TEACHER MOTIVATION AND LEARNERS' EDUCATIONAL ATTAINMENTS IN SELECTED PRIMARY SCHOOLS IN KYESOWER SUBCOUNTY, BUKWO DISTRICT UGANDA

BY

AMUGE DORCUS

1163-07234-07692

A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF EDUCATION, OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I, **AMUGE DORCUS** do hereby declare that this is my original work and has never been submitted for any award in any institution of higher learning.

Signed : ....

AMUGE DORCUS

Date : 28th / 09 / 2019

APPROVAL

This research report entitled **"TEACHER MOTIVATION AND LEARNERS' EDUCATIONAL ATTAINMENTS"** was conducted under my supervision and with my approval it is now ready for submission to the College Examination Board for the award of a Bachelor of Education Primary Option.

Signed : ....   Date 28/09/019 ....

MR OKURUT GODFREY

DEDICATION

I dedicate my research report to my father Ojok Luke ongombi and mother Adong Susan Ongombi, my husband Omara Jack and my daughter Awilli Patience Faith and finally to my sisters, Akello Faith, Alany Peace and Anyiro Miriam.

ACKNOWLEDGEMENT

I wish to acknowledge the valuable contribution of all those persons who assisted me in the completion of this dissertation.

I appreciate the work of my supervisor Mr. Okurut Godfrey whose effort in guiding me towards the accuracy of my research report.
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The list is too long to be individually appreciated for the support they accorded to me. However, I cannot totally refrain from mentioning a few individuals without whose support and input, this research report would never have been accomplished.

ABBREVIATIONS/ACRONYMS

EFA: Education for All

MEO: Municipal Education Officer

NSSF: National Social Security Fund

SSA: Sub Saharan Africa

SPSS: Statistical Package for Social Scientists

SMC: School Management Committee

UPE: Universal Primary Education

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ABSTRACT

A qualitative and quantitative study was undertaken to assess the role of teacher motivation in influencing students' performance in selected primary schools. The following objectives guided my study; to find out the effect of intrinsic motivation on the performance of teachers. To find out the effect of extrinsic motivation on the performance of teachers. To establish the strategies that can be adopted to improve teacher motivation for improved performance. Six primary schools were identified in Chesower Sub County for the study. The instrument used to collect data from the respondents was an open ended questionnaire. Findings revealed that intrinsic motivation affect performance of teachers in secondary schools present a majority with increased pupils' performance is realized from an intrinsically motivated teacher. It was also found that extrinsic motivation on teacher performance induces incidences of Misconducts like strikes, it makes the employees to develop the sense of belonging and ownership of the organization, encourages the employees to work hard and meet the organization goals, The researcher finally argues that motivation for teachers in primary schools of Bukwo District is low, it should therefore be improved to enable the teachers operate fully for an improved education system in the District. It was recommended that the authorities concerned should work out incentive packages to increase teachers 'motivation to teach in primary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools. Communities should be assisted by the government to put up decent teachers 'houses so that teachers live within the schools and thus reduce lateness and absenteeism. Awards could be instituted for better performance. Areas such as school and pupil discipline, teacher performance, pupil attendance and achievement and community and parent participation in school activities should be rewarded to serve as a motivation.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, and scope of the study and significances of the study

1.1 Background of the study

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates this in turn motivates them to work more effectively. In the context of this research, motivation has been defined as the "willingness, drive or desire to engage in good teaching," (Michaelowa 2002,) which is furthermore acted upon Motivation has further been defined by Okumbe(1998)as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive). Balunywa (2003) also contributed his meaning of motivation as the inducement of a desired behavior with in subordinates. It is the inducement of a desired behavior within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move. Basing on the citations forwarded motivation can be viewed as those forces that cause people to behave as they do.

The term motivation has been observed to hold varying meanings and dimensions in literature on the topic and is believed to be closely related to job satisfaction and job motivation, self-efficacy and personal achievement are also related to motivation. In the teaching and learning context, motivated teachers put forth effort different from or similar to the motivation to learn and apply new teaching methods. Generally however, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to learners and change over the lifetime of their teaching careers.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Good teaching, my perspective implies teacher adherence to professional conduct and efforts to help pupils learn as best possible. Generally, motivated teachers are more likely to motivate pupils to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms.

