

**TEACHER MOTIVATION AND ACADEMIC PERFORMANCE OF PUPILS IN
UNIVERSAL PRIAMRY EDUCATION SCHOOLS IN CENTRAL DIVISION,
MITYANA DISTRICT UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,
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DECLARATION

I KIBALAMA ANDREW declare to the best of my knowledge that the work presented here is original and that it has never been presented anywhere for the award of any degree or its equivalent qualification of any institution.

STUDENT

KIBALAMA ANDREW

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Date.....23/10/18.....

Signature 

APPROVAL

The research report entitled ‘Teacher motivation and academic performance of pupils in universal primary education schools in Central division, Mityana district Uganda’ was carried out under my careful supervision. With my approval, it is now ready to be submitted to the College Academic Board to be awarded a Bachelor of Arts with Education.

Date...3/10/18.....-

Signature.....

Mr. LA AKI SAMSON

DEDICATION

I dedicate this research to my only and only beloved mother MRS. NAKAZIBWE FLORENCE, my father KATUMBA FRED my sister NAVUGA, my brothers WALULYA,KATUMBA, JULIUS,SENTONGO, my aunt NAMUGENYI and my beloved friends MBABALI MUHAMADI,GELSOM for the encouragement and support toward the struggle over this award. May God reward them abundantly.

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TABLE OF CONTENTS

APPROVAL	3
DEDICATION	4
ACKNOWLEDGEMENT	5
TABLE OF CONTENTS	i
LIST OF TABLES	iv
LIST OF FIGURES.....	v
DEFINITION OF TERMS	vi
ABSTRACT	vii
 CHAPTER ONE	 8
1.0 Introduction.....	8
1.1 Background of the study	8
1.1.1 Historical perspective	8
1.1.2 Theoretical perspective	9
1.1.3 Conceptual perspective	9
1.1.4 Conceptual frame work.....	10
1.2 Problem statement	10
1.3 Purpose of the study	11
1.4 Objectives of the study	11
1.4.1 General objectives	11
1.4.2 Specific objectives	11
1.5 Research questions	11
1.6 Hypothesis of the study.....	12
1.7 Scope	12
1.7.1 Time scope	12
1.7.2 Geographical scope.....	12
1.7.3 Theoretical scope.....	12
1.7.4 Content scope	12
 CHAPTER TWO	 13

LITERATURE REVIEW	13
2.0 Introduction.....	13
2.1 Theoretical Review.....	13
2.2 Conceptual frame work.....	14
2.3 Related literature	16
 CHAPTER THREE	 20
3.0 Introduction.....	20
3.1 Research design.....	20
3.2 Study area	20
3.3 Study population	20
3.4 Sample size	21
3.5 Sampling techniques.....	21
3.6 Data collection tools	22
3.7 Reliability and validity of instruments.....	22
3.8 Data management and analysis	23
3.9 Data Collection Procedure	23
3.10 Significance of the study.....	23
3.11 Limitations of the study	24
 CHAPTER FOUR	 25
4.0 Introduction.....	25
4.1 SOCIAL DEMOGRAPHIC DATA	25
4.1.1 DATA FOR OBJECTIVE ONE.....	25
4.1.1.1 Age composition.....	25
4.1.1.2 Gender of respondents	26
4.1.1.3 Religious affiliation	26
4.1.1.4 Marital status	27
4.1.2 Job satisfaction and pupils academic performance.....	28
4.1.3 DATA FOR OBJECTIVE THREE	29
4.1.4 DATA FOR OBJECTIVE FOUR	30
4.1.4.1 Causes of teacher demotivation.....	30

CHAPTER FIVE.....	33
5.0INTRODUCTION	
5.1 SUMMARY AND CONCLUSIONS.	33
5.2 RECOMMENDATION OF THE STUDY	34
5.3 SUGGESTIONS FOR FURTHER RESEARCH.....	36
REFERENCES	37
APPENDICES	40
APPENDIX A: BUDGET	40
APPENDIX B: QUESTIONNAIRE	41
APPENDIX C: INTRODUCTORY LETTER.....	45
APPENDIX D: KEY INFORMANT INTERVIEW GUIDE	46
APPENDIX E: FOCUS GROUP DISCUSSION CHECKLIST.....	48

LIST OF TABLES

table 1: represents a sample size description.....	21
Table 1: Age of respondents.....	25
Table 2: Showing gender of respondents.....	26
Table 4: The marital status of the respondents.....	26
Table 5: Showing religion of respondents.....	27
Table 3: National teacher attrition rates (%).....	29

LIST OF FIGURES

Illustration of teacher motivation effect on pupils 'academic performance.....	14
Figure 1: level of education of respondents.....	28
Figure 2: Causes of teacher motivation.....	30

DEFINITION OF TERMS

For the purpose of this study, the following terms are defined operationally:

Level of Academic performance refers to pupils' ability to express themselves as required, display a high sense of discipline and getting good results at all levels and more especially in P.L.E

Apathy refers to the willingness to work or when a group fights wide spread.

