

**TEACHER MOTIVATION AND ACADEMIC PERFORMANCE IN OBER ZONE
KASIPUL DIVISION, SOUTH RACHUONYO DISTRICT
KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I, *Kennedy Odhiambo Arogo BED/ 15184/ 62/ DF*, do declare that the work presented in this study has never been presented either in whole or part to any institution for an academic award. All the information in this report is based on my own research.

Signature  Date..... *14/08/2009*

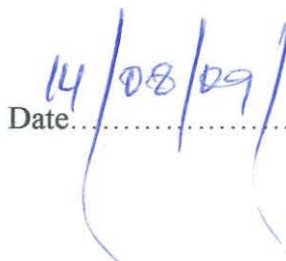
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APPROVAL

This report has been submitted for examination with my approval as the candidate's university supervisor.

Sign Date



KIRYA ROBERT KENT

Supervisor

DEDICATIONS

This research is dedicated to my beloved fiancée Mary Fransica for her love and tireless sacrificial efforts, moral, social encouragements and the endurances she has gone through that formed a strong academic foundation for me up to this level.

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First, I glorify the Almighty God for the provisions and wisdom he gave me to accomplish this programme. I extend my gratitude to my supervisor Kent R Kirya for his advice and wise counsels and encouragements that were of value from the commencement of this project. However, special thanks go to my lecturers who taught me.

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Lastly, am specifically thankful to my sons, Elguil Jonnes and James Kennedy my beloved sons. They should live to witness the outcome of this effort. May the almighty God be above you to bless, below to support you, before to guide you, behind to protect you and inside to sustain you. Now and forever, Amen!

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ABSTRACT

A study on teacher motivation as determinant of teacher performance in Omiro Primary School, Ober Zone was carried out with the main objective of establishing the relationship between teacher motivation and teacher performance. The specific objectives of the study were; to establish the relationship between teacher motivation and performance, to determine factors that influence teacher motivation, to establish ways of motivating teachers so as improve on their performance, to find out the factors that affect the teachers' performance. The population used consisted of 56 teachers who represented from the School. The methods used in the investigation were quantitative and qualitative. The purposive sampling procedure was employed so as to ensure that all the teachers in the school are represented. The sources of data were both primary, obtained using questionnaires which were distributed to the respondents and interview schedules. Secondary sources were also used, obtained from text books, internet, and newspapers among others. The questionnaire designated questionnaire for teachers was used to collect data for teacher motivation and performance and the questionnaire designated questionnaire for students was used to collect data on teacher performance. The interview guide was also used and observation schedules were involved in collecting data. Data was analyzed around each of the major three questions so as to achieve the objectives of the study. Findings revealed that the demotivating factors such as strife ridden atmosphere and unreasonable demands created by management, poor salary, discouraging team spirit, effecting heavy handed policies on teachers affects their performance.

In conclusion, teacher motivation should be included as part of the working resources in an educational institution. The 10 salient points for motivation such as recognition, encouraging independence and creativity, availing training opportunities, ensuring safety of the work place, future security, respecting employees' ideas and being accessible were recommended.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the challenges facing today's generation is to achieve excellent teacher performance in almost all Primary schools both mixed and single sex schools. This teacher performance is always associated with the mental strength that is teacher capability. However, teacher motivation has also been considered as an important factor too. Motivation has been defined as the drive that makes people act or not act in a particular way, Maicibi (2003). It is a general term applying to the entire class of drives, a general term applying to the other like forces. There are drives which teachers need to satisfy. A drive is a "motivational tension or arousal that energizes behaviour in order to fulfill some needs" Feldman (2000).

Anything done to touch these causes a behaviour which is interpreted as the motivation behind that behaviour. If this is true, then motivation is an important determinant of teachers' performance.

Teacher motivation naturally has to do with teachers' attitudes to work. It has to do with the teachers' desire to participate in the pedagogical processes within the school environment, Ofoegbu (2004). It also has to do with the teachers' interests in pupils' discipline and control particularly in classroom. Therefore, it could underlie their involvement or non-involvement in academic and non academic activities which operate in the school. It is important to note that the human resource manager (Head teacher) achieves results only through proper management of the human and non human resources. "The management of the human resource is the most difficult because of its dynamic and sensitive nature as well as its complexity", Maicibi (2003). The human resource is so dynamic in the sense of its diverse and varied needs. The needs fulfillment quest is what guides human resource action or non-action in organizations.

What should be noted is that, the teacher is the one who translates educational philosophies and objectives into knowledge and skills and transfers them to pupils in the school / classroom. Classroom climate is important in teacher motivation. If a teacher

finds the classroom as a safe, healthy and happy place with all the supportive resources and facilities for teaching, he or she intends to perform better than expected in the process of management, administration and the overall improvement of the school. The teacher diagnoses the pupils' feelings and attitudes inferred by their behaviour and response in the school environment.

"In the absence of school programmes, the major responsibility of working with the students in the school rests in the hands of the teacher". Lash and Kurkpartri (1990).

There are factors which deter teachers' performance in schools. Performance here means the amount of effort, knowledge and skills directed towards the achievement of a specific objective. Such factors include lack of shelter, poor meals, poor relationships, poor / late payment of salaries among others. Teachers' performance both male and female in Primary schools in Kasipul Division has deteriorated as far as it's concerned in the whole country. Head teachers always complain of the poor performance of the teachers and in this case they refer to absenteeism, late coming, sometimes teachers just go to class, teacher and leave. They are not concerned whether their pupils have understood or not. The reason is majorly because they are not motivated. "Teacher motivation therefore is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work that is schools so that both parents, students, and the society will greatly benefit from their services", Ofoegbu (2004).

Teachers should cultivate a special and personal love for the learners and school and be interested in its progress, Ssekamwa (2001). This is seriously lacking in our teachers of today. The only way this can be overcome is through motivation of teachers such that they can find satisfaction in their profession. Hence motivation is a good determinant of teachers' performance.

1.2 Statement of the Problem

Despite the fact that schools have made enormous efforts to improve on the factors which retard the good performance of teachers, like paying teachers' salaries, they don't seem to be putting the expected effort towards teaching and other activities in the schools. This is evidenced by their deteriorating performance in schools in Kasipul Division. However today it's hard to see these schools excelling. Teachers' do not mark pupils' books; do not attend school meetings, do not implement discipline among students. The reason for such behavior is attributed to poor teacher motivation. According to Mercy Nambuba in the new vision of Friday 4th October 2008. It is not unusual to find teachers and pupils interacting academically under wooden and iron sheet walled classrooms. Apparently none seems to be concerned whether teachers can cater for their families, pay the house bill that is rent, water, electricity, health, educate their children and perform meaningfully in school development.

1.3 The Purpose of the Study

The general aim of the study was to investigate the influence of teacher motivation on teacher performance in schools. However the hypothesis of the study was to test whether there is or there is no relationship between teacher motivation and academic performance.

1.4 Objectives of the Study

The objectives of the study were;

- Determine the factors that influence teacher motivation.
- Find out ways of motivating teachers to improve on their performance.
- Determine factors that affect teachers' performance.

1.5 The Research Questions were;

- What are the factors that influence teacher motivation?
- What are the ways of motivating teachers so as to improve on their performance?
- What are the factors that affect teachers' performance?

1.6 Scope of the Study

The study was conducted on motivation and teacher performance in schools. The study was conducted in June from 23rd to July 15th 2009. The study was in the Omiro primary school of Kasipul Division, south Rachuonyo district. This school represented the primary schools in Kasipul Division. I chose this school because it was accessible. The study was conducted in order to establish the relationship between teacher motivation and teacher performance. The teachers were randomly selected and it depended on age, sex, marital status, qualification and period of service.

1.7 Significance of the Study

- The assumption was that motivation will ensure high level of teacher performance in Primary schools, thus the study will help teachers and the educational institutions in general as they will be able to realize the needs of teachers which drive them to act in certain ways and be able to work on them, such that teachers can perform better.
- The study investigates the issue of teacher motivation on teacher performance and is significant for not only the reward and punishment but also to learn the best practices of how to increase teacher performance in the existing motivation package.
- It is only rationale that if teachers are motivated and do not reciprocate by improving performance, then a need or either punishment for the poor performance arises or other non-teacher motivating factors that may enhance performance need to be explored. This scenario may arise under conditions of increased motivation which is not the case.

CHAPTER TWO

LITERATURE REVIEW

2.1 Factors that Influence Teacher Motivation

Motivation comes about through an individual's thoughts, attitudes and perceptions, which cause the person to be in attaining a goal or objective.

