Concerning regular training programme in schools, 45% of the respondents admitted that schools that conducts regular training programme for teachers actually perform better academically, while 43% disagreed and 12% were not sure.

This implies that training improves performance and therefore should be encouraged.

This is represented in the table below:

Agree	Not sure	Disagree
45%	12%	43%

This is summarized in fig 3 below.



When asked whether teachers also need continuous professional development training 64% agreed admitting that professional development training is very important in the implementation of the school curriculum by teachers and therefore must be supported to improve on performance of pupils in schools.

While 25% disagreed and 13% were not sure.

Regarding up-grading training course for teachers whether it should be free for teachers, 40% of the respondents supported it while 40% also did not supported and 20% were not sure.

This also implies that up-grading training must be paid but most respondents exposed their regards that it must be subsidized by the government.

4.3 Interpretations

The data presented in table I - IV interpreted the problems of motivation of teachers and performance of pupils in school.

Lack of financial support, inadequate scholastic instructional materials, unsatisfactory salaries to teachers and lack of training programmes for teachers affect performance of pupils.

The Maslow's theory confirmed that "unsatisfied needs lose workers potentials to meet the desired goal" therefore teachers ought to be motivated in order to achieve the desired good performance in schools.

This answered that the grievance of teachers for low salary payment ought to be addressed if teachers should effectively perform, learners and teachers should adequately use materials for effective learning and teaching.

Thorndike and Skinner's theory of reinforcement demonstrated that behavior is controlled by consequences not by the results of hypothetical internal states. Therefore teachers ought to be motivated to control the internal behaviors towards good performance.

Teachers ought to be satisfied with the conditions under which they serve and they are responsible for the dissatisfying factors across their job. That was why teachers demonstrated demanding for pay increment (September 2011) this has been explained by Herzberg (1994) the Herzberg's motivator – hygiene theory for job satisfaction and dissatisfaction.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.0 Introduction

The purpose of this study was to investigate and establish the problems of motivation of teachers affecting performance of pupils in schools in Amolatar district, the case of Amolatar Town Council.

In this chapter the researchers presented a summary of the study, drew conclusion regarding the findings and made recommendations about the study findings. The presentations of these aspects were based on the four formulated research objectives.

5.1 Summary

The study was aimed at investing the problems of motivation of teachers affecting performance of pupils in primary school in Amolatar district the case of Amolatar Town Council, the study tried to answer some of the research questions on problems of financial support to school, material support to school, salaries affecting performance of pupils in schools. All these were stated in chapter one of this book.

The discussion was based on the findings interpretation by various authors and theories presented in chapter two of this study. Some of the others included the Graw Hill (1989) Robert Kreitner (1989, David McClelland (1940) who articles helped in explaining about motivation of workers in the contents of this study. The application of theories like the Maslow need theory, Reinforcement theory according to Edward L. Thorndike and B.F Skinner, the Herzberg's motivates hygiene theory etc.

The researcher also married some information obtained from internet and newsprints for most recent information regarding the study.

These respondents were reached through interviews, questionnaires and the focal group's discussion to get the researcher to collect relevant information in time.

5.2 Conclusion

From the findings of the study, the analysis and interpretation made above the followings conclusion were arrived at:

The availability of financial resources and how they are utilized significantly to motivate teachers affect academic performance of pupils at school. Schools which motivate teachers financially perform better than schools don't do so.

The quality of education that learners receive to a large extent is determined by the available material resource and the how it is effectively utilized by both teachers and learners. The pupil's textbook ratio is also a determinant in academic performance. The researcher findings confirm that pupils who frequently use textbooks were almost twice better than those who had no access to textbooks in schools.

Regular training and refresher courses for teachers improved teachers effectiveness hence improved performance of pupils in school. There is a saying that "a good teacher remains a student for the rest of his professional life". The findings in the study confirmed this that teachers who frequently go for trainings and refresher courses perform better than those that don't "well-trained and motivated teachers are the key to achieving universal primary Education by 2015 (UNESCO, www.gem.education.com).

5.3 Recommendation

After carrying out the study and made the analysis on the problems affecting motivation of teachers and performance of pupils in school, the researcher came out with the following recommendations and suggestions as to how the problems should be addressed:

Parents and other stakeholders should be sensitized on the need to motivate teachers

The school should be equipped with enough teaching learning materials like textbooks, charts and teachers should effectively use teaching learning materials during the lesson processes and engage learners to appropriately use these materials. Libraries and rich reading or study environment should be available to learners at school and homes and reading culture should be inculcated in pupils in primary schools if good performance is to be realized.