Motivation is the opposite of motivation; It refers to the additional allowances on salary given to someone to cater for other basic requirements.

Potency– To be of more value.

Poor academic – Is where a half of the learners pass in Division II at primary leaving Examination.

Stimulus-		something that causes growth or activity
P.T.A	-	Parents Teachers' Association
SMC	-	School Management Committee
EFA	-	Education for All
FY	-	Financial Year
UPE	-	Universal Primary Education
MOES	-	Ministry Of Education and Sports

ABSTRACT

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, this report is a study carried out in Central division, in Mityana district which aimed at studying their relationship between teacher motivation and academic performance of pupils in Universal Primary Education (UPE) Schools. Teacher motivation has been seen to be at its lowest in Central division, this stemming from a number of variables ranging from personal variables like age, gender, marital status etc. Situational / organizational variables like salary (pay), supervision, working conditions, company policy, recognition etc. These have greatly contributed to the demonization of teachers and hence a dramatic fall in academic performance of pupils in UPE schools. Wafula (1991) also suggests that among the factors that demean the teaching profession in African countries are poor buildings in which teachers operate. Herman (1999) cited various factors that demotivates workers among which include low salaries, lack of fringe benefits, poor working conditions. In order to improve teacher motivation and performance at work, the study recommended increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance, among others Research findings have found out that the major demotivators cited by Herman (1999) are predominantly embraced in most UPE schools in Uganda and hence the need to investigate the case of Central division in Mityana District.

CHAPTER ONE

1.0 Introduction

This chapter entails the background, statement of the problem, the objectives to the study, research questions, the scope of the study, significance of the study.

1.1 Background of the study

In Uganda, the government has increasingly taken basic education as a priority, the government policy in its budgetary remarks of fiscal year in (1991-1992) focused that ten years and beyond were to be of primary education in terms of universal access, quality relevance and affordability of education by majority families (ministry of education and sports), 2000 page 132.

This phenomenon of universal primary education was first learnt in 1996 when the president H.E Yoweri Kaguta Museveni pledged free education to two girls and boys of primary of every household though UPE was later introduced in 1997.

As such, various factors have been seen to influence teachers' motivation which eventually reflects in the academic performance of pupils in universal primary education schools in Uganda emphasizing on Central Division Mityana District which include personal variables like age, marital status, gender /situational variables like salary, supervision, working conditions, school policy /organizational variables like hierarchy, promotion, responsibility and recognition.

1.1.1 Historical perspective

By 1991, Kamuhanda indicated that teacher attrition was at 10.7% and by 2003; it had grown to 37.8%. Teacher attrition in the country continued in the late 2000's and now it's a nationwide problem brought about by low status and unattractive working conditions in most rural UPE schools which is reflected in poor academic performance of pupils in such schools. Administrators need to know that teachers' morale is affected by material gains like monetary and human relation factors which create the atmosphere of trust and harmony as well as confidence at their work place. U.P.E teachers' salary is low despite government's effort to increase it and most schools cannot render their teachers with benefits like meals, accommodation, transport, allowances, since primary teacher association charges were abolished with the introduction of UPE in 1997 (ministry of education and sports), 2000.

1.1.2 Theoretical perspective

The study employed the two factor theory of motivation advanced in (1959) by psychologist Fredrick Herzberg (1923-2000) who theorized that job satisfaction and job dissatisfaction act independently of one another. According to Herzberg (1923), there are certain factors (hygiene factors) that cause job satisfaction and motivator factors that cause dissatisfaction in the work place. According to the theory, motivator factors like challenging work, recognition of one's achievements, responsibility and sense of importance to an organization / hand iv hand with hygiene factors like marital status, job security, salary, fringe benefits working conditions, paid insurance had to higher motivation of teachers especially teachers in UPE schools.

1.1.3 Conceptual perspective

According to the Business Dictionary, Motivation refers to the internal and external factors that stimulate desire and energy in people (teachers) to be continually interested and committed to a job, role or subject in making an effort to attain a goal. However, under the study motivation will be defined as the influence factor in academic performance of UPE pupils by teachers with interaction of both conscious and unconscious factors such as intensity of desire, reward salve, individual expectations, recognition, responsibility and work load.

According to WebCrawler, Academic performance is the outcome of education to the extent at which a student, teacher or institution has achieved their educational goals normally measured by examination or continuous assessment.