As each person has an individual thumb print, so do we have individual reasons and rationales for the level of effort we demonstrate. Gatto (2000).

Each individual must examine his or her own thought and attitudes to understanding what causes motivation. As earlier noted, in 2.1, people who are motivated have a tendency to be more productive, demonstrate more self-initiative and achieve their goals.

Naturally the more motivated a teacher is, whether or not this motivation is described as joy, it can be assumed that such a teacher would be more successful in achieving the goals of the school. As Bess (1977) remarks,

“..... better teaching will flow from motivated faculty – faculty whose most important needs are being met continually”.

The following factors influence Teacher Motivation.

Respect for decision. The way the teacher's decisions are respected greatly influences their motivation

Relationship with colleagues, the interaction between the teacher and the administration, fellow teachers, staff, head of departments influences teacher.

Working conditions, this involves the physical conditions of work and the non-physical and facilities available for doing the work also influences the teacher motivation.

Work itself, the act of performing the job or the tasks of the job also influences the teacher motivation. If a teacher is given work which he/she is well versed with will be motivated. However, once given work which he does not know he will not be motivated.

Recognition, An act of recognition to the teacher influences his or her motivation. Either it comes from the administrator, fellow teacher, parent or heads of department, greatly influences the degree of motivation. According to Maicibi (2003), “periodic acknowledgement and a word of recognition of the teachers’ performance relating to her can be a motivating factor”.

Possibility of growth, Change in the job situation involving evidence for growth increase or decrease, influences the teacher motivation.

Job security, the kind of security a teacher has on the job influences his or her motivation. Such include objective signs of presence or absence of job security including tenure, appointment letters among others.

2.2 Ways how to Motivate Teachers to Improve on their Performance

Teachers in a school must not only have the required knowledge and skills to perform but must be induced to release their potentials towards the accomplishment of the goals of institution that are significant to them. The only way in which they can be induced is by use of motivators. “Motivators are things which induce an individual to perform”, Knootz (1998), such include;

Respect for their decisions. It is important to respect the decisions of your teachers. Once this is put into consideration, they will be motivated and they will perform better.

Acknowledgment; acknowledge the teachers for doing something right. If a teacher has produced several distinctions in a subject, acknowledge him or her.

Promotion; most teachers suffer promotion stagnation. Even when promotions are made, affecting accumulated payments accrued to the teachers becomes problematic. Thus the head teacher should go out of his way to obtain useful information in terms of promoting the prospects of his or her subordinates. One head teacher is quoted to have said, “I have been a head teacher for twelve years and 13 to become deputies” by Ssekamwa. To

Ssekamwa this is what a progressive head teacher should do in respect of career prospects of his teachers. In this way the teacher will be motivated and they will perform well.

Give them additional responsibilities which have additional benefits like allowances. Appoint one of your teachers to be head of department, class teacher, senior councilor, house master /mistress among others.

Recognition; this is a powerful motivator for a high level continued performance. If a head teacher does not recognize his or her teachers, chances are they are not now or never will they be motivated to perform well. Today teachers in Kasipul Division do not employ their potentials because they feel that even if they do what, they will never be recognized. To become aware whether you recognize the work of your teachers, look at their expectations.

Regularly pay their salaries. Teachers are not regularly paid their salaries and other fringe benefits; hence most of their financial benefits are in arrears. Other emoluments are not completely gotten or refused them. The government probably does not realize that this act is capable of lowering the propensity to improve the teacher's performance. Hence it is important to regularly pay teachers their salaries as this will motivate them to perform better.

Provision of good working environment, a Conducive atmosphere is a contributory factor to effective performance. Today classrooms and office accommodation are grossly inadequate. The classrooms are devoid of furniture. According to Maicibi (2005), "teachers' offices are stories to tell, if compared with their counter parts in other professions". Hence head teachers together with other heads like the District Education Officer should ensure a Conducive atmosphere for good teacher performance.

4.3 Relationship between Motivation and Performance

Motivation theory explains why people behave in the way they do. Cole (2002); citing Vroom and Deci (1970) puts it that "the question of all that motivates a worker to

perform effectively is not an easy one to answer". The difficulty is that the researchers involved have to make assumptions about the motives for behaviour that they have observed or recorded. There is always an element of subjectivity, therefore, in any judgment made about motivation.

Definition of motivation vary greatly because of the complexity of the concept, and because many authors tend to define motivation in terms of specific theories. However, there appears to be general agreement that motivation activates human energy that it is a force that leads people to attempt to satisfy their needs; that all human behaviour is motivated to some degree and that critical factor is the direction of motivation.

Motives cannot be seen but only inferred from behaviour. Because of the very subjectivity of the term, motivation has always been a puzzling area for administrators. Davidson (2005), looks at motivation at two different levels. On one level, teacher motivation is related to a long list of variables including whether or not enabling environment exists and whether or not teachers are equipped to carry out their roles. However, at the basic level teacher motivation is linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions. In spite of the confusion brought about by numerous attempts to define motivation, two basic elements are evident in the concept.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study involved the case study research design together with the structured questionnaire. It was used to collect primary data on teacher motivation and performance and also helped the researcher to pick teacher's opinions. The case study research results were used in suggesting, recommending and formulating the actions and remedies to take from the current situations of poor motivation of primary school teachers.

3.2 Sampling Procedure

The study participants were teachers and students in the silver spoon primary schools of Kasipul Division in south Rachuonyo district. The random sampling procedure was used to ensure that all teachers in the schools were partly represented, male and female participants. The researcher also conducted an interview with the main study participants who were teachers and head teacher. The researcher also used observation schedule in order to obtain the data necessary to answer the research questions so as to achieve the objectives of the study. In the study population, pupils were also involved a total of 80 questionnaires were given out to pupils.

3.3 Sample Size and Characteristics

The study participants were teachers of Omiro Primary School. The characteristics of the sample were in relation to age, sex, marital status and working experience. The sex characteristic was represented by both male and female teachers. Pupils were also used to evaluate the performance of their teachers. 16 pupils from each class were selected where 4 represented those in primary five, 4 represented those in primary six and 8 represented those in primary seven. The researcher chose them because they would understand the questionnaire.

3.4 Data Collecting Tools

Questionnaires were administered to the targeted respondent that is teachers and pupils to gather data after which they were collected for analyzing the data. The questionnaire designated questionnaire for teachers (QFT) was used to collect data for teacher motivation and performance and the questionnaire designated questionnaire for pupils was used to collect data on teacher performance. In this questionnaire, students had to evaluate their teachers' performance.

The questionnaire for teachers comprised of closed ended questions. In this case, the researcher used corresponding linkert rating scale and this is given as follows.

- 5 for strongly agree – meaning that you agree with no doubt at all.
- 4 for agree – meaning that you agree with some doubt.
- 3 for indifferent – meaning that you are undecided.
- 2 for disagree – meaning that you disagree with some doubt.
- 1 for strongly disagree – meaning that you disagree with no doubt at all.

Thus respondents were expected to tick and fill in the most appropriate alternative. Linkert scale uses a standard set of response options that represent varying degrees of agreement, Amin (2005)

In the pupils' questionnaire, they had to tick only those activities which their teachers do. Interviews were also held with some teachers of the sample so as to establish whether teacher motivation would influence their performance in the school.

The key informants were teachers and head teachers.

Jones (1985.46) as cited by Punch (2004) puts it that interview is a very good way of accessing people's perceptions, situations and constructions of reality.

The researcher used observation in collecting the data. This was intended to establish whether performance is connected to teacher motivation. The researcher employed the formal observation technique to collect data on performance of teachers in the school.

3.5 Research Procedure

Before going to the field the researcher obtained an introduction letter from Office of the Institute of open and Distance Learning. This introduced the researcher as a student attempting to carry out an academic research. Then, the researcher sought permission from the concerned authorities of the school to be introduced to school. To ensure promptness and accuracy some of the questionnaires were administered by the researcher and others, which left to heads teachers, who then administered them on respondents.

3.6 Data Analysis

The data was categorized through the use of descriptive statistics, such as; frequency distributions, percentages and central tendencies. The frequency and percentages indicated the distribution of responses on the independent variable and the dependent variables.

3.7 Ethical Considerations

The study primarily engaged all sorts of respondents in the school of Omiro Primary who were viewed necessary for data collection. Accordingly, during the course of the study, the researcher provided personal or commercially valuable information to the respondents. Then before any individual became a respondent of the study, he/she was notified of the aims, methods, anticipated and benefits of the study. Secondly it was a respondent's right to abstain from participation in the study and his/her right to terminate at any time. The confidential nature of their replies was promised and no pressure or inducement of any kind was applied to encourage an individual to become a respondent of the study.