Teachers' grievances of little salaries and promotional posts should be addressed by the legislators. Teachers should learn to be contented with what they have and never envy highly of the impossibilities but adhere to their professional code of conduct.

Government should promote training and upgrading programmes for teachers, refresher courses on implementation of any innovation or curriculum design should be regular and constant to teachers.

Teachers should effectively use material for effective use materials for effective teaching and learning processes and pupils should be provided with enough scholastic material.

Teacher's grievance on low salaries and limited promotional ladder should be addressed by the government.

The findings in the study also indicated the school with less motivation programmes for teachers continued to posting poor PLE results meanwhile there is a remarkable improvement in school which have boarding facilities for learners and teachers are being motivated financially out of boarding fees and incentives and this should be encourage.

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APPENDIX A

INTERVIEW GUIDE FOR HEADTEACHERS.

SECTION A

Demographic characteristics.

1. Gender Male Female
2. Age bracket a) 30 and 35 years
b) 36 and 40 years
c) 41 and 45 years
d) 46 and 50 years
e) 51 and 55 + years
3. Marital status a) Married b) Single c) Widowed d) Divorced
e) Remarried
4. How long have you been in this school?
5. What is your grade of appointment as head teacher?.....
6. How many teachers are there in your staff?
Male..... Female..... Total.....

SECTION B

7. What are the good qualities of your school which makes it an effective school?
i.....
ii.....
iii.....
8. What are your strategic plans to improve on the teachers development and performance of pupils?
9. Do you have enough funds for your school? What are the sources i- UPE grants
- Parents contribution
10. Do you motivate your teachers?
How and from which source?
11. How has motivation of teachers affected the academic performance of pupils in PLE?

12. What is the attitude of the community towards motivation of teachers and the performance of the pupils?
13. What is your pupil, teacher ratio?
14. Do your pupil take breakfast or lunch at school?
15. Do you have enough instructional materials at school?
16. Are your teachers satisfied with the salaries they get?
17. a) Are they rightly paid according to their qualification?
b) What is your comment on this?
18. Do your teachers use teaching learning materials regularly during the lesson?
19. What is your PLE results for the last five years.

APPENDIX B

QUESTIONNAIRES FOR TEACHERS MOTIVATION OF TEACHERS AND PERFORMANCE OF PUPILS.

I am Ebong Richard a student from Kampala International University, Kampala and I am carrying out a study entitled “Motivation of teachers and performance of pupils in Amolatar District . This is pre-requisite for award of bachelor degree.

You have been selected to participate in answering the questions and giving your view regarding this topic. The information you will give will be very valuable and will be treated with maximum confidentiality.

Introduction.

1. Please answer all questions in questionnaires appropriately.
2. Tick or write in the space provided against each question.

Section A demographic characteristics.

1. Gender Male Female
2. Age bracket
a) 20 and 25 years
b) 26 and 30 years
c) 31 and 35 years
d) 36 and 40 years
e) 41 and 45 + years
3. Marital Status a) Married b) Single c) Divorced d) Remarried
4. Grade of the school a) Grade I b) Grade II c) Grade III d) Grade IV
5. How long have you taught in this school?
a) Below 2 years b) Between 3 and 5 years c) Between 6 and 10 years
d) More than 10 years

SECTION B

Tick against the statement to give your view on the strength of your agreement or disagreement.

Key: Strongly disagree = 1 Disagree = 2 Agree = 3 strongly agree = 4

i) Financial / monetary and performance

Statement	1	2	3	4
1: The school get financial funding from government timely which boozee performance in the school				
2: Parents support school programme financially to improve on performance				
3: financial incentive given ton teachers improves				
4: school has many sources of funding which acts performance in school				
5: monetary facilitation motivates teachers to improve performance.				