Conceptually, according to Buchanan (1936), work motivation refers to the psychological process that influence individual behavior with respect to the attainment of work place goals and objectives caused by monetary and non-monetary factors like pre-salary allowances, improved work conditions, job security and salary (pay) while academic performance is the process of in form of test performance and regular assessment.

According to Dictionay.com, Motivation is the act of motivating or providing with a reason to act in a certain way which is dependent on factors (hygiene) Herzberg, (1964).

According to Merrian –Webster Dictionary (2002), Motivation is the act or process of giving someone a reason for doing something or alternatively, pupil's academic performance is the

ability to acquire educational achievement relative to the student, teacher and school goals and objectives.

However, the study is majorly confined at establishing a relationship between teacher motivation with hygiene factors like working conditions, salary (pay), job security, insurance and allowance coverage in respect to pupils' academic performance in universal primary education schools in Central Division Mityana District Uganda.

1.1.4 Conceptual frame work

Ogamarch (1994) carried out a research on the effect of teacher motivation on pupils' academic performance and education level in a comparative analysis between Wakiso, Mbarara and Sembabule.

In this study, Ogamarch (1994) concluded that salaries and remuneration of teachers shows that financial rewards like overtime pay, bonuses on base salary and all forms of allowances can create a better sense of appreciation of the teaching profession (job) and the desire to continue teaching these Universal primary education pupils in Wakiso District.

This was confirmed by Wafula (1996), who asserted that incentives are very important because they encourage teachers' commitment by making the schools (students) the sort of places to be and teaching the profession (job) that teachers would want to do which would improve on the academic performance of U.P.E school pupils.

Ogamarch concluded that the steady teacher motivation techniques in Mbarara are more beneficial for academic performance improved than those of Sembabule, however this study was focused on teacher motivation and pupil academic performance of U.P.E pupils in central division mityana district instead of Wakiso, Mbarara and Sembabule.

1.2 Problem statement

Much as the government has tried to better the quality of teachers and the teaching profession, there has been a persistence in increase of teacher demotivation in Uganda in form of poor pay, less or fringe benefits, poor academic performance of pupils in U.P.E schools resulting into poor grades, low quality of education, providing more job seekers than job creators, disrespect and abandoning of the teaching profession, population dissatisfaction with authorities coupled with

an increase in teacher attrition at 32.30% day in day out leading to the general breakdown of pupils' performance due to unstable changes in teachers yet they may be used to the previous ones; (Mityana municipal educational, inspection report 2008).

It is on such a background that this research was set to investigate the relationship between teacher motivation and academic performance of U.P.E school pupils in Central Division Mityana District

1.3 Purpose of the study

The purpose of the study was to establish a relationship between teacher motivation and academic performance of pupils U.P.E schools in central division Mityana District.

1.4 Objectives of the study

1.4.1 General objectives

The general objective was to find out whether teacher motivation influences pupils' academic performance in U.P.E schools.

1.4.2 Specific objectives

The study was intended to find out the following;

- 1) To establish whether personal variables like age, marital status, gender of teachers influence pupils' academic performance in U.P.E schools in Central division.
- 2) To find out whether job satisfaction of teachers in U.P.E schools influences the level of academic performance of U.P.E pupils in Central division.
- 3) To find out whether situational / organizational variables like work environment, recognition, responsibility, work load of the teachers influences pupils' academic performance in central division.
- 4) To establish the causes of teacher demotivation that eventually retards the general performance of pupils in UPE schools.

1.5 Research questions

The study was guided by the following research questions;

- i. What personal variables of teachers influence the pupils' academic performance of U.P.E schools in Central division?
- ii. What situational /organizational variables or factors influence academic performance of U.P.E pupils in Central division?
- iii. Does job satisfaction of teachers in U.P.E schools directly influence academic performance of pupils?

1.6 Hypothesis of the study

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

1.7 Scope

1.7.1 Time scope

Basically, this study will look at the impact of teacher motivation on pupil's academic performance in central division since 1991-2014 that is change of twenty three years.

1.7.2 Geographical scope

The study will be carried out in Central division located in mityana District. This study covered zones like mabanda ,mizigo, kigogwa, kiyundaya among others analyzing the impact of teacher motivation on pupils' academic performance.

1.7.3 Theoretical scope

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

1.7.4 Content scope

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

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter attempted to review literature in analysis of the components like theoretical review, conceptual framework or model, related literature in relation to the study objectives that included teacher motivation and its impact on U.P.E school pupils in Central division (mityana).

2.1 Theoretical Review

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

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

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

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

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

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

2.2 Conceptual frame work

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

well than females which in turn demotivate them and as a result this is reflected in their performance.

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

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

2.3 Related literature

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

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

He revealed that ;
“teacher motivation and incentives in schools greatly reflect in pupils' academic performance with effect from determinants.....” (Bennell 2003).