3.8 Limitations of the Study.

The first limitation of the study was reflected in the fact that the study was exploratory, much remained still to be done before we are in position to generalize the findings concretely about teacher motivation and performance.

Secondly, Smallness of the samples that was used as a basis for data collection, Out of over 1000 existing primary schools in Kasipul Division, only 1 representative school was selected for that exploratory study. This meant that the findings of the study may not be representative of this state of motivation and performance of teachers.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRINTATION OF DATA

4.1 Background Information

This was intended to find out the background of the teachers in Omiro Primary School of Kasipul Division. The table, pie chart and bar graph give a generalization about the background of the teacher in the school. This is in terms of age, gender, marital status, working experience and number of dependants. It was viewed necessary for the study as it would help to determine the status of the respondents and know how each one can be motivated. What should be noted is that people are motivated in different ways, thus the researcher had to put into consideration the background of the respondents.

Table 4.1 Omiro Primary School Teachers' Background information in 2009

Category	Frequency	Percentage
Gender: Male	52	56.52
Female	40	43.48
Total	92	100.00
Age bracket		
20 – 30	24	26.09
31 – 40	22	23.91
41 – 50	36	39.13
51 +	10	10.87
Total	92	100.00
Married	62	67.39
Single	24	26.09
Widowed	06	06.52
Total	92	100.00
Working experience		
1 – 5 years	13	14.13
6 –10 years	37	40.22
11+ years	42	45.65
Total	92	100.00
Number of dependants		
1 – 5	50	54.35
6 – 10	28	30.43
11 +	14	15.22
	92	100.00

Source; Field work

Table 1 presented frequencies and percentages of the respondents' background information in form of gender, age, marital status, working experienced and number of dependants.

Gender

From the study findings, 56.52% of the respondents were male and 43.48% were female.

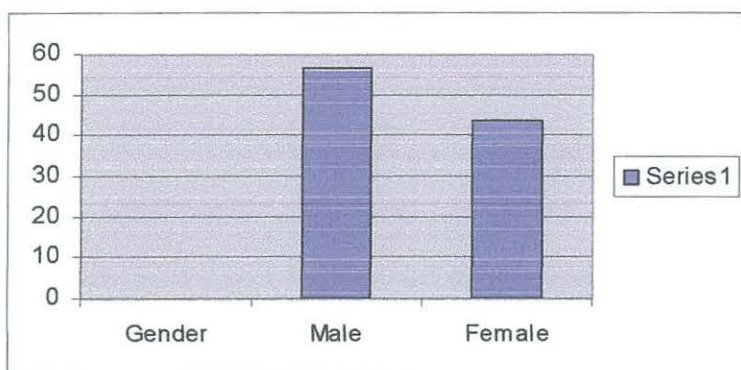


Figure: 1 Gender of the Respondents

Age Bracket

The analysis of the data revealed that 26.09% of the respondents fall in the age bracket of 20 – 30, 23.91 % of the respondents fall in the age bracket of 31 – 40, 39.13% fall in the age bracket of 41-50 and 10.87% fall in that of 51+. This implied that the majority of the Primary school teachers in Omiro Primary School are 41 – 50 and 31 – 40 years.

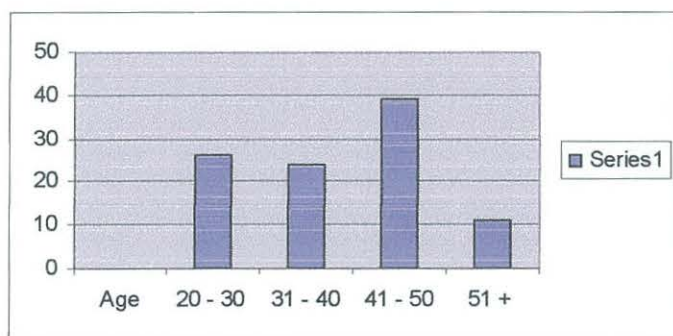


Figure: 2 Age of Respondents Represented in a Bar graph

Marital Status

The study findings revealed that, 67.39% of the respondents are married, 26.09% are single and 6.52% of the respondents are widowed. This implied that the majority of the teachers in Omiro school are married.

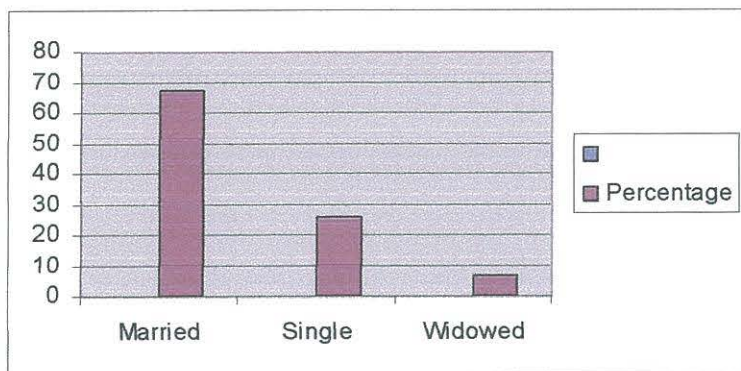


Figure: 3 Marital Status of Respondents

Working Experience

Table 4.1 presented frequencies and percentages of respondents working experience. The findings revealed that 14.13% of the respondents' working experience is between 1 – 5 years, 40.22% respondents working experience is between 6 – 10 years and 45.65% respondents working experience is 11 years and above.

This implied that the majority of the teachers in Omiro Primary school have been working for more than 10 years.

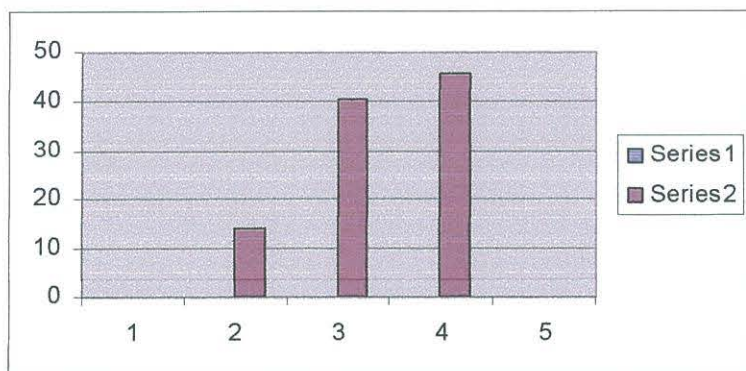


Figure: 4 working experience of the Respondents

Number of Dependants

Table 4.1 presented frequencies and percentages of respondents' number of dependants. The findings revealed that 54.35% of the respondents had dependants which were between 1 – 5, 30.43% respondents had dependants between 6 – 10 and 15 dependants of

11+. This implied that the majority of the teachers in the school have family dependants who they are responsible for.

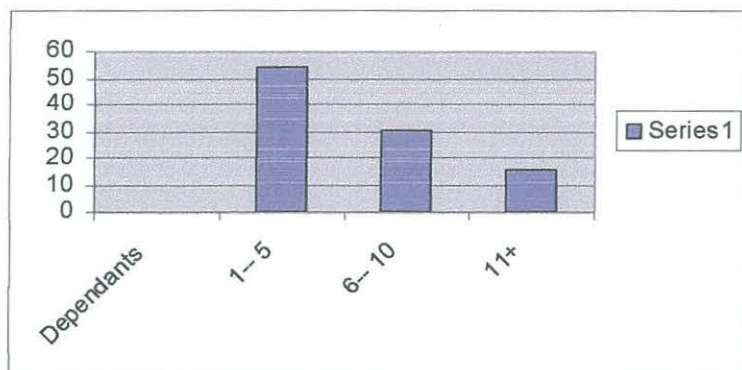


Figure: 5 Number of Respondent's Dependants

4.2 Factors that influence Motivation of Teachers

This was intended to establish the factors that influence motivation of the teachers. What should be noted is that human beings are motivated in different ways. You may find out that there are those motivated by money (salary), others relationship among others. This was analyzed using frequencies and percentages.

