

**MOTIVATION AND TEACHER'S PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS IN UGANDA:**

**A CASE STUDY OF BUDAKA DISTRICT**

**BY**

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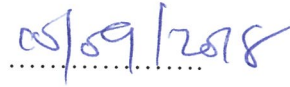
### DECLARATION

I Daka Rashid do hereby declare that this proposal is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

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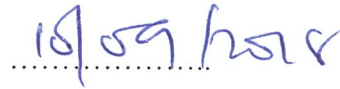
### APPROVAL

This dissertation has been submitted for examination with my approval as University Supervisor.

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MS. NAKIRYA MARGARET

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I trust the feedback and content of this study will be of great use to Ugandans and policy makers in education ministry as we endeavor to take it to the next level of educational transformation. God bless you all.

### **LIST OF ACRONYMS**

BOMS:	Board of Management
DEO:	District Education Officer
PSS:	Public Secondary Schools
SMC:	School Management Committee
SSA:	Sub Saharan Africa
TSC:	Teachers Service Commission
UCE:	Uganda Certificate of Education
USE:	Universal Secondary Education

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## **ABSTRACT**

Motivation represents an employee's desire and commitment, which is manifested in job performance. That is, job in high motivation (intrinsic) and hygiene (extrinsic) factors leads to high performance and few complaints among teachers. The purpose of this study was to examine the Effect of Motivation on Teachers' Performance in Uganda Education institutions; A Case of Public Secondary Schools in Budaka District Uganda. A descriptive research design which incorporated quantitative and qualitative approaches was adopted to investigate motivation factors that influence teacher's performance. A survey was carried out with 100 respondents including ordinary teachers, department teachers and head teachers in public secondary schools in Budaka District, Uganda. In addition, in depth interviews were carried out with head teachers. Data was analyzed by using descriptive statistics of SPSS package. The study revealed that the motivation for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. The study further revealed that the majority of teachers were motivated by intrinsic factors, while a small percentage by extrinsic factors despite the fact that salary was inadequate. Furthermore, although not all extrinsic motivation factors (such as free meals, regular salary payment, leave of absence, free accommodation and weekly allowances) were available to teachers, the majority of teachers were concerned more about the inadequacy of current salary levels to meet their basic needs. The study recommends immediate increase the salary of secondary school teachers to match increases in the cost of living, provision of accommodation to teachers and strengthening of supervision. The study also suggests areas for research and these included but not limiting to investigation of innovative teachers' motivation strategies, students' satisfaction with relation to teachers' performance and extension of the same study of other regions in Uganda before generalization of results.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter contained the background of the study, basic variables of the study, statement of the problem, purpose of the study, research objectives, research questions, and hypothesis of the study, scope of the study and significance of the study.

#### **1.1. Background of the study**

Teacher's motivation became an important issue given their responsibility to impart knowledge to learners. It was argued that satisfied teachers were generally more productive and influence students' achievement (Mertler, 1992). Motivation guides people's actions and behavior towards achievement of some goals (Analoui, 2000). In work and other contexts, therefore, motivation was often described as been "intrinsic" or "extrinsic" in nature (Sansone and Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan and Deci, 2000). Extrinsic motivation, on the hand, results from the attainment of externally administered rewards including pay, material possession, prestige, and positive evaluations among others.

#### **1.2 Basic Variables of the Study**

The basic variables of the study were motivated by teachers' performance. Motivation was a psychological feature that arouses an organism to act towards a desired goal and elicit, controls and sustains certain goal-directed behaviors. It was literally the desire to do things. It's the difference between waking up before dawn to pound the pavement and lazying around the house all day.

The study was guided by the theory of expectancy which states or proposes that an individual who decides to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. In essence, the motivation of the behavior selection was determined by the desirability of the outcome. However, at the core of the theory was the cognitive process of how an individual processes the different motivational elements. This was done before making the ultimate choice. The outcome was not the sole determining factor in making the decision of how to behave.

Victor H. Vroom (1964) defined motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by an individual.

Performance on the other hand was an accomplishment of a given task measured against a perfect known standard of accuracy, completeness, correctness and speed. Employee performance was the job related activities expected of the workers and how well those activities were executed.

### **1.3 Problem statement**

Omari (2013), on his comparative study focusing on the performance of teachers in public schools and private ones in Uganda, observed that teachers in private schools tend to perform better than those in public institutions. Reporting from his study based on factors in students' performance in National Examinations in public secondary schools in Budaka District, Oguta (2012) observed that performance of an individual teacher directly corresponds to the performance of learners in National Examinations, and that the level of motivation of teachers significantly influenced their general performance.

While giving a report on teachers' job performance in public secondary schools in Budaka District Quality Assessment Report (2013), established that there was serious laxity among the teachers in preparing professional and the necessary teaching documents, such as schemes of work, lesson plans and lesson notes. Moreover, it was also observed that more teachers were irregular in their places of work, supervision of school activities was equally inadequate and learners were insufficiently attended to, as most of these teachers felt demotivated. This study therefore sought to investigate the influence of motivation on teachers' job performance in public secondary schools in Budaka District.

### **1.4 The purpose of the study**

The purpose of the study was to examine the effect of motivation on teachers' performance with specific reference to Budaka District.

### **1.5 Objectives of the study**

- i. To assess the relationship between motivation and the performance of secondary school teachers in public schools in Budaka District.

- ii. To investigate the effect of motivation on the performance of secondary school teachers in Budaka District
- iii. To examine the solutions for demotivated teachers in Budaka District

### **1.6 Research questions**

- i. What was the relationship between motivation and the performance of secondary school teachers in public schools in Budaka District?
- ii. How does motivation affect the performance of secondary school teachers in Budaka District?
- iii. What are the solutions to demotivated teachers in Budaka District?

### **1.7 Hypothesis of the study**

The hypothesis of the study was that lack of motivation for teachers demoralizes them towards performance. A teacher who was not motivated either intrinsically or extrinsically was not self-driven to perform towards his or her expectation. The policy makers in the education sector would therefore try to motivate teachers in order to improve their performance. The motivation can be in the form of salary increment, free medical treatment, free accommodation, promotion, recognition, etc. If teachers are motivated, they will be self-driven to perform the way they are expected.

### **1.8 Scope of the study**

#### **1.8.1 Geographical scope**

The study was carried out in selected Public Secondary Schools in Budaka District. The district has been selected for study because of the decline in teacher performance as reported in the Budaka Head teachers Association meeting held on 25/3/2016. This was after the release of the UCE Examination results for 2016 which ranked Budaka as one of the worst performing districts in Uganda.

#### **1.8.2 Subject scope**

Regarding its content scope, the study was to investigate whether motivation of secondary school teachers in public schools affect their morale to perform as well as the effect of intrinsic and extrinsic motivations on their performance. Indicators of intrinsic motivation was to include job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive

nature of teaching, recognition, career development, etc. On the hand, ~~extrinsic~~ motivation was to include externally administered rewards like salary, free accommodation, free meals, weekly duty and extra allowances, free medical care.

### **1.8.3 Time scope**

The study took three months starting from March to May2018 because at this time the schools had opened for First term which helped the researcher to get responses from the right people.

### **1.9 Significance of the study**

This study was of importance in this era of Universal Secondary Education, especially that, Uganda needs motivated staff if performance was to be enhanced at this level. The study therefore sought to explore possible strategies for improving school management and administration.

The study was important to policy makers and secondary education sector as it identified major strategies to modify behavior of teaching staff towards their job performance.

It was hope that this research study was significant to teachers in Public Secondary Schools in Budaka District, for they would gain information on how to improve their performance in various engagements.

Teachers at different levels of education, basic, tertiary, as well as higher education would equally benefit significantly from the study results by obtaining best human capital management practices to enhance job performance, for the benefit of both individual worker and the organization.

The study was significant to the management of public schools to gain insights into measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

The government also stands to benefit from the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

The findings also may help the Board of Management (BOMS) in providing rewards that give teachers impetus to work harder and facilitate students' performance.

#### **1.10 Definition of Terms**

**Training:** refers to subsequent training orientations embraced by teachers continually to equip them with the new trends in the field of education.

**Motivation:** refers to the drives, both internal and external to a person and are given to reinforce behavior.

**Promotion:** refers to a process of arousal and internal satisfaction in which the teachers is continually up graded over time by way of salary increment and higher level of responsibility.

**Public school:** refers to a school developed and maintained by public fund from the government, parents and community.

**Teachers' job performance:** refers to how the teachers respond to duty in terms of punctuality in attending lessons, giving and marking assignments, syllabus coverage, preparation of professional documents, supervising school activities and being regular in schools.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature was reviewed according to study objectives which included the effect of motivation on the performance of teachers and how it affects their morale for teaching.

#### **2.1 Theoretical Framework**

This study was grounded on McClelland's Achievements Theory (1986). This theory was considered suitable since the study was based on motives that drive teachers to perform tasks in certain ways which was also McClelland's major preoccupation in the theory.

According to Orodho (2009) theoretical framework refers to a collection of interrelated ideas based on theories attempting to clarify why things are the way they are based on theories, introducing new view of the research problem, allowing understanding realm of the problem, helping conceptualize the topic in its entirety and to acknowledge the problem from a wider perspective for objectivity. In many fields, theories and propositions about concepts and relationships have been formulated. In such field, the researcher may be interested in ascertaining or testing a particular theory, Best and Khan (2008). Motivation was defined as all the tensions and inner energies and drive that move people to behave in particular ways, it is concerned with the 'why' of human behavior and explains why people behave in certain ways, Angela (2006). McClelland developed the theory which classified people's need within the organization in three categories which he called motivational needs; need for affiliation, achievement and power.

Need for affiliation, was associated with teachers at the lower level of the organizational hierarchy and meant that human beings need meaningful relationship and places of work are considered to provide the ground upon which workers seek to strike worthy relationship. Need for achievement was associated with middle-level teachers and entails workers desire to be seen as achieving more to the organization. Need for power was associated with the top management and observe that teachers at this level are driven by strong desire to alter the Course of events or

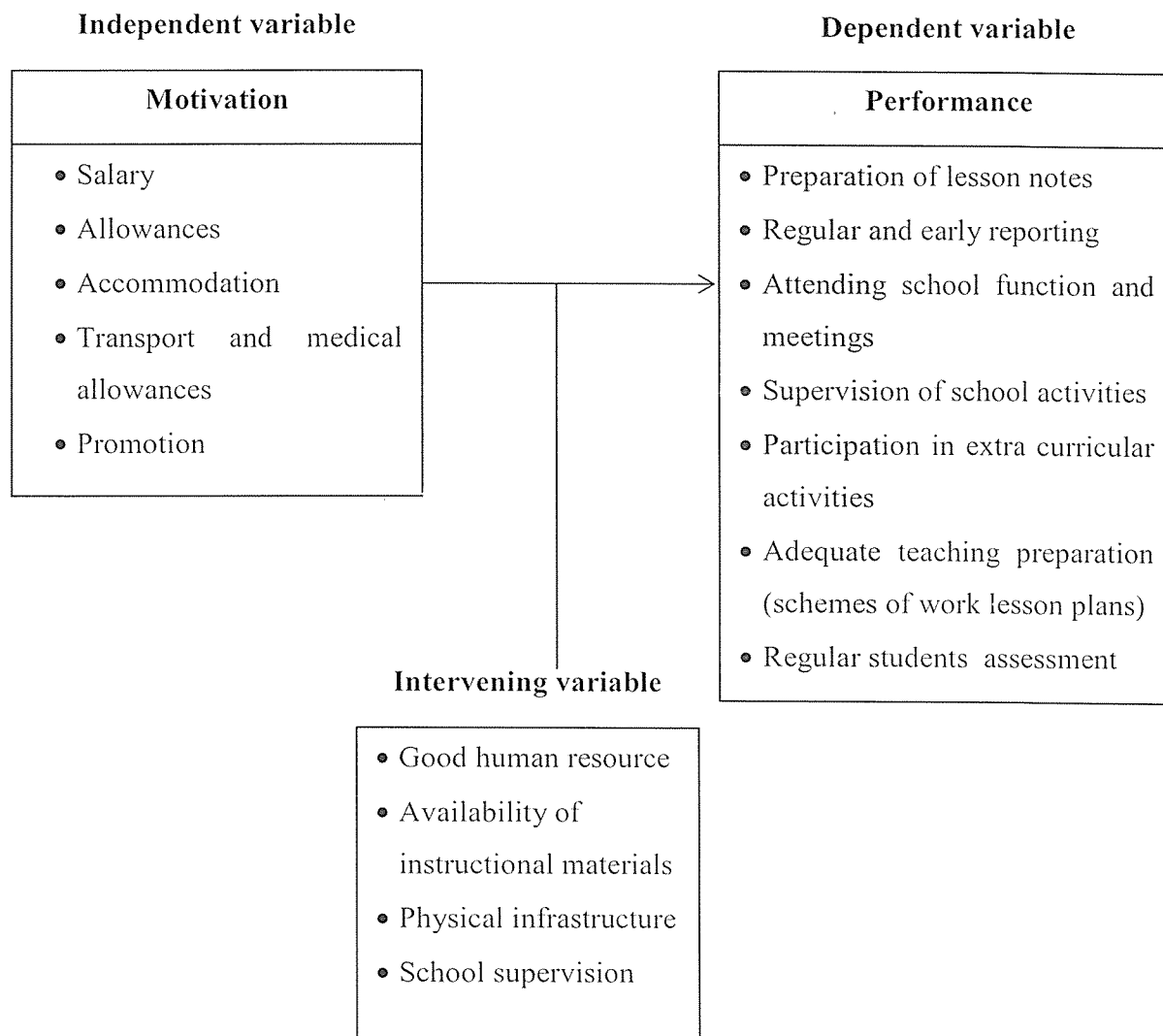
make strong impression on others and events hence want to be in control of situations and people.

Connecting achievement theory to this study, the researcher noted that motivation plays a significant role in influencing teachers' performance ,as each of the study variables; teacher' in-service training, teachers' promotion, and the working environment, is basically seen as a motivation with significant influence on teachers' job performance. In order to increase teachers' job performance in public Secondary Schools, teachers at every level in the hierarchy of the School administration must be made to feel that their needs are catered for in order to get motivated for higher performance. Management should also appreciate that workers ought to be treated on the basis of their needs rather than universally to boost their performance.

## **2.2 Conceptual Framework of the Study**

A conceptual framework referred to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically, Mugenda (2003).The study's conceptual framework was regarded as significant for it assists the researcher to quickly perceive the relationship established. The conceptual framework of the study is illustrated in figure below

**Figure 1.1: Conceptual Framework**



In the conceptual framework in figure above, the teacher is perceived to experience motivation which eventually leads to high morale for increased job performance. Such motivations include in-service training, improvement of working conditions and promotion of teachers. The ability of teachers to effectively perform tasks will significantly depend on the level of motivation, as each of the motivating drives will positively influence their commitment on tasks and assignments.

## **2.3 Review of related literature**

### **2.3.1 Motivation**

Motivation was defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone was different like perception, attitude of everyone was different. For example a person feels hungry, and as a response that particular person has to eat so the feelings of hunger get diminished. Adelabu (2005) found in Nigeria that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers was that they have low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity to develop their career.

### **2.3.2 Concept of Performance**

Performance was something, a single person does. Performance of the teachers in schools is highly affected by motivation. Teachers when motivated their performance automatically reach towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. Motivation is a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. The idea that motivated teachers are more productive held through the 1970s. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance.

### **2.3.3 Employee Performance**

Griffin (2005) explored that the performance of an individual is determined by three factors; motivation, work environment and ability to do work. Chandrasekhar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style.

Organization success can only be achieved by the satisfied and motivated teachers and good leadership (Malik, Danish, & Usman, 2010) Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

#### **2.3.4 Relationship between Motivation and Employee Performance**

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so teachers are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the teachers positively or negatively. As in organization different teachers from different culture and background and with different languages so there thinking level is also different. When organization do not make a proper culture in organization so definitely teachers will feel stress because of bad communication in between teachers and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

According to Nadeem, et.al (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance. The level of motivation of teachers reduced, when there is a poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relation between motivation and working performance of teachers, i.e., the greater the level of motivation the higher will be the teacher's job performance or if provide a high level of motivation to a teachers then their job performance will be increase. The main benefits of motivation are that the organization can use the human resources in an appropriate way, for this the employee are willing to work itself. It brings teachers satisfaction and the goals can be achieved on time in organization. In this way, the efficiency increases and its cost become reduced.