These included;

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

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

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

It is against such a background that Bennell's (2003), research has relevance to my topic in investigation of teachers' motivation impact on pupils' academic performance in U.P.E schools in central division mityana district Uganda .

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

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

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

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

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

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

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

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

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

The above conclusions were in line with my investigation of how such teacher motivation affects U.P.E pupils' performance in Central division mityana District.

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

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

According to Farrant (1997), he carried out a research in which he noted that teachers' morale is low because they possess no status, lack promotion opportunities, are poorly paid, teach under unsatisfactory conditions. Farrant (1997), argument reflects the situation in Central division where U.P.E schools have inadequate teaching and learning facilities, poor accommodation amidst poor supervision and inspection in addition to poor remuneration reflected in inadequate salaries, no allowances for teachers leading to poor working environment and attracting few qualified teachers into U.P.E schools in central division because it contributes to low morale in general leading to poor pupil academic performance .

Aacha Mary (2010), carried out a research on teacher motivation and academic performance in U.P.E schools of Kimanya-Kyabakuzza Division in Masaka District which revealed that the pupils' academic performance is highly influenced by teacher motivation because it showed luxury in improvement as teachers never showed morale at teaching. As such, Mary (2010), recommended increase in the teachers' salary, provision of accommodation, strengthening supervision as well as instituting awards for good performance. According to the Municipal Education Officer, teachers in Kimanya were devoting more time to extra- curricular activities like marking instead of teaching these U.P.E school pupils to institute good results because there were frequent delays in payment of their salaries thus needed additional income.

Another study in Ghana public primary schools indicated that teacher morale is reasonably low (Acheampong et al, 2003), only 13% of teacher respondents indicated that they enjoyed teaching although almost 67.8% stated that they never intended to remain in the teaching profession as they never even want to be teachers anymore because they are poorly motivated (Bennell 2003) . However, lack of understanding has led to frustration and negative stereotyping of teachers.

Wayne (1998), asserted that a reward in form of pay is one of the most powerful motivating tools thus Kiseesi (1998) in her study of job satisfaction recommended that salaries be paid promptly and proportion be on merit and accompanied by increase in salary which greatly influenced teacher motivation and steadily impacts on U.P.E pupils' academic performance .

In the same vein, this research investigated the impact of teacher motivation on academic performance of U.P.E school pupils in central division mityana district Uganda.

CHAPTER THREE

3.0 Introduction

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

3.1 Research design

The study was conducted using a correlation/ descriptive research design (qualitative) because of the nature of variables that were at hand to produce data for qualitative analysis and allow simultaneous description of views, perceptions and beliefs at any single time (White, 2000) . This was selected to relate the determinants of teacher motivation and academic performance of pupils in U.P.E schools of Central division in Mityana District between 1991-2014 to be able to establish a relationship between the independent variable as teacher motivation and pupils' academic performance as the dependent variable.

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

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

3.2 Study area

The study area was Central division, mityana District. Central division has 20 schools (up to primary seven). (Obtained from the Municipal Education Office). The study area was considered appropriate because of the low performance of pupils and various monetary and non-monetary motivators like a 248,100,000 shillings budget bill because it has a high concentration of primary schools.

3.3 Study population

The study was carried out among teachers in 20 U.P.E schools like Mityana public school in Central division .The 130 teachers considered were graduates, diploma, and certificate holders in education implying that they were qualified teachers. In addition, the central division has 20 head

teachers, 70 school management committee members and 01 Municipal Education officer. (Obtained from the Municipal Education Officer).

3.4 Sample size

Overall, 131 respondents participated in the study from thirteen (13) schools. 84 teachers (as primary respondents), 13 headteachers (as key informants), 45 school management committee members (as focus group discussion participants), and one 01 Municipal Education officer (as key informant).

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

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

Table 4: represents the sample size description

Category of respondents	Total population	Sample size
Primary school teachers (primary respondents)	130	84
Head teachers (key informants)	20	13
School management committee members (focus group discussion participants)	70	45
Municipal Education Officer (key informant)	01	01
Total	221	143

Source: Primary Data

3.5 Sampling techniques

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

The name of the teacher on the picked paper was the one to include in the study. However, special attention was paid to inclusion of both male and female teachers in the study

sample. The 13 (thirteen) head teachers were purposely selected as well as the Municipal Education Officer and the school management committee members to present parents' views on teacher influence on their pupils .

3.6 Data collection tools Administered questionnaires

These were used and submitted to 84 primary school teachers to acquire qualitative data regarding teacher motivation and how they affect pupils' academic performance in U.P.E schools in Central division.

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

Key informant interview guide.