Table 4.2: Omiro Primary School Teachers' opinions on Factors that influence Teacher Motivation in 2009

Category	Option	Frequency	Percentage
Respect for the teacher's decision	5	39	42.39
	4	20	21.74
	3	18	19.57
	2	10	10.87
	1	05	5.43
Total		92	100.0
My salary is what influences my motivation	5	16	28.57
	4	30	53.57
	3	06	10.71
	2	04	7.14
Total		92	100.00
The security I have on my job highly motivates me	5	58	63.04
	4	24	26.09
	3	06	06.52
	2	04	04.35
Total		92	100.00
The good working environment in my school motivates me to improve on the performance	5	30	32.61
	4	49	53.26
	2	13	14.13
Total		92	100.00

Table 4.2 above presented the frequency and percentage of respondents with opinions on respect for the teachers' decision as a factor which determined motivation.

Respondents who agreed with no doubt constituted 42.39%, followed with those who agreed with some doubt 21.74%. There were those who disagreed with some doubt were 10.87% and lastly were those disagreed with no doubt who constituted 5.43%

The fact that 64.13% of the respondents agreed implied that respecting teacher's decision is a factor which influences teacher motivation.

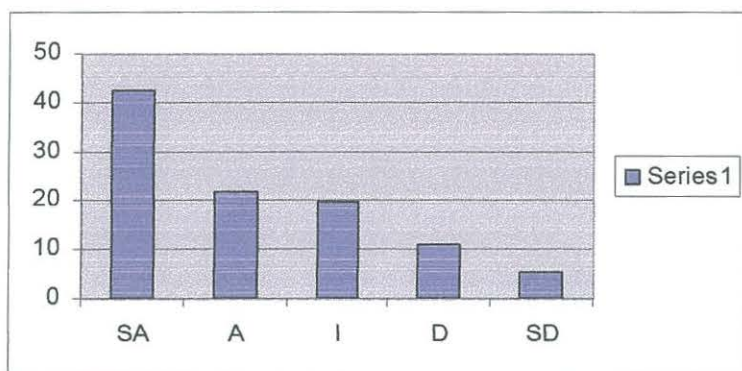


Figure: 6 Respect for Teacher's Decision

The table 4.2 presented frequency and percentage of respondents with opinions on salary as an influence of teacher motivation. Respondents who agreed with no doubt constituted 32.61%, followed by those who agreed with some doubt and these constituted 48.91%. There were those who were undecided and these constituted 10.87% and lastly were those who disagreed with some doubt and they were 7.61%. The fact that 81.52% of the respondents agreed, the implication is that salary influences teacher motivation. That is if teachers are paid well their salary, the amount of effort they direct towards the achievement of the school goals increases.

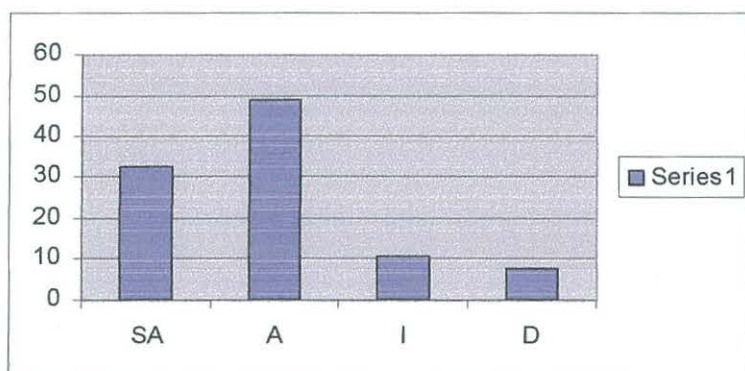


Figure: 7 Opinions on Salary

Table 4.2 and figure 8 presented respondents with opinions on security as an influence of teacher motivation. Respondents who agreed with no doubt at all were 63.04%, those who agreed with some doubt were 26.09%. There were those who were undecided and

these constituted 6.52% and lastly were those who disagreed with some doubt and these constituted 4.35%. The fact that 89.13% of the respondents agreed, implied that the security a teacher has on the job highly motivates him / her. Thus security is a factor which influences motivation of teachers.

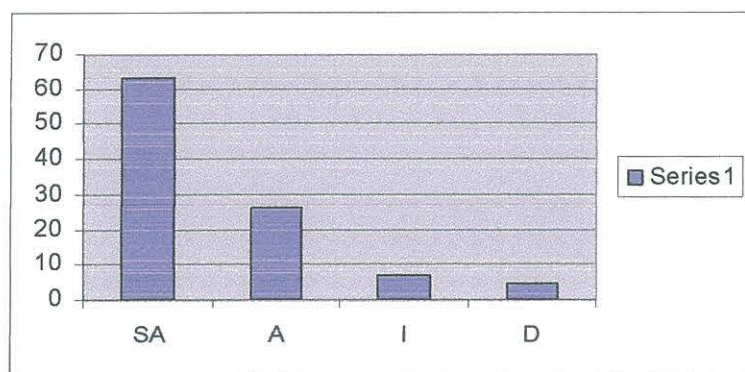


Figure: 8 opinions on Security

Table 4.2 and figure 9 presented frequency and percentages of respondents with views on working environment as an influence of teacher motivation. From the analysis, 32.61% of the respondents agreed with no doubt, 53.26% agreed with some doubt and 14.13% of the respondents disagreed with some doubt.

$$32.61\% + 53.26\% = 85.87\%$$

From the table the fact that 85.87% of the respondents agreed, the deduction is that the good working environment in the school motivates a teacher to improve on his / her performance.

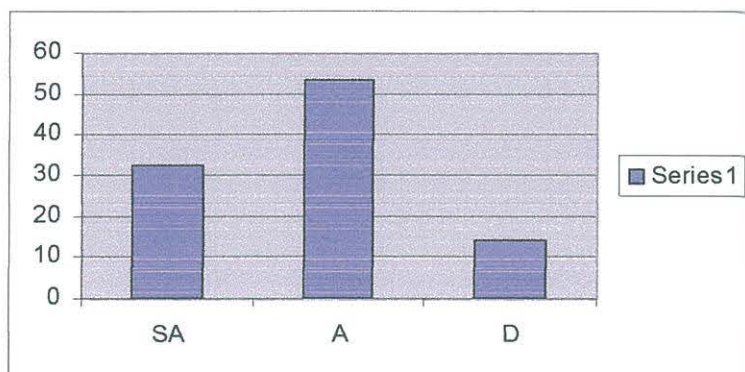


Figure: 9 Opinions on Working Environment

From the tables and bar graphs, the factors that influence teacher motivation are respect for teacher's decisions, salary, job security, working environment at school, relationship with supervisor, sponsored conferences, seminars and in-service training for teacher, recognition a teacher gets from the supervisors are good determinants of teacher motivation.

4.3 The Ways of Motivating Teachers

The aim of this research was to find out the ways which can be employed in order to motivate teaches of Omiro Primary School so as to improve on their performance.

Table 4.3: Omiro Primary School Teachers' Opinions on the Ways of Motivating Teachers so as to Improve on their Performance 2009

Category	Option	Frequency	Percentage
Respecting the teacher's decision	5	30	32.61
	4	28	30.43
	3	20	21.74.
	2	14	15.22
Total		92	100.0
Provision of good working conditions for teachers	5	60	65.22
	4	32	34.78
Total		92	100.00
Acknowledging teacher's performance	5	52	56.52
	4	32	34.78
	3	08	8.70
Total		92	100.00
Regular payment of teachers' salaries	5	52	56.52
	4	30	32.61
	3	10	10.87
Total		92	100.00

The table 4.3 and the figure 10 showed respondents with opinions on respecting teacher's decisions as a way of motivating teachers. The respondents who agreed with no doubt constituted 32.61%, followed by those who agreed with some doubt constituted 30.43%, these were followed by respondents who were undecided and these constituted 21.74% and lastly those who disagreed with some doubt constituted 15.22%. The fact that

63.04% of the respondents agreed, implication is that respecting the teacher's decision is a way of motivating teachers. In fact if you are a head teacher and you don't respect your teacher's decisions, then you are demotivating them.

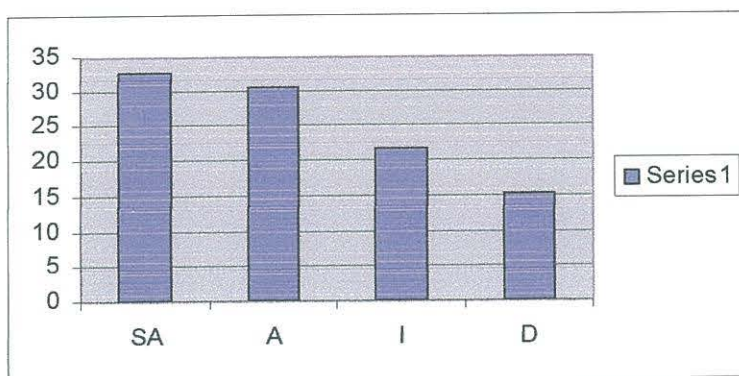


Figure: 10 Opinions on Respecting Teacher's Decisions

Table 4.3 and the figure 11 showed respondents with opinions on provision of good working conditions for teachers as a way of motivating them. The respondents who agreed without no doubt constituted 65.22% and those who agreed with some doubt constituted 34.78%. (65.22% + 34.78% =100%). The analysis of data revealed that provision of good working conditions for teachers is a way of motivating teachers. Once this is absent, its implication is that the teachers will perform poorly.