ii: Materials support and performance

1: parents usually provides scholastics materials which improves on performance in school				
2: there is enough and learning materials in school				
3: parents' material contributions is important to improve on performance				
4: adequate teaching / learning materials in classes motivates teachers to effectively teach to improve on performance				
5: use of a variety of teaching / learning materials in teaching improve on performance				

iii: Salaries and performance

1: Teachers are paid well				
2: Salaries for teachers are paid timely				
3: Better salary payment motivates teachers to improve on performance				
4: Teachers are always comfortable with appreciation of their effort thon heavy salary payment				
5: Teachers deserve better salary than any other performance				

iv Training and performance				
1: Well trained teachers perform well in schools				
2: Regular refresher course / training for teachers improves performance in school				
3: Teachers need continuous professional development training in all areas for better performance				
4: Up-grading training courses for teachers need to be free to improve on performance in school				
5: School with regular training programmes for teachers perform better academically				

APPENDIX C

QUESTIONNAIRES FOR PUPILS MOTIVATION OF TEACHERS AND PERFORMANCE OF PUPILS

Introduction

1. Answer all questions appropriately:
2. Tick or Write in the space provided against each question

Section A:

1. Respondent's number..... Age.....
2. Name of the school..... Class.....
3. Are you repeating the class?..... Yes/no
4. Which year did you start P.1?
5. Did you repeat any other class before? Yes/No
6. a) Are you an orphan? Yes/No
b) If yes;- Mother diseased – father diseased – both father and mother diseased

(i) Financial Support and Performance:

1. Do your parents / guardians pay your fees promptly? Yes/ No
2. Do you pay extra money on top of the school fees to motivate teachers? Yes/No
3. Are your teachers teaching well and regularly? Yes/No
4. Do you teachers mark your exercise books, correct them and give you homework? Yes/No

(ii) Material support and performance:

1. Do you have enough scholastics materials? Yes/ No
2. Do you read text books, supplementary readers and do exercise from the text books? Yes/No
3. When teachers are teaching, do they use things like map, charts and objects during the lessons?
Yes / No
4. Are there displays or posters in your class like maps, drawings etc? Yes/No

(iii) Salaries and Performance:

1. Do your teachers get salaries at the end of the month? Yes/No
2. Have your teachers complained one time because of little salaries? Yes/No
3. When teachers get salaries do they teach better than when they are not paid?
Yes / No

4. Do your teachers deserve high salary payment for their effort? Yes/No

(iv) Training and Performance:

1. Do your teachers go for training course? Yes / No

2. Do experienced teachers teach better than newly qualified teachers? Yes / No

3. Do you have unqualified teachers in your schools? Yes/ No

4. Headteacher is highly qualified teacher in your school, he teaches better than any other teachers?

Yes/No

APPENDIX D

MOTIVATION OF TEACHERS AND PERFORMANCE OF PUPILS FOCUS GROUP DISCUSSION GUIDE FOR COMMUNITY LEADERS.

1. What is your position in this institution?
2. How long have you been in this office?
3. How does parents contribute towards academic performance of the school?
4. How important is the parents financial contribution to the school?
5. Is motivation of teachers important towards academic performance of the school?
6. What is the attitude of the community towards motivation of teachers and performance of pupils.
7. Do teachers deserve better payment of salaries than any other professional?
8. Why are pupils not performing well academically?
9. What do you think can be done to improve on performance of pupils in schools by:
The a) Parents?
b) Teachers?
c) Headteachers?
d) The community?
e) The government?
10. Can training of teachers improve on academic of pupils academically?

APPENDIX E
ESTIMATED BUDGET

1	Stationary	Quantity	Unit price	Total cost
A	Photocopying paper	1 Ream	10,000=	10,000=
B	File folders	3 pieces	1,500=	4,500=
C	Pens	1 Dozen	500=	6,000=
	Sub Total			20,500=
2	Typing services			
A	Questionnaires	40	400=	16,000=
B	Proposal	3 copies	22,000=	66,000=
C	Report	4 copies	50,000=	200,000=
	Sub total			332,000=
3	Transport			
A	Meeting with Respondents	8 days	10,000=	80,000=
4	Literature Search (Libraries, internet)			160,000=
	Sub Total			240,000=
	Grand Total			592,500=

APPENDIX F
RESEARCH WORK PLAN

Content s	Action	2017									
		Jan	Feb	Mar	Apr	Ma y	Jun	Jul	Aug	Sep	Oct
1	Selecting topic										
2	Reviewing available Literature										
3	Writing Proposal										
4	Constructing and Pre-testing instruments										
5	Data Collection										
6	Data Analysis										
7	Report Writing										
8	Report Binding										
9	Final Report Submission										