This was designed and administered to key informants to capture qualitative information who included 13 (thirteen) head teachers as well as 01 (one) Municipal Education Officer purposely intended to get more information about the effects of teacher motivation on pupils' academic performance to compare it with that given by the teachers.

Focus group discussion

One focus group discussion of the 45 school management committee members was organized at Central division offices to capture parents' views regarding the way teachers are motivated and its impact on pupils' academic performance guided by group discussion check lists.

Documentary review

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

3.7 Reliability and validity of instruments

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

Also objective type questions like “Yes or No” were used as well as prompting respondents to list down the factors according to the questions asked but not writing whatever they felt like. This gave the researcher the ability to evaluate his data, compare and contrast the given data respectively and conclude that the data was relevant to his research.

3.8 Data management and analysis After the data was collected from the field, it was organized, recorded, grouped and tabulated. It was then presented in table form where interpretations and discussions based on computer programs like Microsoft excel were utilized. From the applications, information was then arranged in frequency and percentage correlations to establish the cause of teacher motivation like company (school) policy, promotion, recognition, supervision and salary or pay in relation to the level of academic performance of pupils in respective periods.

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

3.9 Data Collection Procedure

At the onset of data collection, the researcher sought permission from the Municipal Education Officer who introduced him to the head teachers and later the head teachers introduced him to the teachers as well as the school management committee members.

In addition, each questionnaire comprised of an introductory letter requesting for the respondents’ cooperation in data provision .The respondent were further assured of the confidentiality of the data provided and that the data provided plus the study findings were for academic purposes only. They were also assured of their personal protection and that they had all the authority to refuse or accept to be interviewed.

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

3.10 Significance of the study

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

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

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

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

3.11 Limitations of the study

Some respondents were not welcoming and reluctant in answering questions.

Some respondents did not return the questionnaires due to reluctance

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

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

CHAPTER FOUR

4.0 Introduction

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

4.1 SOCIAL DEMOGRAPHIC DATA

4.1.1 DATA FOR OBJECTIVE ONE

4.1.1.1 Age composition

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

Table 5: Age of respondents

Age range	Frequency	Percentage (%)
18-25	28	18.63
25-35	50	37.30
35-45	35	24.754
45-55	20	12.42
55 and above	10	6.823
Total	143	100

Source: Primary Data2018

The above shows the age composition of the respondents who took part in the study by filling in questionnaires and face to face interviews. It shows that 28 respondents representing 18.63% were in the age range of 18-25years, 50 respondents representing 37.30% were in the age range of 25-35years, 35 respondents representing 24.754% of the total population were in the age range of 35-45years, 20 respondents representing 12.42% of the total population were between the age range of 45-55% old while 10 respondents representing 6.823% of the total population were above 55years old.

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

4.1.1.2 Gender of respondents

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

Table 6: Showing gender of respondents

Sex	Frequency	Percentage (%)
Male	84	60.25
Female	59	39.75
Total	143	100

Source: Primary Data 2018

The table above shows the gender of respondents who took part in the study by filling in questionnaires and face to face interviews; Out of the population sample of 143 respondents, 84 of them were male representing 60.25% and 59 were female representing 39.151%. It shows that there were more male teachers than female teachers an implication that male teachers are more resistant to life stressors than their female counter parts.

4.1.1.3 Religious affiliation

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

Table 7: Showing religion of respondents

Religion	Frequency	Percentage (%)
Catholics	52	34.79
Protestants	29	22.98
Moslems	42	28.57
Others	20	13.66
Total	143	100

Source: Primary Data 2018

The table shows religious affiliations of respondents who took part in the study. It shows that 52 of the population sampled were Catholics representing 34.79%, 29 respondents were protestants representing 22.98%, 42 respondents were Muslims representing 28.54% and 20 respondents belonged to other religious factions representing 13.66%.

4.1.1.4 Marital status

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

Table 8: The marital status of the respondents

Marital Status	Frequency	Percentage (%)
Single	65	45.97
Married	40	26.70
Divorced	20	18.01
Widowed	18	9.31
Total	143	100

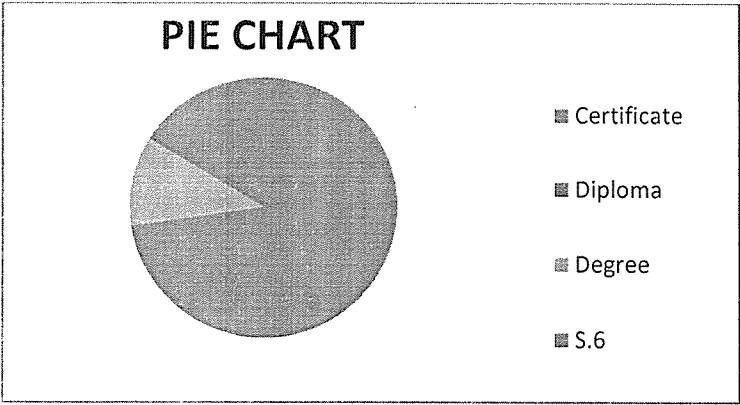
Source: Primary Data 2018

1. Level of education of respondents (qualification)

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

It was found out that most of the respondents were certificate holders an implication that in UPE schools in central division, certificate holders were ready to work under any work conditions because their qualifications do not call for higher bargains.