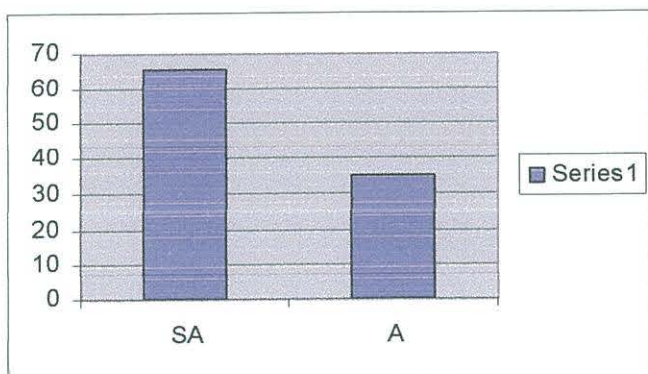


Figure: 11 Opinions on provision of Good Working Conditions for Teachers

Table 4.3 and the figure 12 showed respondents with opinions on acknowledging teachers' performance. In this regard, 56.52% respondents agreed with no doubt at all,

34.78% agreed with some doubt and 8.70% were undecided. The percentages of those who agreed were computed ($56.52\% + 34.78\% = 91.30\%$). The fact that 91.30% of the respondents agreed the implication is that acknowledging the teacher's performance is a way of motivating a teacher.

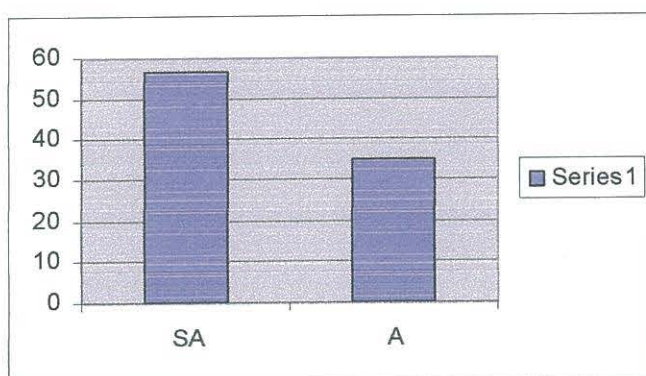


Figure: 12 Opinions on Acknowledging Teacher's Performance

Table 4.3 and the figure 13 presented the frequency and percentage of respondents with opinions on regular payment of teacher's salaries as a way of motivating teachers. Respondents, who agreed with no doubt constituted 56.52%, followed by those who agreed with some doubt and these constituted 32.61% and lastly those who were undecided who constituted 10.87%. The fact that 89.13% respondents agreed, it implied that regular payment of teacher's salary is a way of motivating them.

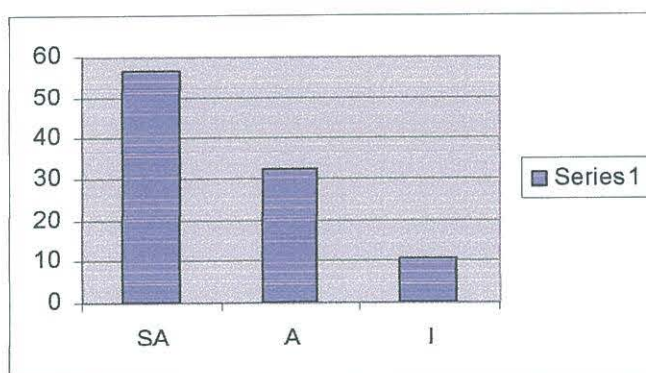


Figure: 13 opinions on Regular Payment of Teacher's salary

4.4 Factors that Affect the Performance of Teachers

This was aimed at establishing factors which affect the performance of teachers in Omiro Primary School of Kasipul division. It is important to note that a part from team spirit, poor salary demotivates a workers and thus poor performance.

Table 4.4: Omiro Primary School Teachers' Opinions on Factors that Affect the Performance of Teachers 2009

Category	Option	Frequency	Percentage
Discouraging team spirit demotivates and in turn affects performance	5	52	56.52
	4	20	21.74
	3	04	04.35
	2	04	04.35
	1	12	13.04
Total		92	100.0
Poor salary demotivates teachers and also their performance deteriorates	5	20	21.74
	4	62	67.39
	2	10	10.87
Total		92	100.00
Failing to institute worthwhile training program for teachers	5	30	32.61
	4	48	52.17
	3	10	10.87
	2	04	04.35
Total		92	100.00
Effecting heavy handed policies on teachers affects their performance	5	22	23.91
	4	48	47.83
	3	08	08.70
	2	06	06.52
	1	12	13.04
Total		92	100.00

Table 4.4 and figure 14 presented frequencies and percentages of respondents with opinions on the view that discouraging team spirit demotivates and in turn affects performance. From the table, 56.52% of the respondents agreed with no doubt, 21.74% agreed with some doubt, 4.35% there undecided and others disagreed with some doubt, and 13.04% of the respondents disagreed with no doubt. ($56.52 + 21.74 = 78.26$)

From the analysis, the fact that 78.26% respondents agreed, the deduction is that discouraging team spirit demotivates teachers and in turn affects performance.

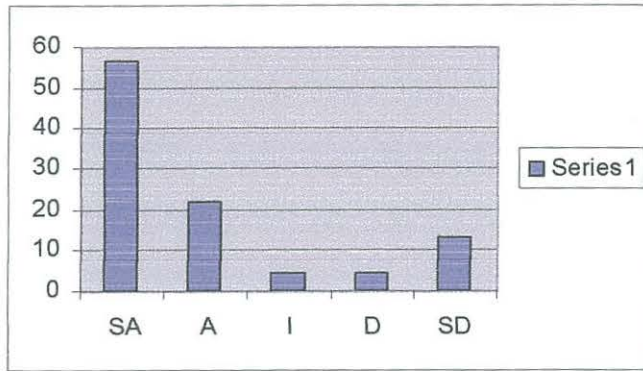


Figure: 14 Opinions on Discouraging Team Spirit

Table 4.4 and figure 15 presented frequencies and percentages of respondents with opinions on the view that poor salary demotivates teachers and also their performance deteriorates. From the table, 21.4% of the respondents agreed with no doubt, 67.39% agreed with some doubt and 10.87% of the respondents disagreed with some doubt. The fact that majority of the respondents agreed with no doubt, the implication is that poor salary demotivates teachers and thus makes their performance also to deteriorate.

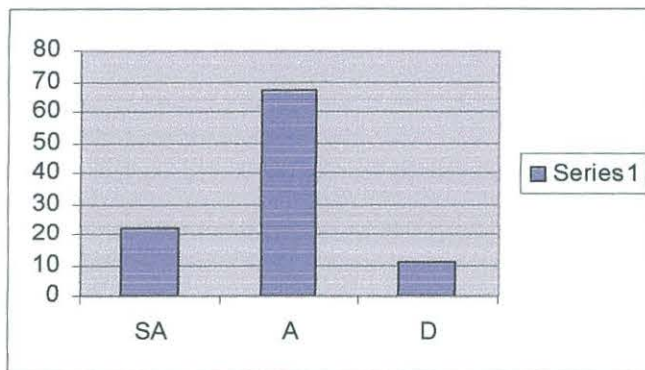


Figure: 15 Opinions on Poor Salary

Table 4.4 and figure 16 presented frequencies and percentages of respondents with opinions on the view that failure to institute worthwhile training programmes for teachers affects their performance. From the table, 17.86% of the respondents agreed with no doubt 67.86% of agreed with some doubt 10.71% were undecided and 3.57% disagreed with some doubt. The fact that the majority of the respondents agreed with some doubt and others with no doubt, the deduction here is that failing to institute

worthwhile training programmes for teacher affects their performance as they will not be able to know the new changes as far as their profession is concerned.