Bishay (1996) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. While Alam, and Farid, (2011) found that mostly teachers experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be

given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job.

### **2.3.5 Effect of motivation on performance in secondary schools teachers**

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Benn ell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference'.

In Uganda, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities. Cheptoe (2000) carried out a study to establish whether job satisfaction influences performance among academics at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teacher's on performance. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in secondary schools of Budaka District. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation of teachers' on child performance in Budaka District.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers.

Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004:43).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of secondary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Secondary school teachers in SSA are usually considerably younger than secondary school teachers.

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective



incentives and sanctions. This is particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards students) by school managements because it is very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation is also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labor process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

#### **2.3.6 Solutions to demotivated teachers**

A reward like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Budaka District), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Consequently, this study examined the effect of motivation on the performance of teachers in public secondary schools in Budaka District.

Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like “we are treated as children”. The extent to which teacher grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are “acting” for very long periods. Effective management training programs for head teachers are necessary to lead to noticeable improvements in teacher behavior and performance.

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and

enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for teachers to perform and have better results they must be motivated by a token of appreciation.

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses. On the other hand, Farrell (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demotivation of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of motivation on the performance of teachers in public secondary schools in Budaka District was necessary.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employee's performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of teachers in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of teachers. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all

teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers. Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2006). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was used in the study. This includes research design, area of study and target population, and selection of respondents, data collection methods, data quality control, and ethical issues and data analysis.

#### **3.1 Research Design**

The study used a descriptive research design because of the nature of the variables that are at hand. The research adopted both qualitative and quantitative research designs. The qualitative technique helped in gathering and evaluating data on respondent's preferences, contextualization, interpretation, attitudes, opinions and behavior while the quantitative research gathered information using a constructed questionnaire, interviews and focus discuss groups. This helped in understanding a number of phenomenons such as generalizability, prediction and causal explanations. The descriptive research technique involves graphical, tabular and parametric descriptions if necessary.(White, 2000).

#### **3.2 Study Area**

The study area was selected public schools in Budaka District. Budaka District has about nineteen secondary schools, nine government aided schools, ten private secondary schools. The study area was considered appropriate because of the low performance of teachers despite the various monetary and non-monetary motivators given to them.

#### **3.3 Study Population**

The study was carried out among teachers in 5 public secondary schools in Budaka District. The teachers to be considered are graduates, and diploma holders in education since these are considered to be qualified teachers.

#### **3.4 Sample size**

Overall, 50 respondents participated in the study 36 teachers as primary respondents; 9 head teachers and 1 DEO as key informants as well as 6 SMC members as focus group discussion participants).

### **3.5 Sampling techniques**

The sampling techniques described the selection of schools that participated in the study as well as respondents. This is presented in the subsequent sections.

#### **3.5.1 Selection of schools**

A list of some secondary schools in Budaka District was obtained from the District Education Office and used as the sampling frame. Stratified sampling was used to select schools for study. Secondary schools were categorized according to location, hence schools away and central Budaka for example Budaka SS, Bugwere high school,, kamankoli college, lyama seed secondary school, iki-iki SS extra. By stratifying secondary schools according to location, it facilitated comparison of motivators and teacher performance in each location.

#### **3.5.2 Selection of respondents**

The respondents of the study included teachers as primary respondents head teachers District Education Officer and SMC members. Simple random sampling to select teacher respondents. A total of 30 teachers (primary respondents) from 5 secondary schools in Budaka District participated in the study. Their selection involved simple random sampling. Specific attention was paid to include both male and female teachers in the study sample.

The process of simple random sampling involved writing all names of teachers in each school on pieces of paper that was folded put in a container and mixed up together. One paper was picked at random without replacement. The name of a teacher on the picked paper was the one to be included in the study.

The 5 head teachers were purposively selected as well as one District Education Officer. However, 6 members of the 24 school management committees also participated in one focus group discussion. SMC members participated in the study to represent parent's views regarding teacher performance in schools. The DEO participated in the study because he is the government representative and supervisor education standards and welfare of teachers in the Division. Teachers on the other hand, are implementers of effective teaching where they are expected to exhibit a high degree of performance.

### **3.6 Data Collection Tools**

A number of tools were used during collection of data. Both primary and secondary data was collected and the major tools to be used include:

#### **3.6.1 A Self administered questionnaire**

A self administered questionnaire was the major instrument that was used in data collection. Questionnaires were administered to about 30 secondary school teachers. This helped to gather quantitative and qualitative information regarding the intrinsic and extrinsic motivators for teachers and how they affect their performance in secondary schools in Budaka District. The questionnaires comprised of both closed and open-ended questions formulated by the researcher.

#### **3.6.2 Key informant Interview guide**

Key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in depth interviews included 5 head teachers as well as one DEO. This was purposely intended to get more information about the effect of motivation on teacher performance and compare it with that given by teachers.

#### **3.6.3 Focus Group Discussion**

One focus group discussion composed of 6 SMC members was organized at Budaka District Headquarters to capture views of parents' representatives regarding the way teachers are motivated as well as their performance in primary schools. A focus group discussion checklist was used to guide the discussion.

### **3.7 Documentary Review**

The main sources of secondary data included the following: school reports to District education office, teacher welfare committee minutes, Internet surfing, reviewing of magazines, newspapers, reports and publications, public records and statistics. For orientation in the field, existing data sets like Budaka District local government records, census report, statistical abstract and textbooks was consulted. From these sources, location of the study area, population characteristics and existing literature related to the topic was obtained.

### **3.8 Data quality control**

Validity and reliability of the research instrument are measured as follows:

### **3.8.1 Validity of Instruments**

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions are designed, they pre-tested to a tenth of the teachers in the sample. This helps to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

### **3.8.2 Reliability**

Reliability is the extent to which the measuring instruments are to produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Amin, 2005). The study administered one type of questionnaire to teachers and using Cronbach reliability test.

### **3.9 Data analysis**

Data from the semi-structured interviews were entered in a computer and Statistical Package for Social Scientists (SPSS) programmer used to analyze it. The percentage number of respondents according to variables such as; sex, age, type of motivation and so on was computed and presented using tables. The effects of intrinsic and extrinsic motivation on the performance of teachers are to be established using Pearson Product Moment statistical method. Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from focus group discussions were recorded, organized, interpreted and presented and discussed.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

This chapter focused on an in-depth data analysis, presentation, interpretation, and discussion. Data analysis was done against the backdrop of the key study variables: the relationship between motivation and the performance of secondary school teachers, the effect of motivation on the performance of secondary school teachers, the solutions for demotivated teachers in Public Secondary Schools in Budaka District.

#### 4.1 Demographic Characteristics of Respondents

This section features the respondent's demographic characteristics that were considered significant to the study. Such demographic features include sex, age, and level of education, marital status and the duration of service. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards commitment to job performance, hence exposing human drives which may compel them in executing their duties.

##### 4.1.1 Questionnaire Return Rate

Copies of the questionnaire were administered to the respondents by the research assistants, while closely being supervised by the researcher and the following return rate registered as illustrated in table 1.

**Table 1: Questionnaire return rate**

Target population	Sample size	Return rate	Return percentage
1567	157	100	63.6%

Table 1 reveals that out of the 157 copies of questionnaire administered to the respondents, 100 were received back duly completed giving rise to a response rate of 63.6%. Response rate refers to the percentage of subjects that respond to a questionnaire. A response rate of 50% is deemed adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is very good, Mugenda (2003).



In this respect, the study therefore returned an excellent questionnaire response rate. This was attributed to the fact that copies of the questionnaire were administered and collected back by two well trained and motivated research assistants, who consistently distributed the copies of the questionnaire to the respondents in batches of ten until all were administered. The research assistants emphasized to the respondents the need to fill the questionnaire as instructed, as well as assisting some in completing the questionnaire in cases of either commitment or other forms of incapacities.

#### 4.1.2 Characteristics of the Respondents by Age

The researcher assumed that the age diversity of the respondents would be of great significance to the study on grounds that unemployment was rampant in the country; hence younger people were relatively few in the public sector. Moreover, age variations of the respondents could also correspond to their commitment to job performance, as young teachers may take much time to settle in respective engagements and are likely to be less committed to job performance than elderly teachers. The respondents were subsequently requested to complete the questionnaire indicating their ages and their responses recorded in table 2

**Table 2: Age characteristics of respondents**

Age in years	Frequency	Percentage
Below 25	14	14%
25-34	22	22%
35-44	40	40%
45 and above	24	24%
<b>Total</b>	<b>100</b>	<b>100%</b>

Indicated in table 2, 14 (14%) of respondents whose questionnaire copies were received fell below 25 years, 22 (22%) in the age of 25-34years, 40 (40%) were in the age of 35-44, with 24 (24%) being above 45 years. The statistics in table 2 imply that more relatively elderly teachers than younger ones formed the bulk of the teaching fraternity in public secondary schools in Budaka District, a sign that most of these were already carrying heavy burden of providing for their families, hence may be less committed to school duties for additional income. However, public secondary schools seem to have old teachers with an optimum age bracket being 35-44 years. This is the age period within which individuals become stable in their jobs and are less

inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion.

#### 4.1.3 Characteristics of the Respondents by sex

This feature was considered crucial to the study for the researcher intended to establish whether sex differences would significantly influence teachers' job performance in public secondary schools in Budaka District, owing to social gender roles that could be at variance with the prevailing working environments. In the light of this eventuality, the respondents were asked to complete the questionnaire indicating their sex and table 3 displays their responses.

**Table 3: Characteristics of the respondents by sex**

Sex	Frequency	Percentage
Male	47	47%
Female	53	53%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 3 depicts that of the 100 copies of questionnaire completed by the respondents, 47 (47%) were males and 53 (53%) were females. Reflected in table 3 is that, teaching at a secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence envisaged was not clear. However, females being responsible for a lot of other family chores were likely to be less committed in their formal duties in contrast to the male counterparts.

#### 4.1.4 Marital Status of the Respondents

This characteristic was of great importance to the study as it would help to reveal the extent to which marital status of the respondents would influence commitment to job performance on the premise that, single and married teachers being taken care of by other responsible male care takers, were likely to be less committed to their job performance than widowed female teachers whose efforts would count greatly in obtaining means of survival. In the light of this probability, the respondents were then asked to complete the questionnaire indicating their marital status and their responses were captured as illustrated in table 4

**Table 4: Marital status of the respondents**

Marital status	Frequency	Percentage
Single	12	12%
Married	59	59%
Widowed	21	21%
Separated	08	08%
<b>Total</b>	<b>100</b>	<b>100%</b>

In table 4, of the 100 copies of questionnaire duly completed by the respondents, 12(12%) were single, 59 (59%) were married, 21(21%) were widowed and 08(08%) being separated, with 26(21.67%) having fallen on other marital orientations. The statistics in the table reveal that majority of the teachers were married and hence would have been expected to get much committed to their job performance as a way of fending for their dependents.

#### **4.1.5 Characteristics of the Respondents by Level of Education**

In the study, the researcher believed that level of education would significantly influence individual teacher's commitment to job performance, having been conditioned by strong professional ethics and codes of conducts governing any professional engagement. In this respect, the respondents were asked to fill the questionnaire stating their level of education and table 5 displays their responses.

**Table 5: Characteristics of the respondents by level of education**

Level of education	Frequency	Percentage
Certificate	14	14%
Diploma	16	16%
Degree	66	66%
Others	04	04%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 5 reveals that 66 (66%) of the respondents had acquired education at a degree level, 16 (16%) had diploma, 14 (14%) obtained certificate and 04 (04%) had other forms of education. The impression created by these statistics is that secondary school level teaching is a confine of

teachers with degree level, yet job performance was insufficient and hence ought to be properly motivated for increased commitment to improve job performance.

**4.1.6 Characteristics of Respondents by Duration of Service**

In this study, it was assumed that the duration of time served in a particular learning institution would influence commitment to job performance. In this respect, young teachers on probation tend to commit their time on assigned duties to be confirmed.

Similarly, teachers at the verge of promotion also work hard to achieve the desired promotion. However, teachers whose terms of service have advanced to retirement may put little efforts in their duties. On account of this eventuality, the respondents were requested to complete questionnaire stating their duration of service and their responses were noted as illustrated in table 6

**Table 6: Characteristics of respondents by duration of service**

Duration of service	Frequency	Percentage
Below 1 year	08	08%
1-3	11	11%
4-6	23	23%
7-9	28	28%
Above 9 years	30	30%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 6 reveals that, of the 100 respondents whose questionnaire copies were received, 08(08%) stated having served for below 1 year, 11(11%) had served for 1-3 years, 23 (23%) indicated 4-6 years, with 28 (28%) stated 7-9 years and 30(30%) having served for a duration above 9 years. Implied by the statistics in table 6 is that most teachers had served for relatively long period of time, hence may have become complacent in their job performance.

**4.1.7 Characteristics of the Respondents by School Categories**

The type of school an individual teacher serves in could significantly influence commitment to assigned duties, for certain schools offer more conducive environment for job performance than others. In the light of this eventuality, the respondents were requested to complete the questionnaire stating the school category served in and table 7 displays their responses.

**Table 7: Characteristics of the respondents by school categories**

School categories	Frequency	Percentage
Boarding girls	12	12%
Boarding boys	17	17%
Mixed day	52	52%
Mixed boarding	19	19%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 7 indicates that of the 100 respondents who filled the questionnaire, 12(12%) were teachers in boarding girl schools, 17(17%) in boarding boys schools, 52 (52%) served in mixed day schools and 19(19%) were teaching in boarding mixed schools. By implication, majority of the teachers were drawn from mixed day schools that are associated with insufficient resources, hence were unlikely to work in conducive environment for enhanced job performance.

#### **4.2 The relationship between motivation and the performance of secondary school teachers in public schools.**

The relationship to which teachers are motivated is represented in the tables and graphs below.

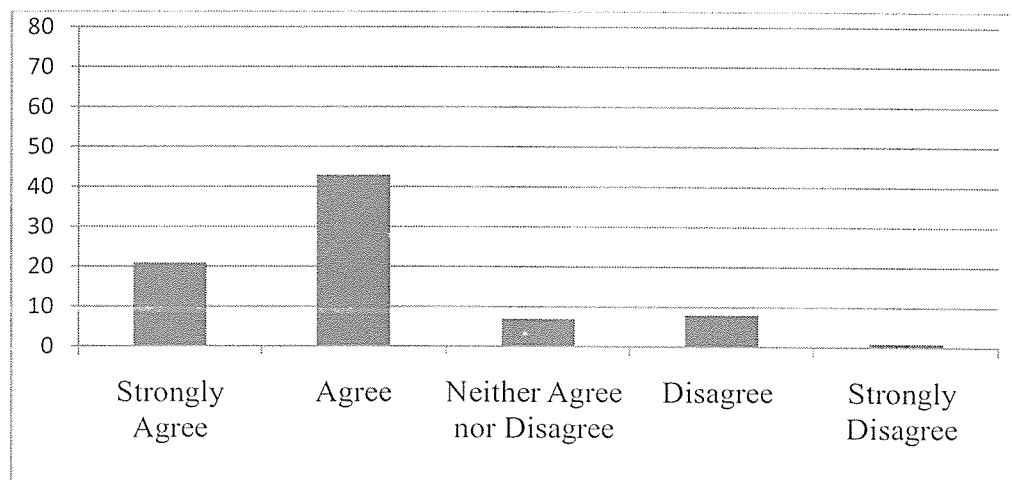
**Table 8: Level of satisfaction with the working culture of the schools**

Level of satisfaction	Frequency	Percentage
Highly satisfied	24	25
Satisfied	23	23.7
Average	33	36.2
Dissatisfied	8	5
Highly dissatisfied	12	10
<b>Total</b>	<b>100</b>	<b>100</b>

In response to level of satisfaction with the working culture of the organization, 24(25%) were highly satisfied, 23 (23.7%) were satisfied, 33(36.7%) said it was average and 8 (5%) were

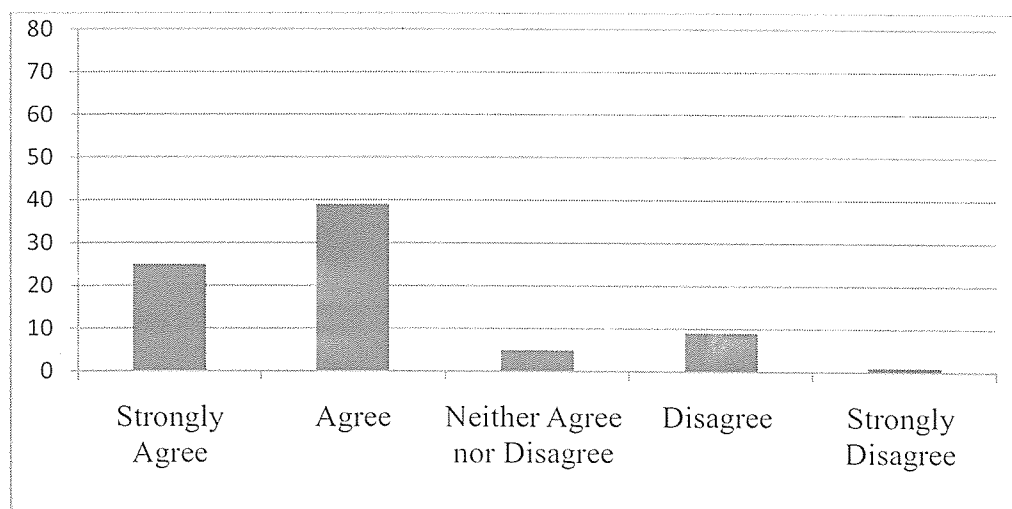
dissatisfied, 12(10%) were highly dissatisfied. The majority was highly satisfied and the minority was dissatisfied.