Figure 3: level of education of respondents



Source: Primary Data 2018

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

4.1.2 Job satisfaction and pupils academic performance

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

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

Table 9: National teacher attrition rates (%)

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

Source: Ministry of Education and Sports, planning department.

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

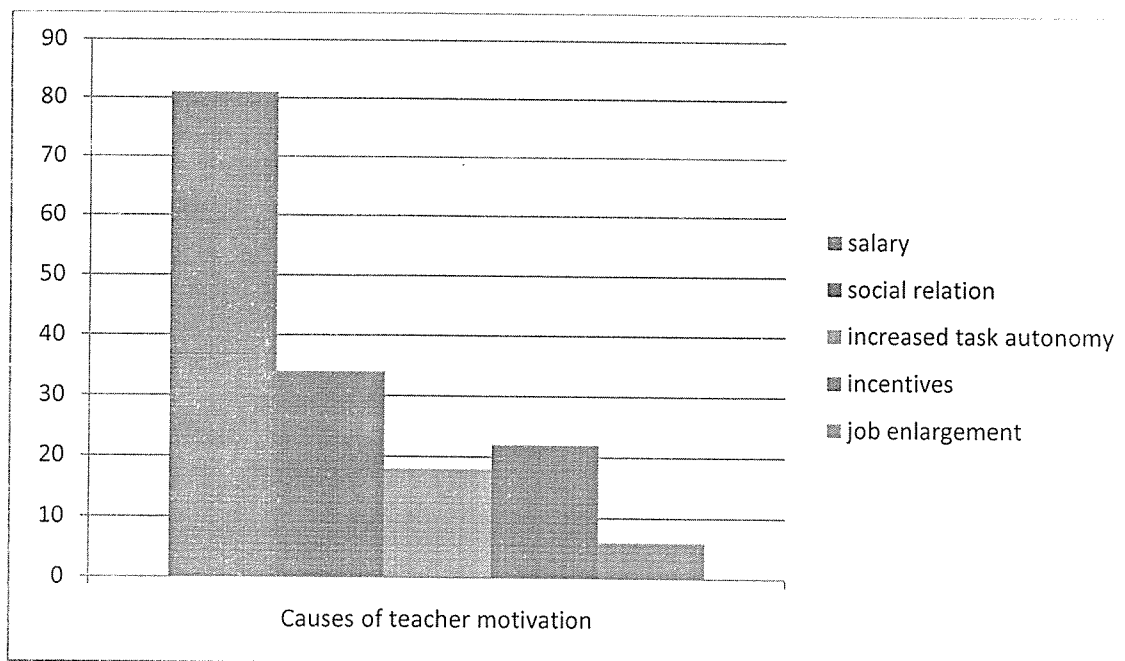
4.1.3 DATA FOR OBJECTIVE THREE

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

1. Causes of teacher motivation

These have a great impact on the academic performance of pupils thus it had to be examined differently to check its strength as shown in figure 1.

Figure 4: Causes of teacher motivation



Source: Primary Data 2018

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

4.1.4 DATA FOR OBJECTIVE FOUR

4.1.4.1 Causes of teacher demotivation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The company/schools' policy of most UPE schools. Because the president said that it is education for all (EFA), the teachers feel as if academic performance at primary level examinations (PLE) results is not an issue because the major objective of this education system was to teach children how to read and write. This eventually psychologically retards their commitment to teaching and improves the academic performance of the UPE school pupils that they teach.

CHAPTER FIVE

SUGGETIONS, CONCLUSIONS AND RECOMMENDATIONS PLUS SUGGETIONS FOR FURTHER STUDY

5.0INTRODUCTION

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

5.1 SUMMARY AND CONCLUSIONS.

The general objective of the study was to determine whether teacher motivation influenced pupils' academic performance in UPE schools in central division Mityana district.

A total of 130 respondents from 13 schools and 01 Municipal Education Office participated in the study with varying education levels, the majority of the respondents had been working for over 02 years in the schools studied which implies that teachers were already conversant with the motivators in their respective schools and were therefore expected to assess how such motivators had affected their performance at work.