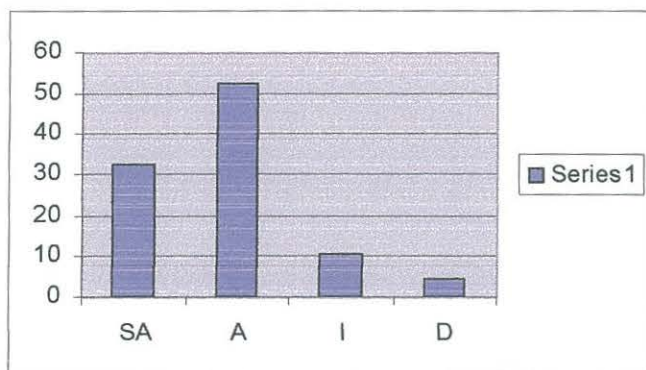


Figure: 16 Opinions on Failure to Institute Worth while Training Programmes

Table 4.4 and the figure 17 presented frequencies and percentages of respondents with opinions on the view that affecting heavy handed policies on teachers affects their performance. The analysis revealed that 23.91% of the respondents agreed with no doubt, 47.83% agreed with some doubt, 8.70% were undecided, 6.52% disagreed with some doubt and 13.04% disagreed with no doubt. The fact that the majority of the respondents agreed, it implied that in a primary school, effecting heavy handed policies affects the performance of teachers.

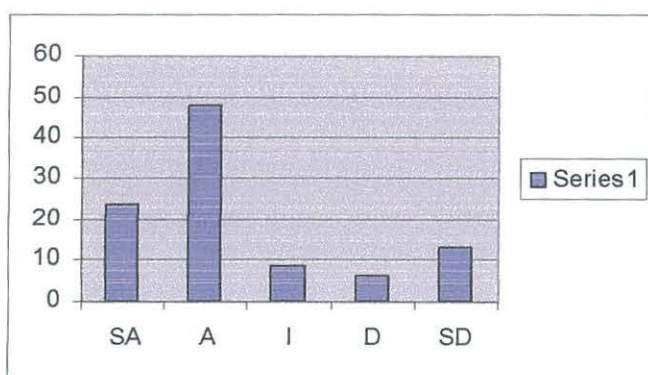


Figure: 17 Opinions on Effecting Heavy Handed Policies

Table 4.4 and figure 17 presented frequencies and percentages of respondents with opinions on the view that strife ridden atmosphere and unreasonable demands created by management in its efforts to improve performance leads to demotivation. From the table, 38.04% of the respondents agreed with no doubt, 36.96% of the respondents agreed with some doubt, 13.04% were undecided, 8.70% disagreed with some doubt and lastly 3.26% disagreed with no doubt at all. ($38.04 + 36.96 = 75\%$). From the analysis, the fact that 75% respondents agreed, the deduction is that strife ridden atmosphere and unreasonable demands created by management (school administrators) in its effort to improve performance leads to demotivation. In this case, the management should try other means other than those which create strife.

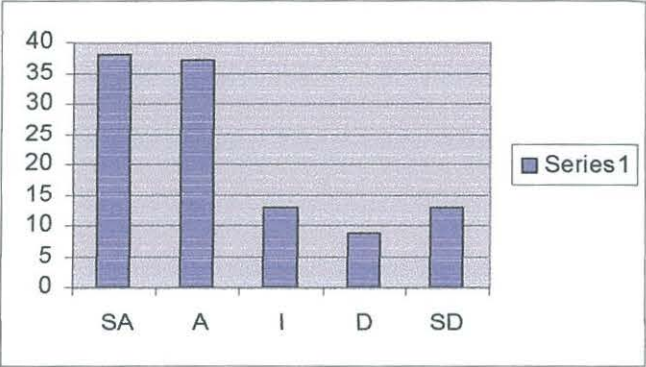


Figure: 18 Opinions on Strife Ridden Atmosphere

Table 4.4 and figure 18 presented frequencies and percentages of respondents with opinions on the view that neglecting rewards leads to demotivation and thus affects the performance of teachers. From the table, 25% of the respondents agreed with no doubt, 64.29% agreed with some doubt, 7.14 were undecided and 3.57% disagreed with some doubt. The fact that the majority of the respondents agreed with no doubt and with some doubt, the implication is that neglecting rewards leads demotivation and once this happens, the performance of the teachers will be affected.

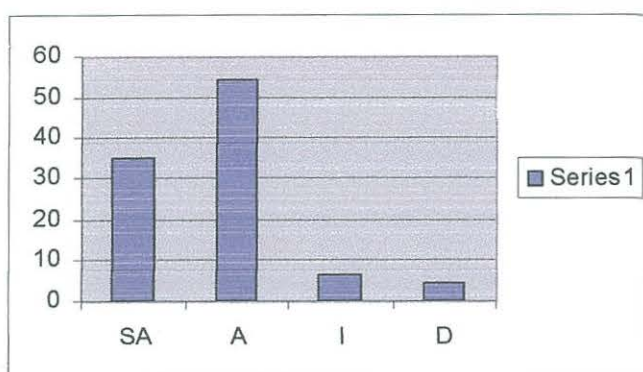


Figure: 18 Opinions Neglecting Rewards

4.4.7 Review of Factors which Affect Teacher Performance

From the tables and bar graphs the analysis of the data revealed that there are factors which affect the performance of teachers and these usually come as a result of demotivation. Such factors include neglecting rewards, strife ridden atmosphere and reasonable demands created by management in its effort to improve performance, affecting heavy handed policies on teachers, poor salary, failure to institute worthwhile training programmes for teachers and discouraging team spirit among others. Thus the head teacher should always put emphasis on factors which lead to motivation other than the demotivators so as to improve performance. In fact, Carlisle (1982) clearly states that motivation is largely the responsibility of the managers / administrators. To him, "Motivation includes the internal state plus all the other internal and external factors that determine the amount of energy and enthusiasm an individual puts into a job. Motivation in this sense is viewed as a management activity" P. 368. If administrators fail to deliberately attend to the motivation for their subordinates, then they are already engaged in the task of demotivation.

In an interview with some of the teachers, as far as salary is concerned, teachers were angry like bees / wasps. The answer was "we take months without receiving our salaries and in the due course you are transferred". The cause of the delay was related to poor administration. The head teacher is not bothered whether they are paid or not but what he

wants is to see them in class. We wonder how you expect a teacher to perform well when he or she is hungry.

Teachers really have meetings with the head teacher. They have had problems with the head teacher since 2005 to date. The then head teacher was too much of nothing. He used to spend the school money at least every two weeks he had to visit his wife abroad. Teachers strike, he was taken away. They brought there another one. The relationship between the head teacher and teachers can be promoted by good communication. As a head teacher don't entertain bad communication like rumours. Hold meetings with your teachers. Ask them about their decisions. But don't invite the minority few to your office and turn it into a tea room.

In co-curricular activities, Omiro Primary School of Kasipul Division and South Rachuonyo district at large. However, today teachers feel ashamed to be teachers because the weaknesses of the teacher and the school paraded in the market and streets. The performance of teachers is affected / influenced by the level of motivation.

According to the teachers of Omiro Primary School, they fell motivated first when their salary is paid on time, when they are in good relationship with their head, when they are assured of security. When asked about security, they said "when you complain about something, after a few weeks, you receive a letter from the Chief Administrative Officer giving you a transfer moreover to a distant school". When you try to hesitate, you are threatened by removing your name from the pay roll. So at times what you have to do is just to burn with the passion.

A female teacher is quoted to have said "Am motivated when given an opportunity to attend seminars and workshops sponsored by the school, when all religions are recognized in this school". From this, the researcher concluded that some religious traditions are not recognized.

The school can promote motivation of teachers by

- Ensuring regular payment of teachers' salaries.
- Acknowledging teachers in case of any good work done.
- Respecting our decisions.
- In case of allowances, let the promise be fulfilled.

Summary

From the study findings, the researcher found out that there is a strong relationship between teacher motivation and their performance. This is because if a teacher is not motivated, the number of efforts he or she drives towards the achievement of the school goals declines and this in turn affects the school's performance in terms of academics as well as co-curricular activities. In fact this is in line with what Courtland (1993) says that performance is a product of ability + motivation + environment.

In this case even if a teacher is able to teach, he or she needs to be induced so as to perform and the only way the teacher can be induced is through motivation.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

The results of the study confirmed the assumption that motivation will ensure high levels of teacher performance in Primary schools in Kasipul division of South Rachuonyo district. The data revealed that male teachers were as likely as female teachers regardless of professional qualification, marital status, age and working experience to ascertain that motivation will ensure high level of teacher performance.