**Figure 1: Visibility with top management is important to teachers.**



As to the Visibility with top management is important to teachers, 21% said that they strongly agree, 42% said that they agree, 8% said that they neither agree nor disagree 9% said that they disagree and 1% said that they strongly disagree. The majority of the respondents said agree and the minority said that strongly disagree.

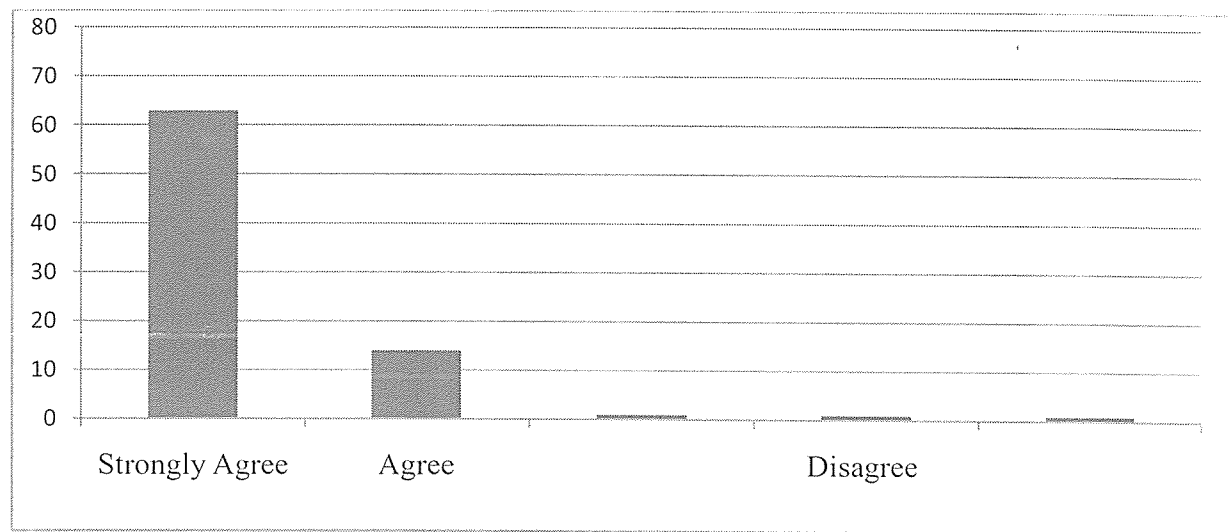
**Figure 2: Superiors always recognizes the work done by teachers**



As to the superiors always recognizes the work done by teachers, 26% said that they strongly agree, 39% said that they agree, 5% said that they neither agree nor disagree 9% said that they

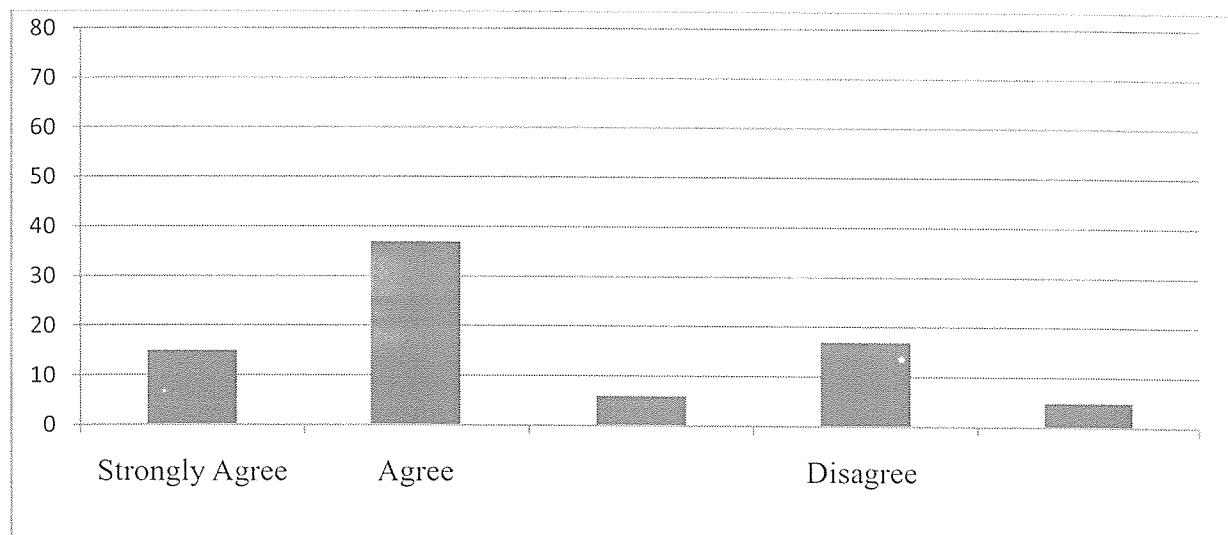
disagree and 1% said that they strongly disagree. The majority of the respondents said agree and the minority said that strongly disagree.

**Figure 3: Job done gives a good status.**



As to the job done gives a good status, 62% said that they strongly agree, 14% said that they agree, 1% said that they neither agree nor disagree 1% said that they disagree and 1% said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that they neither agree nor disagree, disagree and strongly disagree.

**Figure 4: Satisfied with the responsibility and role at work**



As to the satisfied with the responsibility and role at work, 15% said that they strongly agree, 37% said that they agree, 5% said that they neither agree nor disagree 17% said that they

disagree and 4% said that they strongly disagree. The majority of the respondents said agree and the minority said that they neither agree nor disagree.

**Table 9: Factors which motivates teachers most**

Factors	Frequency	Percentage
Salary increase	42	47.5
Promotion	27	28.7
Leave	13	11.2
Motivational talks	7	3.7
Recognition	11	8.7
<b>Total</b>	<b>100</b>	<b>100</b>

The respondents cited salary increase as the which motivates teachers most with 42(47.5%), followed by promotion which has 27(38.8%), followed by leave having 13(11.2%), followed by recognition having 11(8.7%) and finally motivational talk which as 7(3.7). the majority of the respondents said that salary increase is the factor which motivates teachers.

#### 4.3 The effect of motivation on the performance of secondary school teachers

The impact of motivation to teachers on job performance is represented in the tables and graphs below.

**Table 10: Number of years been worked in this school**

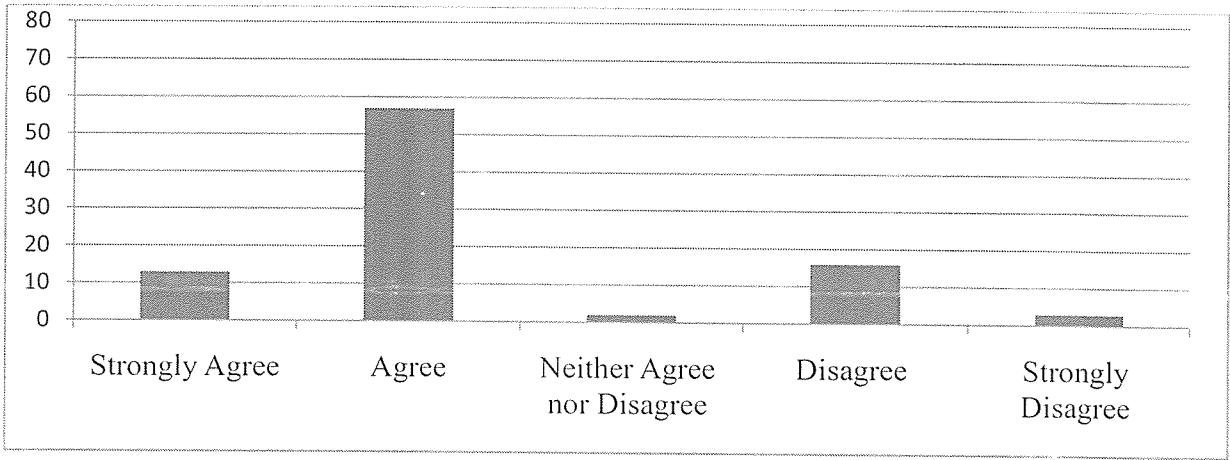
Number of years	Frequency	Percentage
0 – 5	24	23.7
6– 10	51	57.5
11 – 15	13	10
More than 15 years	12	8.7
<b>Total</b>	<b>100</b>	<b>100</b>

In response to number of years been worked in this organization, 19(23.7%) had worked between 0 – 5, 46 (57.5%) had worked between 6-10, 8(10%) had worked between 11 – 15 and 7 (8.7%)



were between more than 15 years. The majority was between 6 – 10 and the minority was more than 15 years.

**Figure 5: Top Management is interested in motivating the teachers**



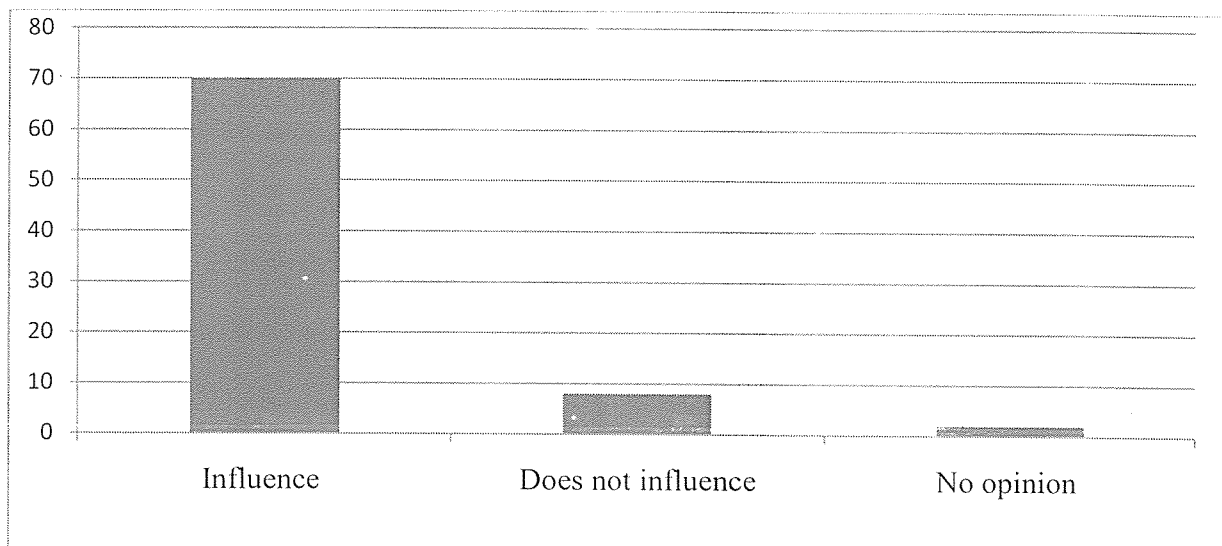
As to the top Management is interested in motivating the teachers, 12% said that they strongly agree, 58% said that they agree, 1% said that they neither agree nor disagree 17% said that they disagree and 2% said that they strongly disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Table 11: Type of incentives which motivates teachers**

Incentives	Frequency	Percentage
Incentive awards	67	76.2
Promotion	23	18.7
Appreciation letters	10	5
<b>Total</b>	<b>100</b>	<b>100</b>

In response to type of incentives which motivates teachers, 67(76.2%) said it was incentive, 23 (18.7%) said it was promotion and 10(5%) said it was appreciation. The majority said it was incentive awards and the minority said it was appreciation letters.

**Figure 6: Incentives and other benefits influence performance**



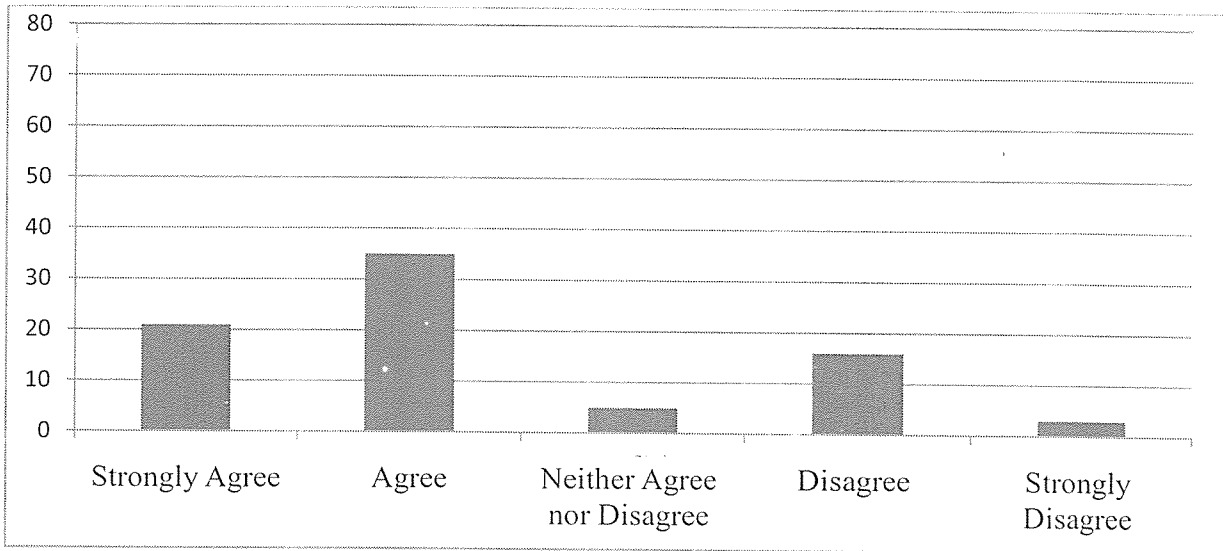
As to the Incentives and other benefits influence performance, 70% said that it influence, 8% said that it does not influence, 2% said that they had no opinion. The majority of the respondents said it influences and the minority said that they had no opinion.

**Table 12: Involvement teachers in decision making by top management**

Involvement of teachers in decision making	Frequency	Percentage
Yes	29	28.7
No	55	61.2
Occasionally	16	10
<b>Total</b>	<b>100</b>	<b>100</b>

In response to Involvement teachers in decision making by top management, 29(28.7%) said yes, 55(61.2%) said No and 16(10%) said it was occasionally. The majority said yes and the minority said occasionally.

**Figure 7: The teachers in the organization feel secured in their job.**



As to the weather teachers in the organization feel secured in their job, 21% said that they strongly agree, 35% said that they agree, 5% said that they neither agree nor disagree, 17% said that they disagree 3% said that they strongly disagree. The majority of the respondents said agree and the minority said that they strongly disagree.