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

Below, the summary and conclusions of the study were presented in line with the specific objectives upon which the conclusions were based;

- i. Lack of enough money for teachers and their incentives was cited as the major obstacle to teacher motivation hence becoming very big impediment to UPE pupils' academic performance. The frequency for lack of enough salary was the highest with 81 respondents which has a percentage of 50.31% of the total population sampled.
- ii. Job enrichment was the lowest with a frequency of 6 respondents and a percentage of 3.72% of the total population that was sampled.

- iii. The researcher also found out that lack of incentives and rewards like house rent, transport allowances, health allowances were the greatest demotivators evidenced from the frequency of 22 respondents with a percentage of 13.66%.
- iv. The social demographic data included age composition, gender of the respondents, religious affiliation, marital status and the level of qualification of the respondents was all tabulated in frequency and percentage tables and the data discussed descriptively.
- v. The causes of teacher demonization that were listed by the teacher respondents included the following; Politicization of the public education system, nepotism (tribalism) in recognition-promotion, corruption, lack of adequate instructional resources like textbooks, teacher guides, lack of adequate infrastructure like libraries, laboratories, teacher' houses, increased hours of work, large class sizes, lack of attractive additional incentives like rewards and allowances.

These all contributed to teacher demonization which retarded the academic performance of pupils in UPE schools in central division, mityana District Uganda.

5.2 RECOMMENDATION OF THE STUDY

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

1. The Uganda government under/through the Ministry of Public Service (**MPS**) should pay special attention to increasing teachers' salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs which will increase their morale to teach. This is because the teachers must be interested in what they teach and in their children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to teach.
2. Teachers need to motivate their children (pupils). Motivation is the "force that determines how much effort an individual puts into his learning" (Farrant, 1997) As Farrant puts it (1980, p.113) "The engines of human motivation are interested and desire. When these are at full power in an individual, remarkable feats of learning can be achieved. It is therefore in the teachers' interest to take the trouble to see that the child's interest and appropriate desires are aroused before trying to teach him." It is therefore important that teachers attempt to arouse the interest and the joy in each

lesson they teach. They could do this through the use of humor in the class room, paying individual attention to the pupils using different approaches to teaching and positive reinforcements. Motivated classes tend to increase teacher morale and performance.

3. The government should develop structures like performance related pay (**PRP**) so that at least those who are committed to their work have equity in payments and remuneration. Awards could be instituted for better performance. Areas such as school and pupil discipline teacher performance, pupils' attendance and achievement, community and parent participation in school activities should be rewarded to serve as a motivation.
4. Supervision by the (**MOES**) especially through Education Standards Agency (**ESA**) should be strengthened and circuit supervisors become more regular to stop teachers from participating in secondary employment. The Mityana District Inspectorate should also be strengthened and adequately funded to carryout routine inspections in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.
5. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. central division community should be assisted by the government to put up descent teachers' houses so that teachers live within the schools and thus reduce late coming and absenteeism. This will increase their motivation and eventually performance. The local community's contribution in case may be in form of provision of free labour or financial contributions towards the construction processes that are in place at any given time.
6. For academic excellence, the researcher recommended that the pupil should try to ask politely their parents to buy them the necessary school equipments like textbooks and any other scholastic material.
7. There should be more awareness and institutionalization of the notion of motivation to Uganda's teachers and central division in particular, so that they can readily know its importance on staff performance and hence yield results.
8. The **MOES** should be made aware that however much they want performance, they should motivate teachers in rural areas not only focusing on the easily accessible urban

teachers, so as to comparatively attain a reputable standard of academics and UPE program in general in Uganda.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

The researcher concentrated much on the variables with the topic; “Teacher motivation and academic performance of pupils in UPE schools in central division, Mityana district” and the results of the study revealed inadequate motivation of teachers and consequently low performance. Therefore the researcher came up with the following suggestions:

- A replica of the same study to investigate strategies that can be implemented to improve teacher motivation and performance in primary schools is necessary.
This should be made in other departments concerned with what motivates teachers like about why teachers’ salaries delay, why they are low e.t.c in all schools.
- Other studies be conducted in other areas of Mityana District and other districts in Uganda. This will help to establish the general overview of the effectiveness of the UPE program in the country.

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APPENDICES

APPENDIX A: BUDGET

	PARTICULARS	COSTS
i.	Draft proposed	40,000
	Secretarial service	40,000
	Movements	10,000
	Internet	10,000
	Miscellaneous	
	Sub Total	100,000
ii.	Instrumentation	120,000
	Secretarial services	15,000
	Movements	74,000
	Miscellaneous	
	Sub Total	101,000
iii.	Field study travel	100,000
	Secretarial services	123,000
	Data analysis	34,000
	Feeding	20,000
	Miscellaneous	56,000
	TOTAL	534,000

APPENDIX B: QUESTIONNAIRE

Kampala international university

college of education open, distance e-learning

Dear respondent, I request you to kindly fill in this academic purpose based questionnaire intended to study teacher motivation and academic performance of UPE pupils in central division sub-county, Mityana District.