The purpose of the study was to investigate the influence of teacher motivation on their performance in Primary schools.

5.1.1 Discussion of findings on factors that influence teacher motivation

The findings of the study show that there are several factors that influence teacher motivation. What should be noted is that most managers lack knowledge on the influences of motivation yet it is really very essential that you know what motivates your employees. It is important to note that man by nature is different and thus there are different things he or she wants which the other doesn't want. Such factors which determine teacher motivation include respect for the teachers' decision. This is true because according to findings in table 4.2 64.13% of the respondents agreed with no doubt that respect is a determinant of teacher motivation. Thus as a head teacher / administrator, it is important that you respect the decisions of your teacher because the respect you give them determines greatly their motivation.

Another factor is security. The security a teacher has on her job influences his / her motivation. From the table 4.2 in chapter 4, 89.13% of the respondents agreed with no doubt. It is important to note that some teachers work with or without even receiving appointment letters. Others are just threatened not to complain about the bad things going on in the school especially if it is done by the head teacher. When the teacher lacks job security, he or she will not be motivated. For example in Omiro Primary,

teachers are threatened by dismissal, removal from the pay roll among others. Teachers of this school have been insecure since 2007 to date because whenever they complain about the poor administration, late payment or any other thing, the head teachers rings direct to the CAO and such a teacher is threatened by dismissal or transfer to the distant school.

To add on that, the existing relationship between the teacher and the supervisors also influence teacher motivation. This is true because 69.57% respondents agreed. What should be noted is that the type of relationship the manager has with his or her workers determines how they will feel.

Lastly is the good working environment. This is also a factor which determines teacher motivation. From the findings in table 4.2, 85.87% agreed that the good working environment influences teacher motivation because a teacher can not be motivated to perform better while working under a non conducive environment.

5.1.2 Discussion of finding on ways of motivating teacher to improve their performance

The findings of the study show that there are various ways of motivating teachers so as to improve on their performance. As earlier noted, in chapter one that one of the challenges facing today's generation is to achieve excellent teacher performance in almost all Primary schools which is always attributed to mental strength. However, motivation has also been considered as an important factor too. As Maicibi (2003) defines motivation as the drive that make people act or not act in a particular way, the researcher went ahead and established ways of motivating teachers to improve on their performance. Such ways are respecting teachers' decisions. From table 4.3, 63.04% respondents agreed that respecting teachers' decision is a way of motivating them. It is important to note that managers should respect the decisions of their workers. Such decisions might be for the good of the institution but once ignored and not respected, a teacher may be demotivated and this in turn affects the performance.

Another way of motivating teachers is acknowledged his / her performance. The results in table 4.3 show that 91.30% agreed that acknowledging a teacher's performance is a way of motivating him / her. This is in line with Maicibi who stated that there are several techniques to motivate and aggravate workers to greater productivity without direct use of money. To him, periodic acknowledgement of teacher's performance relating to others can be a motivating factor. What should be noted is that man by nature loves to be singled out above all others around him. He can thus do any thing to achieve this. A male teacher is quoted to have said "today I will not teach the computer students because computers are down".

A colleague asked him, "Why you don't work on them after all you know everything". The male teachers' reply was I will not because even if you do what you can the head can't say thank you. From this the researcher concluded that a favorable official remark for good performance acts as an acknowledgement. Once this is done, the worker will know that the manager sees what he / she does and thus will be motivated.

Regular payment of teachers' salaries is another way of motivating them. This is true as 89.13% respondents agreed. A teacher is quoted to have said "when my salary comes on time, it makes me feel like a partner of the school and makes me think of the school goals". This is in line with Dessler (2000) who asserts that performance pay treats workers like partners and gets them think of the business and its goals as their own.

The researcher also agrees with Morgan (2007) who agreed with Professor Owolabi and Dr. Chandy who one time emphasized that money should be paid to workers on time. For better performance since there are needs all the time which directly need money so as to be solved. This is very true because according to the history of some schools in Kasipul division, their performance was better in terms of academics and co-curricular activities. In 2001 / 2002, Riwo Primary was the best in the division in academics and in terms of co-curricular activities because teachers devoted a lot of efforts. This was mainly due to the high level of motivation teachers got. The salary was always on time, teachers received their house allowances, meals were always changed. However, today the head teacher is not bothered even if his teachers are not

paid but wants them to perform. Graffin (2001) states that allowances like housing, transport, medical add confidence to the work force in their organization. Hence employers should provide their workers with such allowances in order to make them confidence and thus improve on their performance.

Good communication also must be ensured so as to motivate teachers to perform better. 95.65% of the respondents agreed that good communication motivates them. This is true because in Omiro Primary school, one of the causes of troubles and tension is poor communication. The former head teacher used to entertain poor communication like rumours and this caused serious crisis in the school heading demotivation of teachers and thus strikes.

Also in table 4.3, 78.26% of respondents agreed that provision of adequate teaching facilities and equipments is a way of motivating teachers to perform better. However, this is not the case with some schools in Kasipul division. Once the teaching facilities and equipments are adequate, teachers will be motivated to make learning meaningful and more interesting and thus their performance will be better. Do not expect a teacher to perform well in a primary school without chalk, a black board and yet he or she cannot use a lecture method of teaching. This is in line with what Ofoegbu (2004) holds in chapter one that “classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe healthy, happy place with supportive resources and facilities, for teaching and optimal learning, he / she tend to participate more than expected in the process of management, administration and the overall improvement of the school”. Thus it is important to provide teachers with adequate teaching faculties and equipments to enable them perform better.

5.1.3 Discussion of Findings on Factors that Affect Teacher’s Performance

The research after establishing ways of motivating teachers, to perform better, she went a head and established factors that affect teacher’s performance. As noted in chapter one, teacher’s performance both male and female in primary schools of South Rachuonyo, Kasipul division has deteriorated. Such factors that affect the teacher’s

performance as established from the study are; neglecting of rewards. This is because from table 4.4, 89.13% respondents agreed. What should be noted is that once a teacher is not rewarded for the good performance, he or she will be demotivated and this in turn affects the teacher's performance.

Also strife ridden atmosphere and unreasonable demand created by management in its effort to improve performance in turn affect the performance of the teachers. In Omiro Primary school, teachers work in a strife atmosphere. Most head teachers think that once they cause such an atmosphere, there will be an improvement in the performance of teacher. However, the reverse is true.

Poor salary is also a factor that affects the performance of teachers in Kasipul division. A teacher is quoted to have said, "The kind of money I get motivates me and makes me to perform better". This is a male teacher from Omiro Primary school. According to this teacher, it is better to pay me for what I have worked and this money should enable me cater for my basic needs. This statement is in line with what Maicibi (2005) says that the take home pay should really take the worker home and Maicibi (2003) in his illustration of Maslow's theory that by the time a teacher applies to teach, he or she does not it to have money to satisfy the physiological needs such as food, clothes, rent and then marry. Thus the poor salary demotivates a teacher and in turn affects his / her performance in a school.

Also failure to institute worthwhile training programmes for teachers affects the performance of teachers. This is true because from table 4.4 in chapter 4, 84.78% agreed. Its is important for managers / head teachers to institute worthwhile training programmes so as to improve on the performance of their teachers. For example according to Ssekamwa (1996), Father Spartas, sent one of his teachers to Greece for further studies and when the teacher came back with a degree, his performance improved.

Lastly another factor is discouraging team spirit. Table 4.4 shows that 78.26% respondents agreed that discouraging team spirit affect the performance of teachers.

What should be noted is that once teachers are in good relationship and work with one spirit as a team, their performance will be better. However, in many circumstances, head teachers play a great role in down playing and discouraging the team spirit. For example the then head teacher of Omiro played a great role in down playing the initiative created by teachers to form team spirit by practicing what we call sectarianism. This makes employees to feel isolated and unhappy and thus their performance is affected. If management builds teams spirit more individual and group efforts will be directed towards achieving of the organizational goals.

To add on that, despite the fact that the study was on teacher motivation, teachers stated that low levels of motivation lead to demotivation and thus affect their performance. Once the teacher is not motivated, he or she will not have love for the learners, school and will never be interested in the school's programmes. Actually this is not in line with what Ssekamwa (2001), say in chapter one that teachers should cultivate a special and personal love for the learners and school and be interested in its progress. This is lacking because teachers are not motivated at all today. This evidenced itself when teachers of Omiro Primary school refused to go for a parents meeting. Every body was that so and so should go but I will not because even the parents were so upset like the stinging bees.