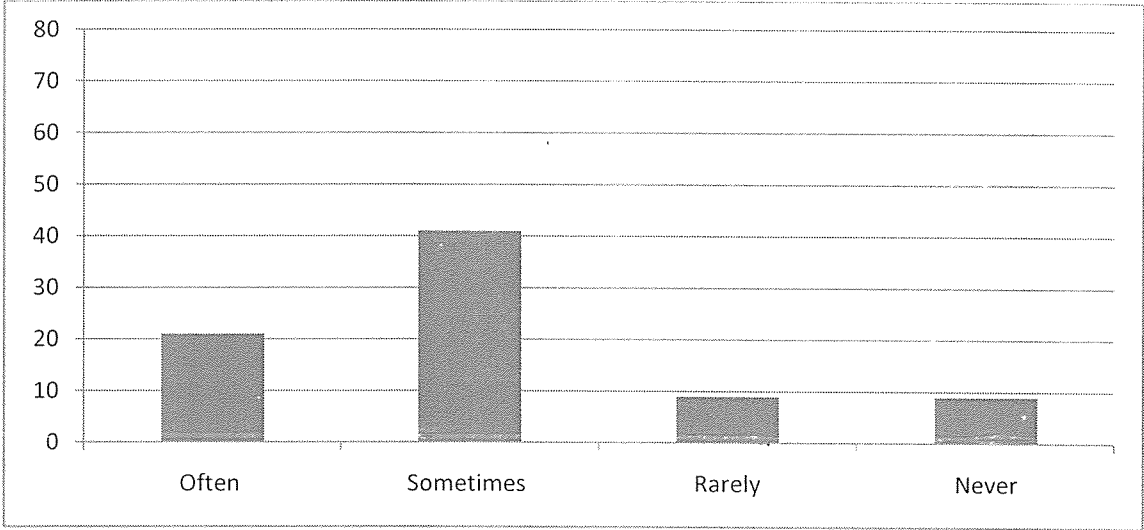
#### **4.4 The solutions for the demotivated teachers**

**Table 13: Solutions which organization adopts to overcome performance problems**

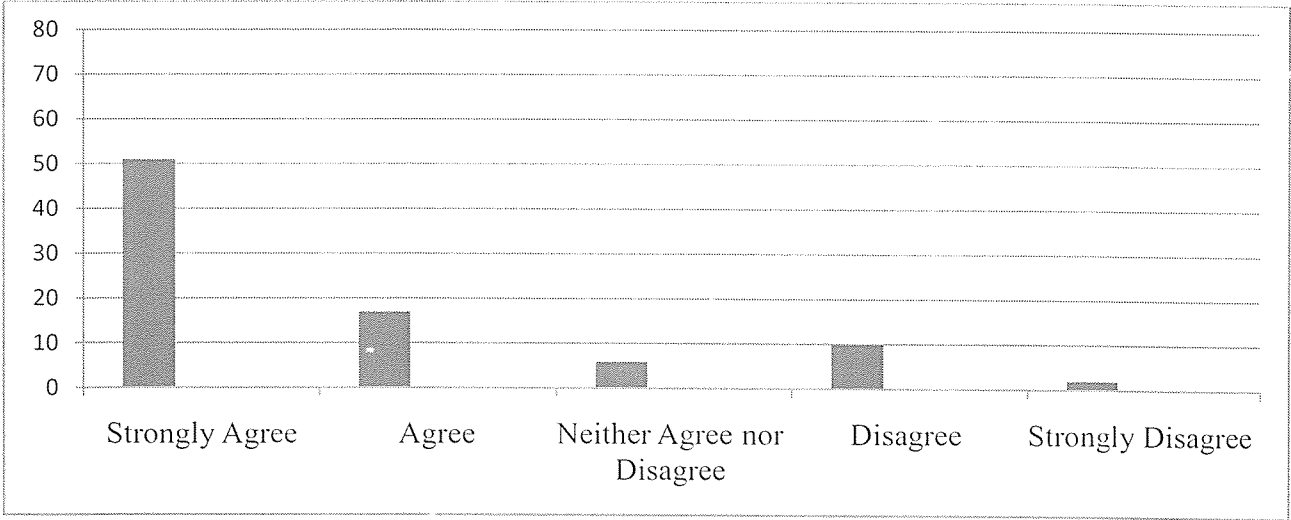
Measures adopted	Frequency	Percentage
Training	56	62.5
Motivation programs	32	32.5
Rearrangement	12	5
<b>Total</b>	<b>100</b>	<b>100</b>

As to the measures the organization adopts to overcome performance problems, 56(62.5%) said that it was training, 32(32.5%) said it was motivation programs and 12(5%) said it was rearrangement. That shows that the majority said it is training and the minority said rearrangement.

**Figure 8: Management makes a mistake and it allow others to bring it to its attention**

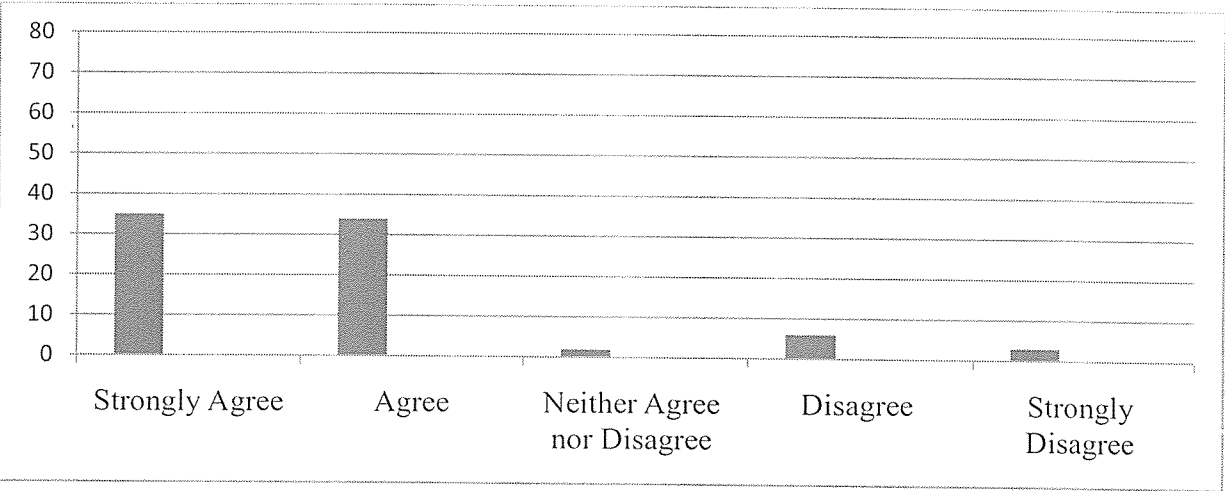


As to whether management makes a mistake and it allows others to bring it to its attention, 21% said it is often, 40% said sometimes, 9% said rarely, 9% said never. The majority said sometimes and the minority included rarely and never with the same figure. **Figure 9: The salary increments given to teachers who do their jobs very well motivates them.**



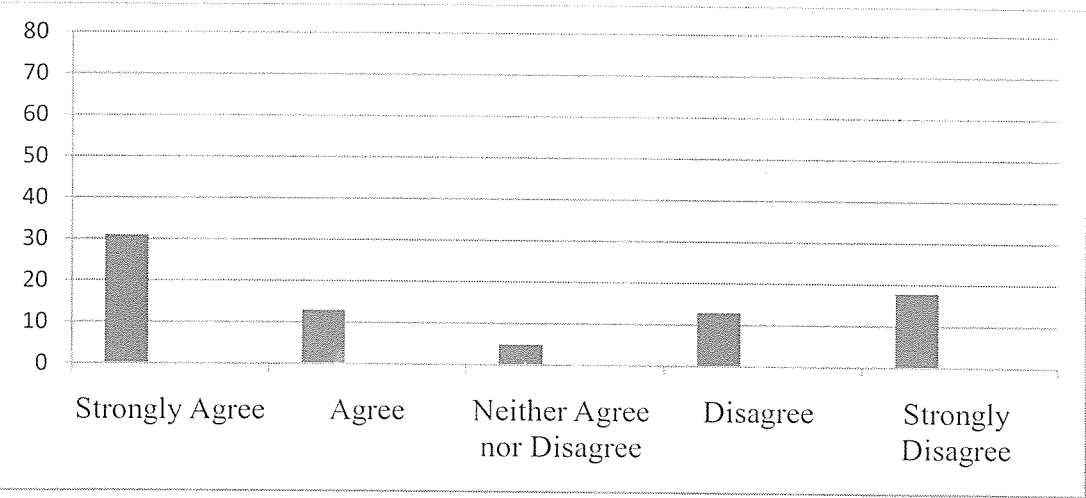
As to salary increments given to teachers who do their jobs very well motivates them, 51% said that they strongly agree, 17% said that they agree, 5% said that they neither agree nor disagree 10% said that they disagree and 2% said that they strongly disagree. The majority of the respondents said strongly agree and the minority said strongly disagrees.

**Figure 10: A Financial incentive motivates teacher’s more than non financial incentives.**



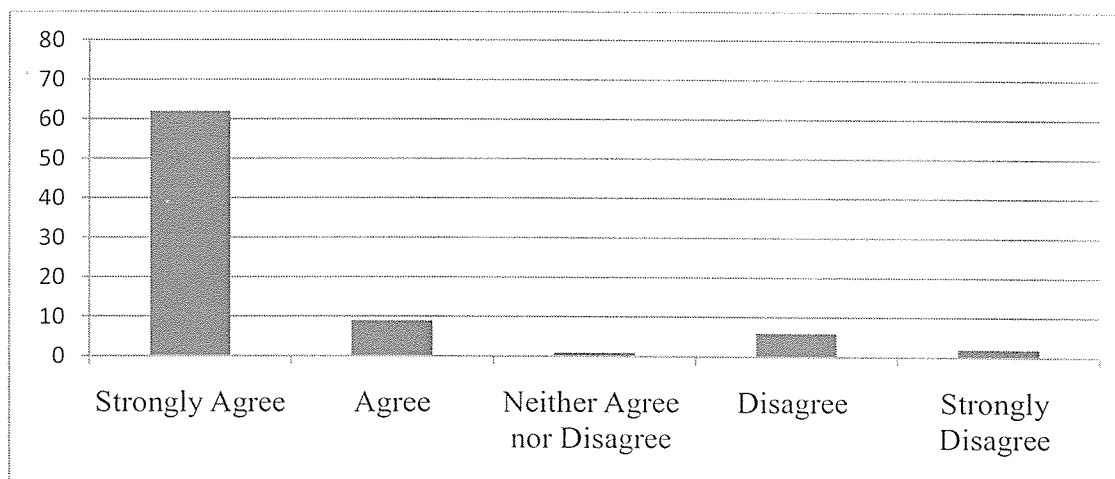
As to financial incentives motivates teachers more than non financial incentives, 35% said that they strongly agree, 35% said that they agree, 2% said that they neither agree nor disagree 5% said that they disagree and 3% said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 11: Teachers satisfied with the salary drawn at present.**



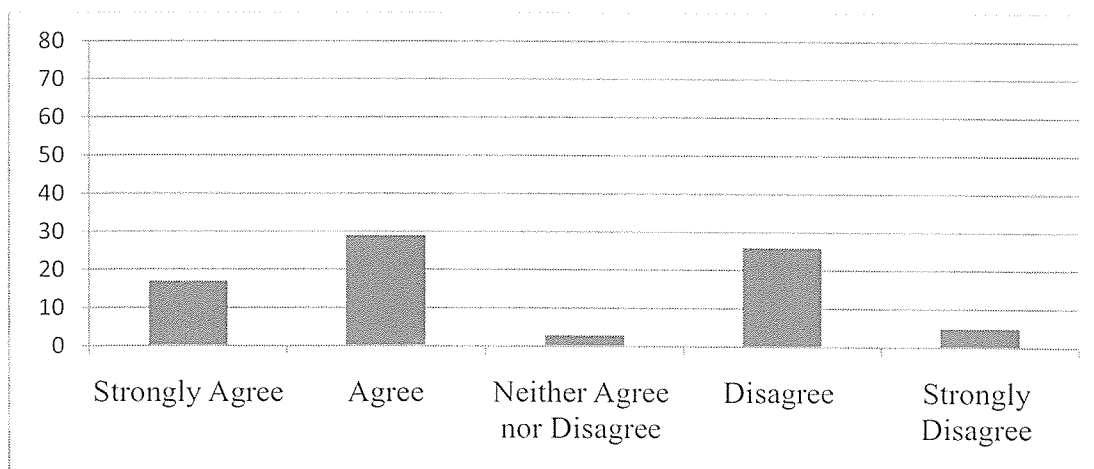
As to teachers satisfied with the salary drawn at present, 31% said that they strongly agree, 12% said that they agree, 4% said that they neither agree nor disagree 13% said that they disagree and 18% said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 12: Teachers Satisfied with the lunch break, rest breaks and leaves given in the schools.**



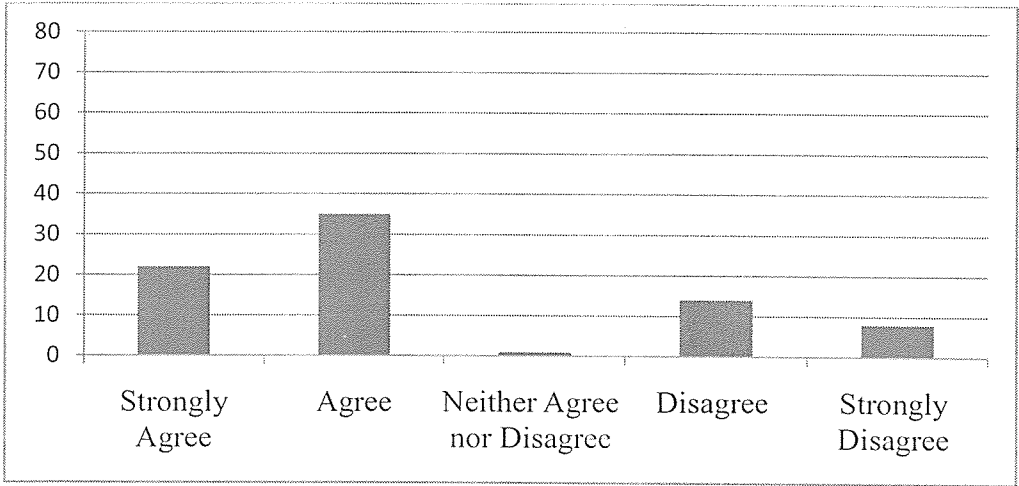
As to teachers satisfied with the lunch break, rest breaks and leaves given in the organization, 61% said that they strongly agree, 9% said that they agree, 1% said that they neither agree nor disagree 6% said that they disagree and 2% said that they strongly disagree. The majority of the respondents said strongly agree and the minority said that neither agree nor disagree.

**Figure 13: Good physical working conditions are provided in the schools.**



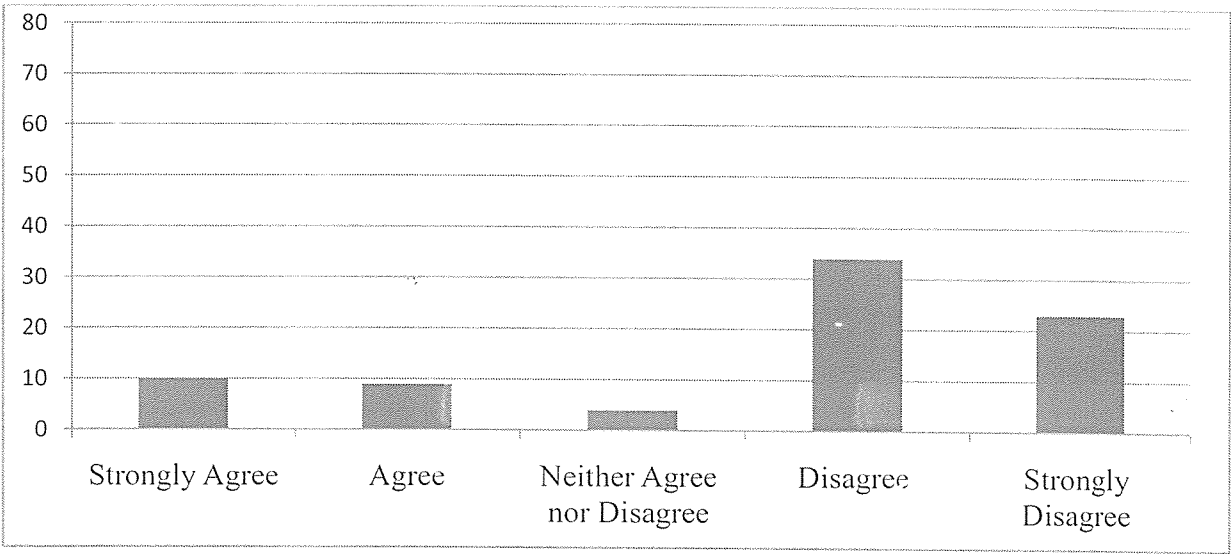
As to good physical working conditions are provided in the organization, 8% said that they strongly agree, 29% said that they agree, 2% said that they neither agree nor disagree, 26% said that they disagree and 4% said that they strongly disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Figure 14: The retirement benefits available are sufficient.**



As to the retirement benefits available are sufficient, 22% said that they strongly agree, 35% said that they agree, 1% said that they neither agree nor disagree, 14% said that they disagree and 8% said that they strongly disagree. The majority of the respondents said agree and the minority said that neither agree nor disagree.