In a study done by Ofoegbu (2004) in Nigeria on: Teacher motivation as a factor for classroom effectiveness and school improvement; he found that teacher motivation enhances classroom effectiveness and improves schools. Teachers are arguably the most important group of professionals for our nation's future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In a study done by Sylvia and Hutchinson (1985) in the USA, a study among 167 teachers, found that teacher motivation is due to freedom to try out new ideas, assignment of appropriate responsibility levels and intrinsic work elements. They explain that true job satisfaction is derived from the gratification of higher-order needs rather than lower-order needs. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and

burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their pupils 'motivation levels as low. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

The most critical finding that emerges from studies is that very sizeable proportions of primary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. As the authors of the Tanzania country report point out ─the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students‖ (Bennell and Muykanuzi, 2005:34).

In Uganda the situation is not any different from the sub Saharan African countries mentioned previously. And this has always been debated upon and pay rise for primary teachers in public schools has been advocated for by different organisations, after realizing that these teachers are demotivated and hence the persistent poor performance of government schools compared to private schools. It is upon this background that this study is aimed at determining the factors which influence teacher motivation.

1.2 Statement of the Problem

Teacher motivation is a major determinant of learners 'performance in national examinations. The need for motivated teachers is reaching crisis proportions‖ in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation. The lack of motivation is perceived to be determined by different factors such as work environment

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and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of learners in primary schools in Uganda including those in Bukwo District. Lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Performance of a given school depends entirely on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers- Jenkinson and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers. This study aimed at finding out which factors are affecting teachers 'motivation in public primary schools in Bukwo District.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors affecting teacher motivation in public primary schools in Bukwo District.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To find out the influence of job satisfaction on teacher motivation in public primary schools

2. To determine the effect of reward system on teacher motivation in public primary schools.

3. To find the effect of professional training and development on teacher motivation in Public primary Schools.

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4. To establish the effect of work situational factors on teacher motivation in public primary.

1.5 Research Questions

The study was guided by the following research questions:

1. How does the teacher's job satisfaction affect teacher motivation in public primary schools?

2. How does the reward system affect the motivation of teachers in public primary schools?

3. How does the professional training and development affect teacher motivation in public primary schools?

4. How do the work situational factors affect teacher motivation in public primary schools?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in selected public primary found in Sub County.

1.6.2 Content Scope

Regarding its content scope, the study investigated whether motivation of teachers affected their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of teachers. Indicators of intrinsic motivation assessed by the study included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life. On the other hand, extrinsic motivation included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others including the strategies for improving motivation of teachers and their performance.

1.6.3 Time Scope

The study covered a period of 4 months from May to August 2018 because this is the period when many complaints about teacher motivation and performance especially in government aided schools have increased.

1.7 Significance of the study

This study is of importance in this era of universal primary education, especially now that Uganda needs motivated staff if performance is to be enhanced at this level. The study, therefore, seeks to explore possible strategies for improving school management and administration.

The study is of importance to the policy makers and primary school administrators as it identifies major strategies to modify the behavior of teaching staff towards their job performance. It has in particular identified strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the teachers 'motivation.

The study has been undertaken as a requirement for obtaining a Bachelor's degree in Secondary Education of Kampala international University in Uganda.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents relevant literature on teacher motivation, job satisfaction, reward system, training and development and work situation factors.

2.1 Meaning and types of motivation

According Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

Motivation is either "intrinsic" or "extrinsic" Analoui(2000) asserts that low teacher motivation is reflected in nature. Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place.

Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

2.2 Job Satisfaction and Teacher Motivation

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world. The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a —happy worker is a productive worker.‖ According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical

Correlation between job satisfaction and performance was about. Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a —management fad‖ and —illusory.‖ This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial. Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally reflected in performance appraisals, such as organizational citizenship behaviors, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviors (Organ &Ryan, 1995). In addition, in a more recent and comprehensive review of 301 studies, Judge,

Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies from one individual to another Peretomode (1991) and Whawo (1993), suggested that the higher the prestige of the job, the greater the job satisfaction.

Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (1998) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (1985) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence

personal values and attitudes, as most recent empirical research has demonstrated (Olver and Mooradian, 2003).

A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

2.3 Teacher Reward Systems such as Remuneration and Compensation

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation.

At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajilaand Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. Glewwe et al. (2003) found that in the sample they are studying in Kenya,

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teachers are absent 20% of the time. Absenteeism rate as high as 26% of the time has been found in Uganda. Madagascar suffers from the same difficulties. Teachers also often hold a second job.

Remuneration is typically utilized to energize, direct or control employee behavior. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success.

Through motivation individuals willingly engage in some behavior (Heneman et al, 1980). In retention, linking pay to performance is likely to help improve workforce composition (Cole, 1997). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization. Thus the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations.

If employees feel that their inputs outweigh the outputs then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behavior to reduce the tension and that quite often a variety of behaviors are available for correcting a situation of perceived inequality.

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective, rewards must be linked to performance, goals must be reasonable, and the outcomes must be negotiated. Skinner (1969) indicated that what an organization appears to reward is the behavior that will be seen as the model for success. He advised managers to state which behavior that will be rewarded and which ones will not, and to tie rewards to individual performance. Other researchers like Kreitner, (1989); Winslow, (1990) have indicated that skinner overemphasized the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition and failed to consider the importance of individual needs and values.

But then, leaders should strike a balance between internal and external motivators. Carraher, et al. (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (1987) suggested that pay is directly related with productivity and reward system depends upon the size of an organization.

Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees. Reio and Callahon (2004) argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating

employee and increasing his performance. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola(2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc. Filipkowski and

Johnson (2008) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tostiand Herbst (2009) discussed about behavior systems approach which can be used to achieve a customer centered organization through examples and reports from consultation cases. Johnson et al (2010) established the effects of presenting organizational information through implicit and explicit rules on sales-related target behaviors in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms.

Greenberg and Liebman (1990) mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain an executive through the more mundane tasks. For those with a strong need for personal growth, these activities include new challenges and opportunities. Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu et al. (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-

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making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

Herzberg (1987, p. 118) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Herzberg (1968) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation'for fear of punishment or failure to get an extrinsic reward, rather than true motivation.

There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987b), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises.

Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey &Ichter 1997). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money. Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford, 1992). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

2.4 Professional Training and Development and Teacher Motivation

In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth.

Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Organizations with extensive training opportunities should experience lower turnover rates. However, an interesting finding included a positive relationship between training and the discharge rate. They theorize that companies that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations. Conversely, companies that experience a high discharge rate initiate training programs because of lower workforce skill levels. In a recent study of young professionals respondents rated formal and professional job training lower on their challenging work scale, indicating that the type of learning that respondents sought occurs through actual work experience.

Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The —general skills‖ training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to —spontaneously cooperate‖ as a means of repaying the reward that they received. Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization.

There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fueled a wide range of policy prescriptions. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al. (2007),

Hill, et al. (2005), Kane, et al. (2006), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or covariates‖ to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation.

According to TDA (2005), indicators of teachers' qualifications, the so-called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies. For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement.

2.5 Work Situation Factors and Teacher Motivation

According to Weiner (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself— which includes job challenge, autonomy, variety, and scope— best predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

2.6 Work Environment and Teacher Motivation

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and

companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

2.7 Arrangement of the Workspace and Teacher Motivation

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one's workspace is important primarily because it significantly influences social interaction. An employee's work location therefore is likely to influence the information to which one is privy and one's inclusion or exclusion from organization's events. Whether you are on a

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certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization.

According to Zweigenhaft (1976), one topic that have received a considerable amount of attention is furniture arrangements in traditional offices. Unlike factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship.

Privacy within the work place is in part a function of the amount of space per person and the arrangement of that space. But walls, partitions and other physical barriers also influence it. One of the most widespread work space design trends in recent years has been the phasing out of closed offices and replacing them with open office plans that have a few, if any walls or doors.