5.1.6 Review

From the study findings and observation, there is poor teacher performance in the Primary of Kasipul division and this is greatly attributed to the low levels of motivation. This is in line with Chruden (1998) who holds that performance = level of motivation + ability. That is though the teachers has ability to perform, he or she will not perform once this intervening variable, motivation is lacking. Hence motivation is an internal and psychological process that is not directly observable but in turn accounts for behaviour as Kerlinger (1973) holds.

5.2 Conclusion

As is the case with most institutions, Primary schools also face the problem of excellent teacher performance so as to achieve the goals while at the same time motivation of

teachers to give of their best. Performance in this case is considered to be the product of ability plus motivation and motivation is a drive that makes people to act or not in a particular way.

Also the findings shows that there factors that influence teacher motivation such as good working environment, existing relationships between teacher and supervisors, respect for teachers' decision and security. The consequence of an uncondusive environment is demotivation and the teacher's level of performance might plot reduce the required results.

The ways of motivating teachers to improve their performance include acknowledgement, respecting teachers' decisions, regular payment of salary and provision of adequate teaching facilities and equipments. The more motivated a teacher is, the more efforts will him or her direct towards the school goals.

From the study findings, there is a strong relationship between teacher motivation and performance. With motivation a teacher can improve the quality and standards of performance in primary schools; teacher motivation is a secret of school improvement. Hence teacher motivation is anything done to make teachers happy, dedicated and committed.

Motivation is a consistent factor that can be used across all job situations to improve performance. It is useful for those who struggle for good teacher performance. The study recognizes the role of the teacher motivation in ensuring discipline in pupils and classroom control. Motivating teachers would ensure good school performance in academics and co-curricular activities and more involvement in school management. Thus a teacher needs not only regular payment of salary, respect and acknowledgement but also the adequate teaching facilities and equipments and a good working environment for good performance.

5.3 Recommendations

Among several other factors, teacher motivation should be included as part of the working resources in an educational institution. The fact that every body in the nation attaches importance on education, it is important to see teachers as skilled human workers other than a cheap Labour. In this era of wide spread poverty, teachers should adequately be motivated so that they on their part can ensure a viable school system. In stead of letting the teacher use his / her salary for workshops, it is better for the school to sponsor that.

Regular payment of teachers' salaries should be ensued to enable them direct their efforts towards the achievement of the school goals.

Managers should provide adequate teaching facilities and equipments.

Head teachers should work in their leadership styles and ensure effective ways of communication so as to avoid rumours.

Managers should put into consideration the following salient points in order to motivate teachers into peaked performance as suggested by Maicibi (2003).

To meet employees' growth needs

- Recognize, acknowledge, reward and praise worth while performance.
- Avail training opportunities when needed and possible.
- Try to find out what motivates teachers and provide opportunity for them to achieve that where feasible.
- Encourage independence and creativity – allow them to think to solve problems.

To meet employee's survival needs

- Make sure that the work place is safe
- Provide the necessary work tools.
- Recognize employee's privacy – give them their own space – treat them as human beings.

- Guarantee future security in terms of pension.
- Reward and compensate appropriately for services that employees provide.
- Provide a living wage and a take home pay that can take employees home.

To meet employees' belongingness need

- Give recognition to employees as people and praise them for every little positive effort exerted.
- Communicate effectively and openly with them.
- Show respect for employees' ideas, feeling and views – listen to them with attention.
- Try to exercise co-determinational decision making - Involve subordinates (teachers) in the process of decision making.
- Be accessible, approachable and try to look harmless to your employees.

All these salient points apply to head teachers in the process of motivating their teachers. Head teachers should adopt good leadership as it treats all members of the school in such a way that each will feel that his / her individuality is respected, his ability recognized and his accomplishments appreciated. Head teachers' leadership should be directed towards translating the specialized talents and aspiration of his / her teachers into a meaningful and effective work force, in the production of quality performance.

Areas for Further Research

- Impact of teacher motivation on performance should be studied further.

Ways of evaluating the performance of teachers should be studied on.

- Methods should be designed to bring the best out of the teachers.
- Ways of developing teachers' performance should be studied on by other researchers.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University in my final year pursuing a Bachelor of Education of the Institute of Distance and Open Learning. Am doing a research on teacher motivation and their performance in Omiro Primary School; A Case study of Kasipul division, South Rachuonyo district. I would like to establish the relationship between teacher motivation and performance. I request you to provide me with answers to the questions below. Information provided is for academic purposes and will be treated with confidentiality.

INSTRUCTIONS:

Answer each question by filling or ticking in the space (s) provided.

Background Information.

Please tick where appropriate.

1. Gender. Male ☐ Female ☐
2. Age bracket
20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐
3. Marital status
Married ☐ Single ☐ Widowed ☐
Divorced ☐
4. Do you have dependants?
Yes ☐ No ☐
5. If yes, how many are they?
.....
6. Educational qualification
PHD ☐ Masters ☐ Bachelors ☐ Diploma ☐

Others, please specify.....

7. Working experience.

1-5 years ☐ 5-10 years ☐ 10+ years ☐

8. Which position do you hold in school, apart from teaching?

.....
.....
.....

In this section, please indicate your response by noting in the boxes provided the suitable number as per the scale (for example; 1 for strongly disagree, 2 for disagree, 3 for indifferent, 4 for agree, 5 for strongly agree)

Questions 9 -20 answer research question 1.

- | | |
|---|--------------------------|
| 9. Respect for my decisions at school is what influences my motivation | <input type="checkbox"/> |
| 10. When am promoted to a higher post, am forced to even work harder. | <input type="checkbox"/> |
| 11. My salary is what influences my motivation to even work harder. | <input type="checkbox"/> |
| 12. The security I have on my job highly my motivation. | <input type="checkbox"/> |
| 13. When my head teacher acknowledges me, am motivated. | <input type="checkbox"/> |
| 14. The existing relationship between me and my supervisors motivates me. | <input type="checkbox"/> |
| 15. The good working environment in my school motivates me to improve on the performance. | <input type="checkbox"/> |
| 16. Sponsored conferences, seminars and the in-service training motivate me even to improve in my performance. | <input type="checkbox"/> |
| 17When am given an opportunity to pursue an idea, am forced to work even harder. | <input type="checkbox"/> |
| 18. The recognition I get from my supervisors also motivates to perform better. | <input type="checkbox"/> |
| 19. Good welfare schemes also influences my motivation. | <input type="checkbox"/> |
| 20. The interpersonal relationship with my colleagues at school influences my motivation to drive more efforts. | <input type="checkbox"/> |

Items 21-35 answers research question 2.

In this section , please tick the suitable number as per the scale above.

21. Respecting teacher's decision.	1	2	3	4	5
22. Provision of good working conditions for teachers.	1	2	3	4	5
23. Acknowledging teacher's performance.	1	2	3	4	5
24. Regular payment of salaries.	1	2	3	4	5
25. Recognizing teacher's expectations.	1	2	3	4	5
26. Being given advancements.	1	2	3	4	5
27. Supervision of teacher's work	1	2	3	4	5
28. Making teachers aware of school rules and regulations .	1	2	3	4	5
29. Sponsoring conferences, seminars, and in-service training for teachers.	1	2	3	4	5
30. Portraying good leadership styles	1	2	3	4	5
31. Good communication with teachers.	1	2	3	4	5
32. Provision of adequate teaching facilities and equipments	1	2	3	4	5
33. Providing teachers with an opportunity for growth	1	2	3	4	5
34. Establishing good working conditions for teachers	1	2	3	4	5
35. Establishing good relationship with teachers.	1	2	3	4	5

Items 36 -45 answers research question 3

Please indicate the numbers 1 for strongly disagree, 2 for disagree, 3 for indifferent, 4 for agree and 5 for strongly agree.

36. Discouraging team spirit demotivates me and in turn affects my performance. ☐
37. Tolerating poor communication like rumours leads to poor performance. ☐
38. Setting low organizational goals affects performance ☐
39. Neglecting rewards leads to demotivation and thus affects the performance of teachers. ☐
40. Poor salary demotivates teachers and also their performance deteriorates. ☐
41. Failing to institute worthwhile training programmes for teachers ☐

42. Effecting heavy handed policies on teachers affects their performance. ☐
43. Poor financial resource base also relates to demotivation which in turn affects performance. ☐
44. Down playing initiative demotivates teachers and thus affect performance. ☐
45. The strife ridden atmosphere and unreasonable demands created by management in its effort to improve performance lead to demotivation. ☐

Thank you.