**Figure 15: The medical benefits provided in the schools are satisfactory.**



As to the medical benefits provided in the organization are satisfactory, 10% said that they strongly agree, 9% said that they agree, 4% said that they neither agree nor disagree 34% said that they disagree and 23% said that they strongly disagree. The majority of the respondents said disagree and the minority said that neither agree nor disagree.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on the summary of the study findings against the backdrop of the key study variables. In this study, the researcher sought to investigate on motivation and teacher's job performance in public secondary schools in Budaka district. Besides, this section also features the conclusions drawn from the investigations, as well as the study recommendations, both for policy formulation and suggestions for further research.

#### **5.2 Summary of the Finding**

In the study, out of the 157 copies of questionnaire administered to the respondents, 120 were received back duly completed giving rise into a response rate of 63.6%. The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards job performance, hence exposing human drives which may compel teachers in executing their duties.

On the basis of age, 14% of respondents whose questionnaire copies were received fell below 25 years, 22% in the age of 25-34years, 40% were in the age of 35-44, with 24% being above 45 years.

The statistics in the table 2 imply than more relatively elderly teachers than younger ones formed the bulk of the teaching fraternity in public secondary schools in Budaka district, a sign that most of these were already carrying heavy burden of providing for their families, hence may be less committed to school duties for additional income.

However, public secondary schools seem to have old teachers with an optimum age bracket being 35-44 years. This is the age period within which individuals become stable in their jobs and are less inclined to seek for employment elsewhere and likely to be committed to their job performance in the hope for promotion.

Reflected in the study is that, teaching at a secondary school level, seems a preserve for females. Whereas the study did not treat gender as an extraneous variable to be controlled for, the



likelihood that different sexes may prefer different treatment in their duties could be a pointer to variations in commitment to job performance, though the direction of the influence envisaged was not clear. However, females being responsible for a lot other family chores, were likely to be less committed in their formal duties in contrast to the male counterparts.

Considering issues of marital status, 12(12%) were single, 59 (59%) were married, 21(21%) were widowed and 08(08%) being separated, with 26(21.67%) having fallen on other marital orientations. The statistics in the table reveal that majority of the teachers were married and hence would have been expected to get much committed to their jobs.

The analysis revealed that there was a positive relationship between teacher's motivation and job performance. As motivation increases, the level of performance also increases. Here, the findings of the study agreed with the findings, who also found significant relationship among motivation and performance. The present study examined motivation and job performance contingent to the differences in teaching experience and qualification. The findings revealed that both variables teaching experience and qualification were not found to be significantly different with regard to motivation and performance. Here, the findings of the research disagree with the findings, who found that there were differences in motivation and performance with respect to teaching experience.

The finding shows that teachers are well motivated in public schools in Budaka district because most of the respondents agreed that factors which influence motivation are reasonably provided in schools especially in private schools like good working environment, friendly and supportive staff, job satisfaction, good leadership of principals or head teachers, and less stress of work. It also found that majority of the respondents agreed with the statement that they are motivated by salaries and benefits which they receive and disagreed with the statement that their pay as a teacher is good. It meant that salary and rewards are very important factors for increasing the teacher's motivation that could improve their performance effectively. The study also showed that motivation through rewards and incentives help the teachers to improve their job performance.

Teachers in public schools are not well motivated that could affect their performance. There may be deficiencies of lacking motivation and good performance that would be bad environment and

working conditions job dissatisfaction, bad leadership of principals or head teachers, etc. the study found that bad working conditions have adverse effects on teacher's performance. It could be improved by providing benefits to them. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better teacher's job performance.

The study surveyed that most of the respondents agreed that their level of job satisfaction is increasing in schools where they work. Two factor theories stated that satisfied teachers are better motivated and achieve their targets efficiently as compared to dis-satisfied teachers. The findings examined that level of satisfaction increases with the greater level of responsibility and found that teachers are highly satisfied during job when their higher order needs are accomplished i.e. self-esteem, recognition.

The study also observed that respondents are mostly agreed that their head teachers recognize their efforts. It meant that good leadership is also very important to motivate and enhance the teacher's performance. The research found that principals can improve the attitudes and behaviors of teachers with the help of good leadership that further reflect their performance.

### **5.3 Conclusion**

The purpose of this study was all about motivation and teachers performance to examine the influence of teacher's motivation on job performance in public schools. The study is quantitative in nature and the data collected and analyzed through SPSS by using statistical tools. The findings of this study revealed that there is a positive relationship between teacher's motivation and job performance. On the basis of gender, the motivation in female teachers was high as compared to male teachers in schools and similarly the performance of female teachers was better than male teachers. It was also found that there were significant differences in motivation and performance among public and private schools. Private school teachers are highly motivated than public school teachers. It is also concluded that the performance of private school teachers are better than public school teachers.

The study found that there was a significant difference in motivation and performance with regard to gender and income whereas qualification and teaching experience was not found to be associated with motivation and job performance. Thus, the research concluded that most of the

teachers were not satisfied with their salaries and low salaries of the teachers affected their performance. However, they are satisfied with other factors such as relax working environment, less stress of work, appreciation from their superiors. The potential number of teachers felt that educated and experienced teachers had more capabilities and confidence than others and also give best efforts towards their job regarding performance.

Drawing conclusions from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to teacher's job performance in public secondary schools in Budaka district. These variables were, in-service training, promotion of teachers and working conditions in the learning institutions.

As revealed in the study, training of teachers was established to play a significant role in motivating teachers to step up their job performance since training equips teachers with the requisite knowledge and skills in the performance of specialized tasks. However, the teachers in public secondary schools in Budaka district had not developed the culture of embracing regular trainings to keep abreast with the ever emerging issues in education.

Besides, the study also concludes that promotion is a strong motivator, that when systematically done and seen as fair to everyone, commitment to job performance is increased enormously, yet this dimension of motivation seemed to have been relegated just to apply to few cases which in turn create resentment among the teaching fraternity as others remain in job groups for a relatively long period of time.

Moreover, working conditions was realized to have significant influence on teacher's job performance, as workers take most of their time in the work stations than elsewhere. Though it appeared that some attempts were being put in place to address this, the working environment was not enriched enough to offer the much needed job satisfaction among the teachers working in public secondary schools in Budaka district.

#### **5.4 Recommendations**

From the study findings, recommendations both for policy formulation and further research are drawn.

#### **5.4.1 Recommendation for Policy Formulation**

It is hoped that the study was significant to teachers in public schools and workers in Budaka district in various engagements, formal or informal, to embrace motivational practices necessary for enhancing their productivity for the benefit of both individual worker and the organization. It is therefore recommended that teachers like any other work should be motivated to increase their performance.

It is also recommended that the management of public schools put in place measures geared towards enhancing performance of teachers and formulate motivational policies that enhance employee performance.

The government can use the study, especially the Teachers Service Commission (TSC) in acquiring vital information critical for improving terms and working conditions of teachers in order to increase their level of job performance.

The ministry of education (MOE) can use the findings from the research in understanding extrinsic rewards that lowers teacher's job performance and thus take appropriate strategies and measures so as to improve the efficiency of teachers.

The Board of Management (BOM) can also use the findings from the research in providing rewards that give teachers impetus to work harder and facilitate pupils' performance, both in class and outside classroom.

#### **5.4.2 Recommendation for further Research.**

The study recommends the following areas to be considered for further research:

- ✦ What influence do intrinsic rewards have on teacher's job performance in public secondary schools in Budaka district?
- ✦ What is the difference in job commitment between teachers in Budaka district and other areas in Uganda?
- ✦ To what extent does working environment alone influences teachers job performance in both public and private organizations?
- ✦ Are there significant negative influences of motivational rewards on an institution?

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## APPENDICES

### APPENDIX I: SAMPLE QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

My name is Daka Rashid, a student of Kampala International University pursuing a Bachelors degree in Arts with Education (BAE) I am carrying out research on effects of motivation on the performance of secondary school teachers in public schools in Budaka district. I kindly request you to provide me with information which will be treated confidential and used for academic purposes only.

#### SECTION A: Background information about teachers (Tick the correct alternative or fill in the spaces provided)

Name of the school.....

Position of the respondent.....

1. What is your age bracket?

Age (Years) ☐ 21- 25 ☐ 26 – 30 ☐ 31 – 35 ☐ Above 35 ☐

2. Marital status

Single ☐ Married ☐ divorced ☐

3. Gender

Male ☐ Female ☐

4. Highest qualification obtained

Diploma ☐ Degree ☐ Post graduate ☐ Masters ☐

5. For how long have you served in this school?

Less than 1 ☐ 2-4 ☐ 5-7 ☐ 8-10 ☐ Above 10 ☐

Location of the school

a) Budaka T/council ☐ b) out Budaka T/C ☐

**SECTION B: Relationship between motivation and performance**

7. Motivation gives a great deal to job performance

Strongly agree ☐ Agree ☐ Undecided ☐  
Disagree ☐ Strongly disagree ☐

What form of motivation do teachers need in this school to improve performance (schools in Budaka District)?

Accommodation ☐ medical bills ☐ promotion ☐  
Training ☐ meals ☐

Do you think these motivations are sufficient to ensure good performance of teachers?

Yes ☐ No ☐

8. To what extent have motivation increased the morale to perform in teaching responsibilities?

a) To a big extent ☐  
b) To a small extent ☐  
c) Not at all ☐

9. Motivation gives a great deal of job performance

Yes ☐ No ☐

END

Thanks for your cooperation

**SECTION C.: The effects of motivation on the performance of secondary school teachers**

2. Indicate the entry training qualification at employment

Certificate ☐ Diploma ☐ Degree ☐ Other (specify) ☐

3. State your current training qualification.

Certificate ☐ Diploma ☐ Degree ☐ Other (specify) ☐

4. State the form training preferred in your institution.

Formal ☐ Workshop / seminar ☐ Informal ☐ Other (specify) ☐

5. State the value you often attach to training.

Competencies ☐ Promotion ☐ Remuneration ☐

Recognition ☐ Other (specify) ☐

6. State the basis upon which promotion is granted to teachers.

Experience ☐ Performance ☐ Administration ☐ Other (specify) ☐

7. State whether you agree or disagree that your school offers conducive working environment.

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

3. Indicate the extent to which you agree or disagree that there is a conflict management in your school.

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐



## SECTION D: Solution to demotivated teachers

9. For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree, Agree, Disagree and Strongly Disagree).

I am paid a salary that is enough to cater for my basic needs

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

The school provides me free accommodation.

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

Salary payments are prompt

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

The school offers weekly duty allowances

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

Extra teaching allowances paid by the school help me to complete the syllabus

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

It is possible to get advance payment from the school in case I have a financial problem

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

The school organizes end of year party for teachers

Strong agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

END

Thanks for your cooperation

## APPENDIX II: A SAMPLE OF INTERVIEW GUIDE TO KEY INFORMANTS

My name is Daka Rashid, a student of Kampala International University pursuing a Bachelors Degree in of Arts with Education (BAE). Am carrying out research on Motivation and performance of public school teachers in Budaka District. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

Please tell me a story of teachers' motivation in secondary schools in Budaka District

.....

.....

What form of intrinsic motivators do teachers have in this school?

.....

.....

.....

What form of extrinsic motivators do teachers have in this school?

.....

.....

.....

What do you suggest to be the best means of bringing about high job performance in secondary schools like this one?

.....

.....

.....

What other comments can you make about the use of extrinsic and intrinsic motivation factors/tools in secondary schools in Tanzania?

.....

.....

.....



### **APPENDIX III: A SAMPLE OF THE CHECK LIST OF THE FOCUS GROUP**

#### **DISCUSSION**

My name is Daka Rashid, a student of Kampala International University pursuing a Bachelors degree of Arts with Education (BAE) I am carrying out research on effects of motivation on the performance of secondary school teachers in public schools in Budaka District. I kindly request you to provide me with information which will be treated confidential and used for academic purposes only.

Time: 30minutes - 1hour

Moderator: Researcher

Recorder: Researcher

#### **QUESTIONS**

What form of motivation do teachers in your school get?

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

What form of extrinsic motivators do teachers get in your school?

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

Comment on the performance of teachers in your school.

What problems do teachers face in your school?

What do you think can be done to improve teacher motivation in your school?

What do you think can be done to improve teacher performance in your school?

CENTRE U0105 BUGWERE HIGH SCHOOL, NAMIREMBE P.O BOX 1618 MEALE

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	AGERGT	RSLT	SUBJECTS	WITH	THEIR	GRADES
001	F	1		ACHENG SYLVIA		30	1	112 3 223 6 241 1 273 3 456 5 527 3 535 7 545 5 553 6 800 4			
002	M	2		ALIWA AGGREY		64	4	112 6 223 6 241 9 273 8 456 9 527 8 535 9 545 9 553 9 800 9			
003	F	1		ALUPO MERABU ESTHER		67	4	112 7 223 7 241 9 273 8 456 9 527 9 535 9 545 9 553 9 800 9			
004	F	1		AMONGIN BRENDA		40	2	112 6 208 5 241 4 273 4 456 8 527 4 535 8 545 7 553 7 845 3			
005	F	1		ARUGUDO JOANITER		45	3	112 4 223 5 241 5 273 4 456 7 527 7 535 8 545 6 553 8 840 7			
006	F	1		BALUKA CAROLYNE JOAN		59	4	112 7 223 6 241 8 273 7 456 7 527 8 535 9 545 8 553 8 800 9			
007	F	1		BALUKA JENIPHER		61	4	112 8 208 9 223 4 241 8 273 6 456 9 527 8 535 9 545 9 553 9			
008	M	1		BOTTO IVAN		38	3	112 8 223 1 241 3 273 5 456 8 527 2 535 8 545 7 553 8 845 4			
009	F	1		BULAGE GETU		40	2	112 6 223 3 241 4 273 5 456 8 527 4 535 8 545 8 553 6 800 4			
010	M	1		BUNYORO BRUNO		16	1	112 6 223 2 241 1 273 2 456 3 527 1 535 4 545 2 553 4 845 1			
011	F	1		GIMBO LOOKI KETTY		48	3	112 7 223 1 241 8 273 6 456 7 527 5 535 8 545 7 553 7 800 9			
012	F	1		GONZA JOAN		36	2	112 6 223 3 241 3 273 5 456 5 527 5 535 8 545 7 553 5 800 4			
014	M	1		ISABIRYE CRANIMA		55	4	112 7 223 3 241 6 273 9 456 9 527 5 535 9 545 9 553 9 800 7			
015	M	2		ITAKALI NICHOLAS		56	4	112 9 223 4 241 5 273 6 456 8 527 7 535 9 545 8 553 9 800 9			
016	F	1		KAANYI LYDIA		35	2	112 5 223 1 241 5 273 5 456 9 527 2 535 8 545 7 553 7 800 3			
017	F	1		KADONDI BEATRICE		47	3	112 7 223 7 241 4 273 7 456 5 535 6 545 6 553 7 840 6 845 6			
018	F	2		KADONDI LYDIA		64	4	112 9 223 7 241 9 273 8 456 8 527 8 535 8 545 8 553 8 800 9			
019	F	1		KAISUKA HALIMAH		55	4	112 9 223 2 241 6 273 6 456 9 527 5 535 9 545 8 553 8 800 9			
020	M	1		KAJUMBULA AZIZI		53	3	112 7 223 4 241 5 273 6 456 8 527 8 535 9 545 7 553 9 800 8			
021	M	1		KAKONO TITUS		44	2	112 7 223 3 241 6 273 5 456 6 527 4 535 6 545 8 553 7 800 7			
022	M	1		KALIKWANI MEREKI		45	2	112 8 241 5 273 6 456 5 527 3 535 7 545 7 553 6 800 6 840 7			
023	M	1		KALOSI ALI		62	4	112 8 223 7 241 8 273 8 456 9 527 5 535 9 545 9 553 9 612 7 800 6			
024	M	1		KAMEME LUKE		60	4	112 7 223 8 241 9 273 6 456 8 535 9 545 9 553 8 612 6 800 8			
025	M	1		KASOLO DERRICK		34	2	112 4 223 4 241 2 273 4 456 5 527 4 535 7 545 7 553 6 800 5			
026	M	1		KASOLO GODFREY		36	2	112 8 223 2 241 4 273 4 456 6 527 4 535 7 545 6 553 6 845 9			
027	F	1		KATAIKE MARTHA		0	X	112 X 223 X 241 X 273 X 456 X 535 X 545 X 553 X 800 X *** *			
028	F	2		KAYEMA VICTORIA		50	3	112 8 223 3 241 7 273 6 456 6 535 8 545 7 553 7 800 6 *** *			
029	F	1		KAYENDEKE MARGRET		55	4	112 7 223 5 241 7 273 6 456 8 527 7 535 9 545 7 553 9 800 8			
030	M	1		KIBICHO EZERA		53	3	112 7 223 6 241 6 273 6 456 7 527 6 535 9 545 7 553 9 800 7			
031	F	1		KIJALI CAROLINE		44	2	112 7 223 1 241 8 273 6 456 6 527 7 535 8 545 6 553 8 800 7			
032	F	1		KIJALI DIANAH		35	2	112 6 223 6 241 3 273 4 456 4 527 5 535 5 545 4 553 5 800 5			
033	M	1		KINTU ROGERS		28	2	112 7 241 2 273 4 456 4 527 4 535 5 545 6 553 5 840 3 845 1			
034	M	1		KISAKYE DAVID VICTOR		20	1	112 5 208 5 241 1 273 3 456 2 527 2 535 2 545 3 553 5 800 2			
035	M	1		KIWERE ROBERT		44	2	112 6 223 5 241 6 273 5 456 5 535 7 545 7 553 8 800 4 840 6			
036	F	1		KODA CAROLINE MARY		47	3	112 7 223 3 241 5 273 6 456 9 527 6 535 9 545 7 553 6 800 7			
037	F	1		KUKIRIZA EVA		62	4	112 8 223 7 241 8 273 6 456 9 527 8 535 9 545 9 553 7 840 9			
038	F	1		KUKIRIZA SHEILA		42	2	112 7 223 4 241 5 273 5 456 6 527 4 535 6 545 7 553 7 800 5			
039	F	1		KUSEMERERWA PHIONA		46	3	112 6 208 6 223 4 241 5 273 8 456 8 535 9 545 7 553 6 612 4			
040	F	1		KUTEGEKA DORCUS		46	3	112 6 223 6 241 5 273 5 456 9 527 5 535 8 545 6 553 7 800 6			
041	F	1		LOGOSE JOSEPHINE		36	2	112 6 223 2 241 5 273 5 456 5 527 4 535 8 545 7 553 8 845 2			
042	F	1		LOGOSE PATRICIA		30	1	112 5 208 2 241 3 273 4 456 4 527 3 535 6 545 6 553 5 800 4			
043	M	1		LUGE ERISAMA		48	3	112 7 223 5 241 5 273 6 456 7 527 4 535 9 545 8 553 8 800 6			
044	F	1		LUNYOLO CATHERINE		45	2	112 7 223 4 241 6 273 5 456 8 527 5 535 7 545 6 553 6 800 6			
045	M	1		MAIDU ERIA SAMUEL		38	2	112 6 223 2 241 4 273 5 456 5 535 6 545 7 553 6 612 4 800 6			
046	M	1		MASABA RONALD		70	9	112 9 223 9 241 9 273 8 456 9 535 9 545 8 553 9 800 9 *** *			
047	M	1		MBULAMAYE GODFREY		35	2	112 6 223 1 241 3 273 5 456 6 527 2 535 6 545 6 553 6 800 8			
048	M	1		MPYANGU EZRA		48	3	112 7 223 7 241 3 273 5 456 8 535 8 545 7 553 7 800 4 *** *			
049	F	1		MUDONDO JUDITH		22	1	112 6 223 1 241 1 273 3 456 4 527 3 535 4 545 5 553 4 800 2			
050	M	1		MUKESI PETER		53	4	112 6 223 1 241 6 273 5 456 8 535 9 545 9 553 9 800 9 *** *			
051	M	1		MULABI BRIAN		58	4	112 7 223 5 241 6 273 7 456 9 527 8 535 9 545 8 553 8 800 9			