SECTION A. about you

1. What is your gender? (Tick)

Female ☐ Male ☐

2. What age range do you belong to? (Tick)

18-25years ☐ 25-35years ☐

35-45years ☐ 45-55years ☐ 55 and above years ☐

3. What is your religion? (Tick)

Catholic ☐ protestant ☐

Moslem ☐ others ☐

4. What is your level of education? (Tick)

Degree ☐ Diploma ☐

Certificate ☐ S.6 ☐

5. What is your teaching experience? (Tick)

1-3 years ☐ 3-5 years ☐

5-7 years ☐ 7-10 years ☐ 10 years and above ☐

SECTION B: About your school

6. UPE is Universal Secondary Education

True ☐ False ☐

7. Is your school a UPE beneficiary? (Tick)

Yes ☐ No ☐

8. How many classes are there in your school? (Insert a number)

9. What class(s) do you teach? (Insert a number)

10. How many pupils are there in your class? (Insert a number)

11. What is the total number of pupils in your school? (Insert a number)

12. How many pupils sat for PLE in your school: (Insert a number)

13. What was their performance in terms of grades? (Insert a number)

Division 1 Division Division 3 division 4

Fail

14. What do you think was the cause of this performance? (please assign the number in order of preference from 1-10, 1 being the strongest point and 10 being the weakest point)

☐ Teachers' salary payment

☐ Time management

☐ School facilitation by the administration

☐ Working conditions of teachers

☐ Government facilitation

- ☐ Teachers' incentives and fringe benefits
- ☐ Study environment
- ☐ Pupils' family background
- ☐ Distance travelled from home by pupils

SECTION C. About your motivation

15. Motivation is mainly about proving a suitable work-life balance for teachers

Do you agree?

Strongly agree ☐

Agree ☐

Disagree ☐

Strongly disagree ☐

Don't know ☐

16. Are you motivated to teach in your schools? (Tick)

Yes ☐ No ☐

17. If yes, what has motivated you? (List as many as you can)

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18. If no, what has demotivated you? (List as many as you can)

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19. Has your motivation contributed in any way to the academic performance of the pupils in your school?

Yes ☐ No ☐

20. If yes how?

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21. In your own opinion, how best can teachers be motivated to ensure good performance of pupils?

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22. Has the UPE program in anyway enhanced good performance of pupils?

Yes ☐ No ☐

23. If yes how?

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APPENDIX C: INTRODUCTORY LETTER



To whom it may concern.

This is to introduce to you Mr. Kibalama Andrew, a student of Kampala International University from the College of Education Open, Distance and E- Learning.

He is requesting to carry out a research study in your school under the theme “**Teacher motivation and academic performance of UPE pupils in central division, Mityana District, Uganda**”.

Your assistance is highly acknowledged.

Yours sincerely

Signature:

.....
HEAD OF DEPARTMENT

APPENDIX D: KEY INFORMANT INTERVIEW GUIDE

My name is Kibalama Andrew, a student at Kampala International University, pursuing a Bachelor's degree in arts with education (1153-07234-01509). I am carrying out research on teacher motivation and academic performance of pupils in UPE schools in central division Mityana District Uganda. I kindly request you to provide me with information. It will be treated as confidential and used for academic performance only.

Title of the key informant _____

1. What kind of intrinsic motivators do teachers have in this school (schools in central division)?

2. Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.

3. What form of extrinsic motivators do teachers have in this school (schools in central division)?

4. Do you think these motivators are sufficient to ensure good performance of teachers? Support your answer.

5. Comment on the performance of teachers in this school/Division?

6. What problems do teachers face in this school/Division?

7. What do you think can be done to improve teacher motivation in this school/Division?

8. What do you think can be done to improve teacher performance in this school/Division?

END

Thanks for your cooperation.

APPENDIX E: FOCUS GROUP DISCUSSION CHECKLIST

Time: 30min to 1 hour

Moderator: Researcher

Recorder: Researcher

QUESTIONS

1. What form of intrinsic motivators do teachers have in your school?
2. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer.
3. What form of extrinsic motivators do teachers have in your school?
4. Do you think these motivators are sufficient to ensure good performance of teachers?
Support your answer.
5. Comment on the performance of teachers in this school/Division.
6. What problems do teachers face in this school/Division?
7. What do you think can be done to improve teacher motivation in this school/Division?

What do you think can be done to improve teacher performance in this school/Division?