The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labor force (Nigeria Primary Education Commission (1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

2.8 Conclusion

The researcher reviewed different literature pertaining to the factors influencing employee motivation. On the effect of job satisfaction on teacher motivation, it was found that income; perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among employees. Regarding the effect of reward system on teacher motivation, it was found that

appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Organizations with extensive training opportunities should experience lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teachers 'motivation. This study is therefore aimed at findings out other factors influencing teacher motivation in public primary schools in Chesower Sub county in Bukwo District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

3.1 Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher motivation in public Primary schools in Chesower Sub County in Bukwo District. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed for investigation of how different factors affect teacher motivation in the area of study.

3.2 Location of the Study

The study was conducted in Chesower Sub county in Bukwo District. This is one of the Districts in Eastern Uganda. This was determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the District. This allowed for creation of rapport with the respondents during the data collection.

3.3. The Target Population

A population or universe for a study is any group of individuals or institutions which have one or more characteristics in common that are of interest to the researcher (Cooper 1996). The target population for the study was all 6 public primary schools in Chesower Sub County in Bukwo District. The study targeted principals and teachers in the District.

There are approximately 400 teachers in Primary Schools Chesower Sub County in Bukwo District.

3.4 Sample size and Sampling techniques

The researcher adopted Purposive sampling technique was used to sample principals while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gave equal chances for the teachers to be sampled for the study. On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study. Out of the 6 schools in the sub county, 2 were used for piloting while the remaining 14 were used in the actual study. A total of 126 respondents were targeted by the study constituting 32% of the total teacher population in the District. This constituted 6teachers. Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher therefore considers 32% to be representative enough for the study. A total of 8 teachers were randomly sampled from each of the 6 schools used in the actual study.

3.5 Research Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for data collection.

3.6 Questionnaire

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (1993)observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not

be clear. The researcher used questionnaires to collect data from 112 teachers in the 14 public secondary schools in the District. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. The questionnaires were divided into different sections where section A contained data on the background information of the respondents, section B contained items on job satisfaction, section C contained items on reward system, section D contained items on training and development and section E contained questions on work situational factors. Likert scale was used in questions which were testing on the degree of the respondents' agreement with particular variables of the study.

3.7 Validity and Reliability of Instruments

The instruments of the study were tested in two schools which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Furthermore, expert opinion from my supervisors helped to check on the content validity of the instruments. The purpose of this pre-testing was to assist in finding out any weakness that might be contained in the instruments of the study.

3.7.1 Validity

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion from my supervisors was used to check on the content validity of the instruments.

3.7.2 Reliability

To test on the reliability of the instruments, the researcher used split-half method. The method involves scoring two halves usually odd and even items of a test separately for

category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test. Spearman Brown Prophecy Formula below was used to test the reliability of the

3.8 Data Collection Procedure

The researcher obtained a letter from the Ministry of Education allowing her to go to the field. She made appointments with principals of the sampled schools to notify and request for permission to carry out the study in their schools and arrange for the dates for data collection.

The researcher administered the instruments to the respondents who were given ample time to respond to the questions. This was to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items which proved difficult.

3.9 Data Analysis

Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data was analyzed using descriptive statistics while content analysis techniques was used to analyze qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data were presented in form of tables, pie-charts and bar-graphs where applicable.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study. The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Chesower Sub County in Bukwo District. The findings of the study were presented as per the objectives in the following sections. The following were the objectives of the study:

- To find out the influence of job satisfaction on teacher motivation in public primary school
- To determine the effect of reward system on teacher motivation in public primary schools
- To find the effect of professional training and development on teacher motivation in Public primary Schools
- To determine the effect of work situational factors on teacher motivation in public primary

The following sub-section presents information on the respondents 'gender, level of education, age bracket, and teaching experience. The findings of the study were as presented in the following sub-sections.