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	ACRST	RSLT	SUBJECTS	WITH	THEIR	GRADES		
052	M	1		MULEKWA	GODFREY	47	3	112 7 223 2	241 7 273 5	456 7 527 6	535 9 545 8	553 6 845 7	10
053	M	1		MULEKWA	MUZAMIRU	64	4	112 9 223 6	241 9 273 9	456 9 527 7	535 9 545 8	553 9 800 7	12
054	M	2		MULYAMBOGA	NELSON	54	3	112 7 241 6	273 7 456 8	527 7 535 7	545 8 553 6	840 6 *** *	14
055	M	1		MUSIRINYA	IVAN	17	1	112 4 208 3	241 1 273 1	456 2 527 2	535 3 545 4	553 5 845 1	16
056	F	1		MUTIIBWA	MARSRET	29	1	112 4 223 4	241 3 273 3	456 5 527 3	535 7 545 4	553 5 845 3	18
057	M	1		NABETA	MARVIN	29	1	112 6 223 2	241 3 273 4	456 4 527 3	535 5 545 5	553 6 800 3	20
058	F	1		NABWIRE	DIANA	66	4	112 8 223 4	241 9 273 9	456 9 527 9	535 9 545 9	553 9 800 9	22
059	F	1		NABWIRE	RECHAEAL	38	2	112 7 208 5	223 4 241 3	273 3 456 6	527 5 535 7	545 6 553 6	24
060	F	1		NAGUDI	SHARON	39	2	112 6 223 2	241 3 273 5	456 6 527 5	535 7 545 5	553 7 800 7	26
061	F	1		NAHALAMBA	FLORENCE	28	1	112 5 223 1	241 4 273 4	456 3 527 3	535 5 545 5	553 4 800 4	28
062	F	1		NAIGINO	SAMALI PHIONA	53	3	112 7 223 4	241 9 273 5	456 8 527 5	535 9 545 8	553 8 800 8	30
063	M	1		NAIGERE	EDRICK	23	1	112 5 241 1	273 3 456 3	527 2 535 4	545 4 553 4	845 2 *** *	32
064	F	1		NAIGUMYA	SUMAIYA	46	3	112 6 223 5	241 5 273 5	456 7 527 6	535 7 545 6	553 6 800 7	34
065	F	1		NAIKI	MERCY	52	3	112 5 223 5	241 9 273 5	456 8 527 6	535 8 545 8	553 7 800 9	36
066	F	1		NAISONGA	JESCA	46	3	112 6 223 5	241 7 273 5	456 6 527 5	535 8 545 7	553 6 800 6	38
067	F	1		NAIZULI	MARIAM	54	3	112 6 208 7	241 5 273 6	456 8 527 6	535 9 545 8	553 9 800 8	40
068	F	1		NAKALIMO	SHIBAH	61	4	112 8 223 6	241 8 273 8	456 9 527 7	535 9 545 7	553 9 800 8	42
069	F	1		NAKIRANDA	ZOE	46	3	112 5 208 8	223 2 241 6	273 6 456 9	535 8 545 6	553 7 800 6	44
070	F	2		NAKUBAKI	MONICA	49	3	112 6 223 2	241 9 273 7	456 7 527 6	535 8 545 7	553 6 800 8	46
071	F	1		NAMAJJA	SHARON	52	3	112 8 223 5	241 6 273 5	456 9 527 5	535 9 545 7	553 8 800 7	48
072	F	1		NAMBAYO	SYLVIA	61	4	112 9 208 9	223 5 241 6	273 6 456 9	535 9 545 8	553 9 800 9	50
073	F	1		NAMBOYA	ESTHER	34	2	112 5 223 3	241 3 273 3	456 6 527 4	535 8 545 6	553 5 845 5	52
074	F	1		NAMUGANZA	DAPHINE	52	3	112 7 223 2	241 8 273 6	456 8 527 6	535 9 545 8	553 8 800 7	54
075	F	1		NAMUNYOLO	HADIJJA	54	3	112 5 208 7	241 6 273 7	456 9 527 6	535 9 545 7	553 8 800 8	56
076	F	1		NAMUSETA	UNICE	50	4	112 7 223 2	241 9 273 8	456 9 527 9	535 9 545 9	553 9 840 7	58
077	F	2		NANWASE	KULUSUMU	31	1	112 4 223 1	241 3 273 4	456 8 535 7	545 6 553 5	612 3 800 5	60
078	F	1		NANDEDE	SAUDAT	46	3	112 9 223 3	241 4 273 5	456 9 527 6	535 8 545 7	553 7 800 7	62
079	F	2		NANJIKI	CAROLINE	51	3	112 9 223 5	241 6 273 5	456 7 527 6	535 8 545 7	553 7 800 6	64
080	F	1		NANTAMBI	MARIAM	31	1	112 6 223 1	241 1 273 3	456 5 527 5	535 6 545 5	553 6 800 5	66
081	F	2		NAPIO	ANGELLA	57	4	112 8 223 3	241 7 273 8	456 9 527 7	535 8 545 8	553 8 800 8	68
082	F	1		NAPIO	TOPISTER	66	4	112 9 223 7	241 9 273 7	456 9 527 9	535 8 545 8	553 9 800 9	70
083	F	1		NASIO	BRIDGET	38	2	112 6 208 5	223 2 241 5	273 4 456 5	527 5 535 7	545 6 553 7	72
084	F	2		NATENGHE	BEATRICE	48	3	112 7 223 3	241 6 273 6	456 9 527 5	535 9 545 8	553 7 800 6	74
085	F	1		NAULA	FATUMAH	44	2	112 6 223 3	241 6 273 5	456 7 527 6	535 8 545 6	553 6 800 6	76
086	F	1		NAULA	RHODAH	66	4	112 9 208 9	223 5 241 9	273 8 456 9	535 9 545 8	553 9 *** *	78
087	F	1		NAULA	MARY	30	1	112 5 208 6	223 2 241 1	273 2 456 4	535 6 545 5	553 6 800 5	80
088	M	2		NAULO	ZAID	54	4	112 9 223 2	241 6 273 6	456 8 527 7	535 9 545 9	553 9 800 7	82
089	F	1		NAWALA	SAFINA	45	2	112 6 208 4	223 5 241 5	273 5 456 8	535 9 545 7	553 7 800 6	84
090	F	1		NDEGEMO	JANE PETER	52	4	112 7 223 2	241 5 273 7	456 9 527 8	535 8 545 7	553 8 *** *	86
091	M	1		NDIKO	EDWARD	54	4	112 8 223 3	241 5 273 7	456 9 535 8	545 8 553 9	612 6 800 9	88
092	M	2		NYANGO	COLLIN	53	3	112 8 223 7	241 6 273 4	456 9 527 6	535 9 545 8	553 9 800 5	90
093	M	2		NYANGO	IBRAHIM	72	9	112 9 225 9	241 9 273 9	456 9 527 9	535 9 545 9	553 9 800 9	92
094	M	2		NYANGO	SHAFIKI	39	2	112 6 223 2	241 5 273 3	456 6 535 8	545 7 553 6	800 4 *** *	94
095	F	1		NYAPENDI	ANNA TEREZA	63	4	112 8 223 7	241 9 273 6	456 9 527 9	535 9 545 8	553 9 845 7	96
096	F	1		NYEMERA	MOUREEN	57	4	112 7 208 7	223 4 241 6	273 8 456 9	535 9 545 9	553 7 800 9	98
097	M	1		ODIC	JOEL	55	4	112 8 223 3	241 8 273 5	456 9 527 7	535 9 545 9	553 9 800 6	100
098	M	2		ODONGO	NICHOLAS	56	4	112 9 223 6	241 7 273 5	456 8 527 7	535 8 545 9	553 7 800 8	102
099	M	1		OKARIEBI	GEOFFREY	41	2	112 6 223 5	241 6 273 5	456 5 527 4	535 6 545 7	553 6 800 4	104
100	M	2		OKOSOI	PETER	45	3	112 7 224 6	241 5 273 4	456 8 527 4	535 9 545 8	553 7 800 4	106
101	M	1		OLUPOT	GODFREY	42	2	112 6 223 1	241 5 273 4	456 7 535 8	545 8 553 6	800 8 840 5	108

## CENTRE U0105 BUGWERE HIGH SCHOOL, NAMIREMBE P.O BOX 1618 MBALE

CAND-NO	SEX	EC	AGE	CANDIDATES NAMES	AGRET	RSLT	SUBJECTS	WITH	THEIR	GRADES
102	M	2		OMARA SADRACK	44	3	112 9 223 1 241 5 273 4 456 9 527 5 535 8 545 8 553 7 800 6			
103	M	1		OPIO ERIAS	42	2	112 7 223 4 241 4 273 5 456 9 527 4 535 8 545 7 553 6 800 5			
104	M	1		OSUNA ROGERS	42	2	112 7 223 4 241 3 273 5 456 5 535 7 545 6 553 6 612 6 *** *			
105	M	2		PIOTO JULIUS	40	2	112 6 223 2 241 3 273 5 456 7 527 4 535 8 545 7 553 6 *** *			
106	F	1		SABANO AISHA	44	2	112 4 223 4 241 6 273 6 456 6 527 5 535 8 545 8 553 6 800 7			
107	F	2		SABANO FALIDA	46	3	112 6 223 1 241 6 273 6 456 8 527 6 535 8 545 7 553 8 800 6			
108	M	1		SAJJA KENNETH	48	3	112 5 223 4 241 7 273 7 456 6 527 6 535 7 545 8 553 6 800 8			
109	M	1		SEUGENYI REGAN PAUL	59	4	112 8 223 7 241 7 273 9 456 8 535 8 545 8 553 7 612 7 845 7			
110	F	1		SUBIRA ELIZABETH	55	4	112 7 223 4 241 9 273 7 456 8 535 8 545 8 553 9 612 4 *** *			
111	M	1		TABO STEPHEN	39	2	112 7 223 1 241 4 273 4 456 5 527 5 535 7 545 7 553 7 800 6			
112	M	1		TABULE JOB	30	1	112 5 223 3 241 3 273 2 456 4 527 5 535 7 545 7 553 7 845 1			
113	F	1		TALIBA SHIFA	59	4	112 7 223 7 241 7 273 7 456 9 527 7 535 9 545 8 553 8 840 8			
114	M	1		TASEKA SHALIFU	25	2	112 7 241 2 273 3 456 5 527 1 535 4 545 5 553 4 840 5 845 1			
115	M	2		TUNA NASSER	30	1	112 5 225 6 241 5 273 2 456 1 527 3 535 5 545 6 553 5 800 4			
116	M	1		TWESIGE AZALIYA	43	2	112 8 223 7 241 5 273 3 456 6 535 6 545 8 553 6 612 5 800 5			
117	M	1		WAKWEEMA ANTHONY	20	1	112 4 223 3 241 2 273 2 336 1 456 2 527 2 535 4 545 4 553 5			
118	M	1		WANALABI ALDO	40	2	112 6 223 6 241 7 273 4 456 5 535 7 545 6 553 6 612 3 800 4			
119	M	1		WANGOYE ELIJAH PETER	54	4	112 8 223 3 241 7 273 7 456 7 535 9 545 9 553 9 612 5 800 8			
120	M	1		WASUKILA AMNONI	40	2	112 6 241 5 273 4 456 5 527 4 535 8 553 6 612 4 800 6			
121	M	1		WEDERE AGGREY	35	2	112 6 223 4 241 3 273 3 456 5 527 4 535 7 545 7 553 6 800 4			
122	M	1		WEDERE EDGAR TREVOR	25	1	112 4 223 2 241 2 273 2 456 4 535 5 545 4 553 4 800 4 840 3			
123	F	1		WEDERE PHIONA	34	2	112 5 223 3 241 3 273 4 456 5 527 5 535 6 545 5 553 5 800 4			
124	M	1		WOTTA JOHN	39	3	112 9 223 1 241 5 273 4 456 5 527 7 535 7 545 6 553 6 845 5			
125	F	1		YAYA GLADYS	41	2	112 6 223 3 241 4 273 4 456 7 527 5 535 7 545 7 553 8 800 5			
126	M	1		YUWA ELVIS	15	1	112 4 223 1 241 1 273 2 456 2 527 2 535 3 545 3 553 4 845 1			
127	F	1		KILANGI RITAH AGNES	63	4	112 7 223 5 241 9 273 8 456 9 527 9 535 9 545 7 553 9 800 9			
128	F	2		BASIMA VIOLET	44	3	112 7 223 2 241 5 273 4 456 7 527 6 535 8 545 7 553 7 800 5			
129	F	2		BALUKA GRACE	67	4	112 7 223 7 241 9 273 9 456 9 527 9 535 9 545 9 553 9 800 8			
130	F	1		EKWAN LAMER EKWANG	34	2	112 6 223 1 241 6 273 3 456 6 527 4 535 6 645 6 553 4 800 4			
131	M	1		WERE GILBERT	0	X	112 X 241 X 273 X 456 X 527 X 535 X 545 X 553 X 800 X *** *			
132	F	1		HASAKYA CLAIRE MOREEN	53	4	112 5 208 7 223 4 241 6 273 7 456 9 535 9 545 9 553 8 612 7			

DIVISION 1 = 018

DIVISION 2 = 039

DIVISION 3 = 034

DIVISION 4 = 036

DIVISION 7 = 000

DIVISION 9 = 002

CENTRE UQ105 BUGWERE HIGH SCHOOL, NAMIREMBE

P.O BOX 1618 MBALE

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	RS	SUBJECTS	WITH	THEIR	GRADES	
							12345678	12345678	12345678	12345678	12345678
10	501	F	5	18	ARAKIT SHAMIMU	2P	5 S101 7 *****	P210 E 5*6*****	P245 D 59*9*****	P310 D 655*****	S850 8 *****
	502	F	5	20	BALUKA PHIONA	2P	5 S101 6 *****	P210 D 6*2*****	P230 D 996*****	P310 D 465*****	S850 8 *****
12	503	M	5	17	GONGEREIRE JACOB	1P	5 S101 6 *****	P210 B 4*2*****	P220 D 86*7*****	P250 D 967*****	S475 9 *****
	504	M	5	24	HIGENYI CYRUS	1P	5 S101 9 *****	P210 C 4*4*****	P230 D 695*****	P245 D 68*7*****	S850 9 *****
14	505	F	5	21	KAMBA NORAH	2P	5 S101 5 *****	P210 C 5*2*****	P220 F 98*****	P245 D 45*5*****	S475 9 *****
	506	F	5	19	KAVUNANI SARAH	3P	5 S101 6 *****	P210 D 6*3*****	P230 D 555*****	P310 C 244*****	S850 7 *****
16	507	M	5	28	KIMBUGWE GEORGE	1P	5 S101 7 *****	P210 C 5*2*****	P230 D 693*****	P250 D 966*****	S850 8 *****
	508	M	5	23	LOKIRU AMOS	3P	5 S101 4 *****	P210 B 3*2*****	P230 E 685*****	P245 D 46*5*****	S850 7 *****
18	509	M	5	20	MAFABI MUTWALIBI	2P	5 S101 6 *****	P210 D 4*5*****	P230 E 675*****	P250 D 986*****	S850 8 *****
	510	M	5	19	MBULALINA INNOCENT	2P	5 S101 6 *****	P210 B 3*3*****	P220 D 76*****	S475 9 *****	P615 D 5562*****
20	511	M	5	19	MUDONDO TRACY ESTHER	3P	5 S101 7 *****	P210 C 5*2*****	P230 E 666*****	P310 D 565*****	S850 6 *****
	512	F	5	21	NABOTE JULIET	1P	5 S101 6 *****	P210 E 6*6*****	P220 F 99*****	P245 D 86*7*****	S475 9 *****
22	513	F	5	19	NAFUJJA ELIZABETH	1P	5 S101 9 *****	P210 E 8*4*****	P230 D 896*****	P245 D 89*6*****	S850 9 *****
	514	F	5	19	NAIBORYA BABRAH	3P	5 S101 6 *****	P210 D 6*3*****	P220 E 65*****	P245 E 28*5*****	S475 5 *****
24	515	F	5	17	NAKIYA EFULANCE	2P	5 S101 6 *****	P210 E 6*6*****	P220 E 66*****	P250 D 887*****	S475 9 *****
	516	F	5	18	NAMUGWERE CATHERINE	1P	5 S101 9 *****	P220 F 99*****	P245 D 49*7*****	S475 9 *****	P615 E 6646*****
26	517	F	5	19	NAMUKENYE BRIDGET	1P	5 S101 7 *****	P220 F 98*****	P245 E 56*6*****	P250 D 896*****	S475 9 *****
	518	F	5	19	NASIO ROBINAH	2P	5 S101 6 *****	P230 D 885*****	P250 E 646*****	P615 C 4544*****	S850 9 *****
28	519	F	5	18	NATEME OLIVER	2P	5 S101 4 *****	P210 D 4*6*****	P230 D 596*****	P245 E 38*6*****	S850 8 *****
	520	F	5	19	NAULA EDISA	2P	5 S101 7 *****	P210 C 4*3*****	P220 D 76*****	P245 D 46*4*****	S475 9 *****
30	521	M	5	23	NGOBI ASHIRAFU	1P	5 S101 7 *****	P210 E 5*7*****	P220 F 98*****	P250 D 987*****	S475 9 *****
	522	M	5	18	OKIA BENJAMIN	3P	5 S101 4 *****	P210 B 3*2*****	P220 D 55*****	P310 E 664*****	S475 9 *****
32	523	M	5	20	TAMBAKI NICHOLAS	1P	5 S101 8 *****	P230 F 99*****	P250 D 979*****	P615 D 4555*****	S850 9 *****
	524	M	5	19	BAWU SIMON	3S	5 S101 6 *****	P220 D 97*****	P250 D 975*****	P425 F 99*****	S850 7 *****
34	525	M	5	18	BOMU YOKOYADA	1P	9 S101 6 *****	P220 F 99*****	P250 F 999*****	P425 F 98*****	S850 8 *****
	526	F	5	20	BULAGE REGINA	3S	5 S101 7 *****	P425 D 77*****	P525 F 979*****	P530 D 777*****	S850 5 *****
36	527	M	5	19	BUMBA SAM	1P	5 S101 7 *****	P220 D 55*****	P425 D 67*****	P510 D 767*****	S850 4 *****
	528	M	6	22	DUMBA ALI	2P	5 S101 7 *****	P220 D 76*****	P250 E 853*****	P425 E 66*****	S850 9 *****
38	529	M	5	18	GOLOMBA RASHID AHILI	1P	5 S101 6 *****	P425 D 97*****	P525 E 766*****	P530 D 787*****	S850 5 *****
	530	F	5	18	GUNDI MARIAM	1P	5 S101 6 *****	P220 E 66*****	P425 F 99*****	P510 D 996*****	S850 8 *****
40	531	F	5	20	KADONDI MOREEN	1P	5 S101 6 *****	S475 7 *****	P515 E 666*****	P525 D 996*****	S850 8 *****
	532	M	5	18	KAGENYI DENIS	2P	5 S101 6 *****	P220 E 66*****	P250 E 654*****	P425 D 87*****	S850 7 *****
2	533	M	5	19	KALYEBBI SAM	3S	5 S101 6 *****	P220 D 76*****	P425 F 89*****	P510 F 997*****	S850 4 *****
	534	F	5	18	KAYENDEKE DOREEN	3S	5 S101 6 *****	P425 D 78*****	P525 D 976*****	P530 D 897*****	S850 5 *****
44	535	M	5	20	KIRYA SAM	2P	5 S101 8 *****	P230 D 565*****	P250 E 765*****	P425 F 99*****	S850 7 *****
	536	M	5	19	MAGoola DENNIS	2P	5 S101 7 *****	P220 D 64*****	P250 E 646*****	P425 F 99*****	S850 7 *****
46	537	M	5	21	MPIMBWA NICHOLAS	F	9 S101 7 *****	P425 F 99*****	P525 F 999*****	P530 F 898*****	S850 9 *****
	538	F	5	18	MUGANDA JULIET	X	X S101 X *****	S475 X *****	P515 X XXX*****	P525 X XXX*****	P530 X XXX*****
48	539	M	5	18	MUGUMBU HUSSEIN	1S	5 S101 8 *****	P220 D 76*****	P425 F 99*****	P510 F 998*****	S850 8 *****
	540	M	5	21	MULABI ROBERT	3P	5 S101 9 *****	P425 D 55*****	P510 E 665*****	P525 E 756*****	S850 5 *****
50	541	M	5	21	MUSIRYA IVAN	3S	5 S101 6 *****	P425 F 89*****	P525 F 997*****	P530 D 795*****	S850 5 *****
	542	F	5	19	MUWUGUMYA DOREEN	1P	5 S101 5 *****	S475 9 *****	P515 D 55*****	P525 F 999*****	P530 D 887*****
52	543	M	5	21	MWANIKA AMULAMU	2P	5 S101 6 *****	P220 E 66*****	P425 C 35*****	P510 D 964*****	S850 9 *****
	544	M	5	18	MWANIKA PETER	3P	5 S101 5 *****	P425 B 23*****	P525 D 355*****	P530 D 464*****	S850 3 *****
54	545	M	5	21	MWIRAGUZU CHARLES	2P	5 S101 8 *****	S475 6 *****	P515 D 355*****	P525 E 864*****	P530 D 686*****
	546	F	5	19	NABUSAYI MARTHA	1P	5 S101 6 *****	P425 C 53*****	P525 D 965*****	P530 D 897*****	S850 6 *****
56	547	M	5	18	NANDUSI JONAH MARK	1P	5 S101 6 *****	P220 E 65*****	P425 F 98*****	P510 D 996*****	S850 5 *****
	548	M	5	19	NDOBOLI CYRUS	2P	5 S101 8 *****	S475 9 *****	P515 E 566*****	P525 E 766*****	P530 D 776*****
58	549	M	5	22	NUME ALLAN	1P	5 S101 8 *****	P425 E 57*****	P525 D 888*****	P530 D 797*****	S850 5 *****
	550	M	5	20	NYOKA FRED	2P	5 S101 9 *****	P425 E 56*****	P510 D 565*****	P525 D 967*****	S850 6 *****



## RESULTS FOR U.A.C.E 2015

CENTRE U0105 BUGWERE HIGH SCHOOL, NAMIREMBE										P.O BOX 1618 MEALE									
CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	RS	SUBJECTS		WITH	THEIR		GRADES		12345678		12345678		12345678	
110	551	M	5	19	DISU ISAAC	117	S	S101	5	*****	S475	8	*****	P515	C	441*****	P525	O	968*****
	552	M	5	21	OKWIR RONALD	37	S	S101	7	*****	P220	C	44*****	P425	D	45*****	P510	E	685*****
112	553	M	5	19	WANDEGA MICHAEL	15	S	S101	8	*****	P220	F	99*****	P425	O	96*****	P510	F	979*****
	554	M	6	26	ONGOM SAM	25	S	S101	8	*****	S475	8	*****	P510	O	695*****	P525	E	765*****
114	555	M	5	20	SOMOKA JOBSON	08	S	S101	7	*****	P220	O	87*****	P425	O	97*****	P510	O	994*****
	556	M	5	19	TABITYA SWAIBU	18	S	S101	6	*****	S475	6	*****	P515	D	365*****	P525	O	996*****
116	557	M	5	20	WAANA DERICK ALEX	18	S	S101	5	*****	P220	E	65*****	P425	O	97*****	P510	O	995*****
	558	F	5	17	WANYENZE CAROLINE	01	S	S101	7	*****	S475	9	*****	P515	O	577*****	P525	F	999*****
118	559	M	5	20	WAISANA ALI	30	S	S101	6	*****	P210	D	5*5*****	P220	D	55*****	S475	9	*****
	560	F	5	17	WENENE ESTHER	10	S	S101	6	*****	S475	6	*****	P515	D	455*****	P525	F	999*****

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	AGRG	RSLT	SUBJECTS	WITH	THEIR	GRADES
001	F	2		AANYU SARAH		41	2	112 4 241 3 273 5 456 4 527 6 535 8 545 6 553 8 800 5 *** *			
002	F	1		ACHOLA LYDIA		59	4	112 6 223 6 241 7 273 8 456 8 527 6 535 9 545 9 553 9 845 9			
003	F	1		AJILONG ESTHER NORAH		44	2	112 4 208 5 223 4 241 6 273 6 456 5 527 6 535 9 545 8 553 9			
004	M	1		AKABU DERICK		27	1	112 3 241 1 273 5 456 4 527 4 535 5 545 4 553 4 800 2 *** *			
005	F	1		AKOMCLOT REBECCA		27	1	112 4 223 2 241 4 273 4 456 3 527 3 535 4 545 5 553 6 845 3			
006	F	2		AMONGI SANDRA		50	3	112 6 241 5 273 6 456 7 527 5 535 8 545 8 553 7 800 6 *** *			
007	M	1		APORU ISAAC		59	4	112 9 223 6 241 5 273 9 456 7 527 6 535 9 545 9 553 9 845 8			
008	F	2		ASERE MARION		45	3	112 4 223 5 241 3 273 7 456 7 527 6 535 9 545 8 553 8 800 5			
009	F	2		ATYENO LAURA		50	3	112 4 223 4 241 8 273 6 456 7 527 6 535 9 545 9 553 9 800 6			
010	F	1		AUJO JOAN		32	1	112 5 223 3 241 4 273 5 456 3 527 4 535 5 545 4 553 6 800 4			
011	M	1		BABALANDA SAM		21	1	112 3 223 2 241 1 273 4 456 3 527 2 535 5 545 4 553 5 800 2			
012	F	1		BABIRYE BRENDA		55	3	112 4 223 6 241 8 273 8 456 5 535 8 545 8 553 8 612 9 *** *			
013	F	1		BALUKA ANNA MARY		48	3	112 5 223 5 241 7 273 8 456 6 527 3 535 9 545 7 553 9 800 7			
014	F	1		BALUKA KEVIN		52	3	112 5 223 3 241 6 273 8 456 7 527 6 535 9 545 9 553 9 800 8			
015	F	1		BALUKA LILIAN		46	3	112 6 223 3 241 6 273 6 456 6 527 6 535 8 545 8 553 7 845 6			
016	F	1		BALUKA REBECCA		64	4	112 7 223 6 241 9 273 8 456 7 527 9 535 9 545 9 553 9 800 9			
017	F	2		BIRIKE ANGELLA		45	2	112 5 223 2 241 5 273 6 456 8 527 6 535 9 545 8 553 9 800 5			
018	F	1		BIRUNGI CHRISTINE MARY		29	1	112 1 223 2 241 4 273 5 456 4 527 4 535 5 545 5 553 5 800 4			
019	F	2		BULAGE CAROLINE		65	4	112 7 223 8 241 9 273 8 456 8 527 8 535 9 545 8 553 9 800 9			
020	M	2		CHELMO LEVI		47	3	112 8 223 6 241 5 273 6 456 5 527 5 535 8 545 7 553 8 800 5			
021	M	1		DAADA LAZALUS		50	3	112 6 223 5 241 4 273 7 456 8 527 6 535 9 545 8 553 9 800 6			
022	M	1		DAKA ROBERT		56	4	112 8 208 9 223 5 241 6 273 7 456 5 535 9 545 8 553 8 612 9			
023	M	1		DAKITALI LAWRENCE		43	2	112 6 223 4 241 3 273 5 456 8 527 6 535 9 545 8 553 7 800 4			
024	M	1		DWAPA GABRIEL		44	2	112 5 223 5 241 6 273 6 456 7 527 4 535 8 545 7 553 7 800 4			
025	M	1		GAMUSI MAGIDU		71	9	112 9 223 9 241 9 273 9 456 9 527 8 535 9 545 9 553 9 *** *			
026	F	2		GENDO ERINAH AIDAH		56	4	112 5 241 7 273 6 456 8 527 6 535 9 545 9 553 9 800 6 *** *			
027	F	1		GIMBO SHARON MERCY		55	4	112 4 208 7 223 4 241 8 273 9 456 8 535 9 545 9 553 9 800 6			
028	M	1		HAMYA SALIM MUKEDI		31	1	112 4 223 3 241 2 273 5 456 4 527 4 535 5 545 5 553 5 800 4			
029	M	1		HIGENYI ABUDALLAH		31	1	112 6 241 2 273 5 456 4 527 3 535 5 545 4 553 5 800 3 *** *			
030	F	1		KAANYI JOY		58	4	112 6 241 7 273 8 456 7 527 8 535 9 545 8 553 8 800 6 *** *			
031	F	1		KABEJJA JUSTINE		47	3	112 5 241 4 273 8 456 4 527 6 535 8 545 7 553 8 800 5 840 9			
032	F	1		KADONDI BIIRA		59	4	112 5 223 6 241 8 273 7 456 7 535 9 545 9 553 9 800 8 840 9			
033	F	2		KAGOYA CATHERINE		53	4	112 7 223 5 241 5 273 7 456 8 527 5 535 9 545 9 553 9 800 7			
034	M	1		KAHIRU DANIEL		63	4	112 6 208 7 223 6 241 9 273 9 456 8 535 9 545 9 553 9 612 9			
035	M	1		KAIRANYA DICK		14	1	112 2 208 1 241 1 273 4 456 1 527 2 535 4 545 2 553 4 800 1			
036	M	1		KAMIZA DAVID		47	3	112 6 223 6 241 3 273 7 456 5 527 5 535 7 545 8 553 9 845 8			
037	M	1		KAMIZA FRANK DAVID		26	1	112 2 223 3 241 1 273 6 456 3 527 4 535 6 545 6 553 5 845 2			
038	F	1		KAMPI LOOKI PEACE		44	2	112 5 241 6 273 6 456 6 527 4 535 7 545 8 553 6 800 4 840 9			
039	F	1		KASANA TABITHA		54	4	112 7 223 4 241 7 273 8 456 8 527 5 535 9 545 9 553 9 800 7			
040	F	1		KATAIKE MASITULA		70	9	112 8 208 9 223 8 241 9 273 9 456 9 535 9 545 9 553 9 800 9			
041	F	2		KATOOKO JULIET		63	4	112 7 241 6 273 7 456 8 535 9 545 9 553 9 612 9 800 8 *** *			
042	M	1		KAYAGI FLORENCE GIFT		36	2	112 3 208 6 223 5 241 3 273 6 456 4 527 4 535 7 545 5 553 7			
043	F	1		KAYENDEKE GRACE		58	4	112 6 223 6 241 8 273 8 456 7 527 6 535 9 545 9 553 9 800 8			
044	F	1		KIBONE BERNAH		54	4	112 5 223 2 241 5 273 8 456 7 535 9 545 9 553 9 612 9 840 9			
045	M	1		KIRYA DAN		34	2	112 5 241 4 273 5 456 3 527 2 535 6 545 7 553 5 800 4 840 8			
046	M	1		KIRYA NELSON		46	3	112 5 223 3 241 4 273 6 456 7 527 5 535 9 545 9 553 9 845 7			
047	F	1		KISSA BRIDGET NAMATARA		53	4	112 5 223 3 241 5 273 6 456 8 535 9 545 9 553 9 612 9 800 8			
048	M	1		KISSE SHARIF		35	2	112 6 223 3 241 4 273 4 456 4 527 5 535 8 545 6 553 7 800 3			
049	F	2		KOLYANGHA JESCA		69	9	112 8 223 7 241 9 273 9 456 9 535 9 545 9 553 9 612 9 800 9			
050	M	1		KOLYANGHA STEPHEN		47	3	112 5 223 2 241 7 273 7 456 6 535 6 545 7 553 7 612 9 *** *			

CENTRE U0105 BUGWERE HIGH SCHOOL, NAMIREMBE P.O BOX 1618 MBALE

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	AGRGT	RSLT	SUBJECTS	WITH	THEIR	GRADES
051	M	1		KUTEMBO MICHAEL		48	3	112 6 223 5 241 2 273 5 456 7 535 9 545 8 553 9 612 9 840 6			
052	M	2		KWAJJA AMBROSE		46	3	112 7 223 6 241 3 273 5 456 7 527 5 535 9 545 9 553 9 800 4			
053	M	1		KWIRI SAMUEL		27	1	112 4 223 2 241 2 273 5 456 3 527 2 535 6 545 6 553 6 845 3			
054	M	2		KYOTO KENEDY		62	4	112 7 241 8 273 9 456 8 527 6 535 9 545 9 553 9 612 9 800 6			
055	M	1		LAAKI KEZEKIA		59	4	112 6 223 6 241 6 273 8 456 9 527 6 535 9 545 9 553 9 800 9			
056	F	1		LOGOSE SHARON		33	2	112 5 223 3 241 3 273 6 456 3 527 3 535 6 545 5 553 7 800 5			
057	F	2		LOGOSE PENINAH		42	2	112 5 223 2 241 5 273 7 456 6 527 6 535 7 545 6 553 6 800 6			
058	M	1		LOJJO FRANCIS		51	3	112 5 223 4 241 5 273 7 456 8 527 6 535 8 545 8 553 8 840 9			
059	F	1		LONGORA PHOEBE		59	4	112 6 223 6 241 8 273 9 456 8 527 6 535 9 545 8 553 9 800 8			
060	M	1		MAGIRI ARAMATHAN		43	2	112 5 223 2 241 4 273 6 456 8 527 6 535 7 545 9 553 8 800 5			
061	M	1		MALEWA FREDRICK		48	3	112 6 223 5 241 6 273 7 456 5 527 5 535 8 545 7 553 8 800 7			
062	M	1		MALINGA JONATHAN		31	1	112 5 223 4 241 3 273 4 456 5 527 3 535 7 545 5 553 6 800 2			
063	M	1		MATEKA DEOGRACIOUS		50	4	112 3 223 5 241 7 273 7 456 7 527 7 535 7 545 8 553 8 800 7			
064	F	1		MBEIZA ANGEL		27	1	112 5 223 3 241 2 273 3 456 3 527 4 535 6 545 6 553 5 845 2			
065	M	1		MBUJE MOSES		58	4	112 8 223 5 241 8 273 9 456 8 527 5 535 9 545 9 553 9 800 6			
066	F	1		MBULANYINA BETTY		35	2	112 4 223 3 241 2 273 5 456 5 527 5 535 6 545 6 553 6 800 5			
067	M	1		MEEME AMISI		38	2	112 4 223 3 241 4 273 6 456 6 527 4 535 7 545 8 553 7 800 4			
068	F	1		MUGALA JAMAWA		67	4	112 9 223 6 241 9 273 8 456 8 527 9 535 9 545 9 553 9 800 9			
069	M	1		MUGATA GERALD		36	2	112 6 223 4 241 4 273 5 456 3 527 4 535 5 545 8 553 7 845 5			
070	F	1		MUKEBEZI SUSAN		52	3	112 6 223 4 241 6 273 8 456 6 527 6 535 9 545 8 553 9 800 8			
071	M	1		MUKEDI KALIFANI		42	2	112 5 223 3 241 3 273 6 456 7 527 5 535 9 545 7 553 9 800 6			
072	F	1		MUKODA REBECCA		55	4	112 6 223 4 241 8 273 9 456 7 527 6 535 9 545 9 553 9 800 6			
073	M	1		MUKWA EDGAR		35	2	112 4 223 4 241 3 273 4 456 6 535 7 545 5 553 6 800 3 840 8			
074	M	1		MULWANI SAMUEL		55	3	112 6 223 6 241 8 273 7 456 6 527 5 535 9 545 9 553 9 840 8			
075	M	1		MUSASIZI PAUL		33	2	112 5 223 3 241 5 273 5 456 2 527 5 535 6 545 4 553 7 845 4			
076	F	1		MUSIBIKI AGALI		63	4	112 6 223 8 241 7 273 9 456 8 527 7 535 9 545 9 553 9 800 9			
077	M	1		MUWANGUZI DANIEL		64	4	112 6 223 7 241 9 273 7 456 8 535 9 545 9 553 9 612 9 840 9			
078	M	1		MUZALE ROBERT		43	3	112 7 223 4 241 4 273 6 456 7 527 4 535 7 545 9 553 8 800 4			
079	F	1		MWAGALE JOWERIA		67	4	112 8 223 6 241 9 273 9 456 9 527 8 535 9 545 9 553 9 800 9			
080	M	1		MWANJE DICKSON		44	3	112 4 223 3 241 4 273 6 456 8 535 9 545 9 553 8 800 4 840 7			
081	M	1		MWEMEKE DENIS		64	4	112 6 223 4 241 9 273 9 456 9 535 9 545 9 553 9 612 9 *** *			
082	M	1		MWERU JAMES		30	1	112 4 223 4 241 2 273 4 456 3 527 3 535 5 545 6 553 5 800 5			
083	M	1		NAALO SALEH		34	2	112 4 223 3 241 2 273 5 456 5 527 4 535 6 545 7 553 6 845 5			
084	M	1		NABONGHO FRED		30	1	112 4 241 1 273 3 456 4 527 4 535 6 545 6 553 5 840 9 845 3			
085	F	1		NABULO PHIONA FLORENCE		37	2	112 4 208 6 223 3 241 3 273 5 456 5 527 4 535 7 545 7 553 7			
086	F	1		NABWIRE PEACE		41	2	112 5 223 4 241 3 273 6 456 6 527 6 535 8 545 7 553 7 800 4			
087	F	2		NADEKA CHRISTINE		55	4	112 6 241 7 273 6 456 6 527 5 535 9 545 7 553 9 800 9 *** *			
088	F	2		NAHIRANDA ZEBULIYA		58	4	112 6 241 9 273 7 456 7 527 6 535 9 545 9 553 8 612 9 800 6			
089	M	2		NAIDALE MARTIN		48	3	112 6 241 5 273 6 456 5 527 5 535 8 545 8 553 8 800 5 *** *			
090	F	1		NAKAMWADA JULIANA		33	2	112 4 208 5 241 2 273 3 456 5 527 4 535 7 545 6 553 6 800 4			
091	F	1		NAKAYENZE SAFIA		69	4	112 6 208 9 241 9 273 9 456 9 535 9 545 9 553 9 612 9 800 9			
092	F	1		NAKELLO MELISA FLAVIA		43	2	112 3 241 9 273 5 456 5 527 5 535 8 545 7 553 5 800 5 *** *			
093	F	2		NAKIBUYA GRACE		50	3	112 7 223 5 241 6 273 6 456 7 527 6 535 9 545 8 553 8 800 5			
094	F	1		NALUKO ERINA SUZAN		60	4	112 7 223 7 241 7 273 8 456 7 527 6 535 9 545 9 553 9 845 9			
095	F	2		NAMAGHEMA STELLA		66	4	112 6 223 8 241 9 273 8 456 8 535 9 545 9 553 9 800 9 *** *			
096	M	1		NAMANU KENETH		32	1	112 4 241 2 273 5 456 4 527 2 535 6 545 5 553 6 845 4 *** *			
097	F	1		NAMATAKA PHIONA		66	4	112 9 223 7 241 7 273 9 456 9 527 7 535 9 545 9 553 9 800 9			
098	F	2		NAMOND MAUREEN		59	4	112 7 223 6 241 9 273 7 456 9 527 6 535 9 545 9 553 8 800 7			
099	F	1		NAMUGE WINNIE DORCAS		54	4	112 6 208 5 223 5 241 5 273 7 456 8 535 9 545 9 553 9 800 9			
100	F	1		NAMUKEMBA RITAH		54	3	112 6 223 5 241 9 273 7 456 7 527 5 535 8 545 8 553 8 800 8			

CENTRE 00105 BUGWERE HIGH SCHOOL, NAMIREMBE P.O. BOX 1618 MBELE

CAND-NO	SEX	EC	AGE	CANDIDATES	NAMES	AGROT	RSLT	SUBJECTS	WITH	THEIR	GRADES
101	F	1		NAMUYONJO	MARY	53	3	112 4 223 5 241 6 273 8 456 7 527 6 535 9 545 8 553 9 800 9			
102	F	1		NAMWASE	CHRISTINE	41	2	112 5 241 4 273 5 456 4 527 5 535 6 545 6 553 7 800 6 840 9			
103	F	1		NANDERA	CAROLINE	51	4	112 4 208 6 223 3 241 7 273 8 456 9 527 5 535 9 545 9 553 9			
104	F	1		NANDERE	CAROLINE	43	2	112 3 208 4 223 4 241 4 273 6 456 8 535 9 545 9 553 8 800 6			
105	F	1		NANDUDU	PATIENCE PENINA	51	3	112 5 223 5 241 6 273 7 456 7 527 6 535 9 545 8 553 9 845 7			
106	F	1		NAPIO	DOROTHY	0	X	112 X 223 X 241 X 273 X 456 X 527 X 535 X 545 X 553 X 800 X			
107	F	1		NAULA	KETTY	63	4	112 7 223 7 241 7 273 9 456 9 527 6 535 9 545 9 553 9 800 9			
108	F	2		NAULA	BRENDA	57	4	112 7 241 8 273 6 456 7 527 5 535 9 545 7 553 8 800 9 *** *			
109	M	1		NAWEYA	EMMANUEL	53	3	112 5 223 7 241 4 273 7 456 6 535 8 545 8 553 8 612 9 *** *			
110	M	1		NYANGO	KENETH	67	4	112 7 223 9 241 6 273 9 456 9 535 9 545 9 553 9 612 9 *** *			
111	M	1		OBOI	ZABULON	36	2	112 5 223 3 241 4 273 5 456 5 527 4 535 5 545 7 553 7 800 5			
112	M	1		ODATA	GEORGE WILLIAM	50	3	112 6 223 3 241 6 273 8 456 5 527 6 535 8 545 8 553 9 800 8			
113	M	1		OKONGO	IAN	31	1	112 4 241 4 273 6 456 2 527 4 535 5 545 3 553 5 840 9 845 4			
114	M	2		OKURUT	JOHN BOSCO	44	2	112 8 223 4 241 9 273 4 456 3 527 6 535 6 545 6 553 7 *** *			
115	M	1		OLOIT	GEORGE	53	3	112 6 223 6 241 5 273 6 456 8 527 6 535 9 545 9 553 8 800 8			
116	M	2		OLUPOTO	RONALD ALEX	59	4	112 6 223 6 241 9 273 7 456 7 527 7 535 9 545 9 553 9 800 8			
117	M	1		OMOIT	PAUL	20	1	112 4 223 1 241 1 273 3 456 3 527 3 535 4 545 4 553 6 800 1			
118	M	1		SILIKI	TOMNY	39	2	112 5 223 2 241 4 273 5 456 6 527 4 535 8 545 9 553 8 800 5			
119	M	1		SISIYE	UMAR	58	2	112 4 241 4 273 5 456 5 527 4 535 8 545 7 553 7 800 3 840 6			
120	M	1		SIYA	INNOCENT	61	4	112 8 223 6 241 6 273 9 456 9 527 6 535 9 545 9 553 8 612 9			
121	F	1		SUMBA	DOREEN	36	2	112 3 223 5 241 3 273 5 456 6 527 4 535 6 545 7 553 7 845 4			
122	M	1		SYDOMUSA	MICHAEL	50	3	112 5 223 5 241 7 273 6 456 5 527 7 535 7 545 8 553 9 840 9			
123	M	1		TABU	CHARLES	49	3	112 6 223 5 241 5 273 6 456 5 535 8 545 8 553 7 800 7 840 9			
124	M	1		TADENYA	IVAN	41	3	112 5 223 1 241 X 273 5 456 8 527 4 535 9 545 9 553 7 800 2			
125	M	1		TAGOYA	PAUL	53	3	112 6 223 4 241 8 273 7 456 6 527 5 535 9 545 9 553 8 *** *			
126	M	2		TASEBULA	EMMANUEL VICTOR	46	3	112 6 208 3 223 4 241 8 273 5 456 8 527 4 535 9 545 9 553 8			
127	F	1		TIBESIGWA	IRENE	44	2	112 4 223 5 241 5 273 6 456 5 527 5 535 8 545 7 553 8 845 7			
128	F	1		TIDAO	ROSE	40	2	112 5 223 2 241 3 273 7 456 6 527 4 535 8 545 8 553 8 800 5			
129	M	1		WABALA	ASUMANI	34	2	112 4 223 2 241 5 273 6 456 4 527 4 535 6 545 7 553 6 800 3			
130	M	1		WAFALIYA	MICHEAL	48	3	112 5 223 5 241 4 273 8 456 7 527 6 535 9 545 9 553 8 800 5			
131	M	1		WANJALA	ESTHER	59	4	112 7 223 4 241 6 273 9 456 9 535 9 545 9 553 9 612 9 800 6			
132	F	1		WANJALA	PHIONA	67	4	112 9 223 6 241 9 273 9 456 9 527 7 535 9 545 9 553 9 800 9			
133	F	2		WANYENZE	MWAJUMA	52	4	112 4 208 7 241 8 273 7 336 3 456 7 535 8 545 8 553 9 *** *			
134	M	1		WATUWA	EMMANUEL	36	2	112 4 223 4 241 3 273 5 456 4 535 6 545 7 553 6 800 4 840 7			
135	F	2		WENENE	NORAH REACHEL	53	3	112 5 223 6 241 7 273 6 456 7 527 6 535 9 545 8 553 8 800 9			

DIVISION 1 = 017

DIVISION 2= 034

DIVISION 3= 036

DIVISION 4= 044

DIVISION 7= 000

DIVISION 9= 003