4.1 Distribution of the Respondents by Gender

The respondents were first asked to indicate their gender. It turned out that 49(53%) of the teachers were male while 43(47%) were female. Research by Davidson et al. (2005) showed that female-male composition of teaching and senior posts is not new: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions. From the findings of the study, it can be said that there are many male teachers in public primary schools in Chesower Sub County in Bukwo District. These are as presented in **Table 4.1.**

Table 4.1 Distribution of the Respondents by Gender

Gender Frequency Percentage

Gender	Frequency	Percentage
Male	49	53
Female	43	47
Total	92	100

Source; Primary Data 2017

4.1.1 Distribution of Teachers by Highest Academic Qualifications

Teacher respondents were asked to indicate their highest academic qualifications. It turned out that 66(73%) of the respondents had Bachelor's Degree in education. The study also found that 16(18%) had Certificate in education and that 8(9%) had Diploma in education. From the findings of the study, it can be said that teachers in public primary schools in Chesower Sub County in Bukwo District were qualified.

Figure 4.1 Distributions of Teachers by Highest Academic Qualifications

Certificate in Education 9% Diploma 18%Bachelor's Degree in Education 73%

Qualifications	Percentage
Bachelor	73
Diploma	18
Certificate	9
Total	100

4.1 2 Distribution of Teachers by Age Bracket

The respondents were asked to indicate their age brackets. These are as presented in Table 4.2.

Table 4.2 Distribution of Teacher Respondents by Age Bracket Age Bracket Frequency Percentage

Age bracket	Frequency	Percentage
18-25	5	6
26-35	13	14
36-45	13	14
46-55	34	37
Above 50	17	18
Total	92	18

Source: primary Data 2019

Table 4.2 shows that 34(37%) of the teachers interviewed were between 46-55 years, 23(25%) were between 36-45 years, 17(18%) were above 55 years, 13(14%) were between 26-35 years and 5(6%) were between 18-25 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

4.1.3 Distribution of Teachers by Teaching Experience

Teachers were asked to indicate the period for which they had taught in school.

Figure 4.2 Distributions of Teachers by Teaching Experience

Teachers' working experience	Frequency	Percentage
Below five years	03	05
6-10 years	06	14
Over 10 years	21	47
11-15 years	11	20
16-20 years	08	09
Above 20 years	3	05
Total	**52**	**100**

Source: Primary Data 2019

Findings indicate that 21(47%) of the respondents indicated that they had taught for a period between 11-15 years, 11(20%) of the respondents had taught for a period between 6-10 years, 6(14%) had taught for a period between 16-20 years, 8(9%) had taught for a period of above 20 years and that 3(5%) had taught for a period between 2-5 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study.

The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. The researcher therefore considered the information given by the

4.2. Influence of Job Satisfaction on Teacher Motivation in primary school.

In this section, the researcher sought to find out how job satisfaction affects teachers motivation.

4.2.1 Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their jobs.

Figure 4.3 Job Satisfactions among Teachers

Teachers opinion on job satisfaction	Frequency	Percentage
satisfied	69	75
Unsatisfied	23	25
Total	92	100

Source: Primary Data 2019

The study found that 69(75%) of the respondents indicated that they were satisfied with their jobs while 23(25%) indicated that they were not satisfied with their jobs.

Those who indicated that they were satisfied with their jobs mentioned the following reasons: That they like teaching, that they were trained to teach and therefore they were satisfied with the profession, that it was where they were earning their living and that teaching profession gave them time to do other things. Those who indicated that they were not satisfied mention that they were not getting the results they were expecting out of their input.

4.2.2 Factors Influencing Job Satisfaction

To find out the extent to which different factors influenced job satisfaction, the respondents were asked to indicate the extent to which each of the perceived factors influence job satisfaction among teachers. The findings of the study are presented in table 4.3.

Table 4.3 Factors Influencing Job Satisfaction

Statement	Percentage
Leadership and the job itself	57%
Perceived fairness in teacher promotion system	34%
Promotional opportunity else where	67%
Work environment/condition	34%
Supervision practices	42%

The finding in Table 4.3 shows that 57% of the respondents indicated that leadership and the job itself influence job satisfaction. The study also found that 34% of the respondents indicated that perceived fairness in teacher promotion system influence job satisfaction to a small extent. It was found that promotional opportunity elsewhere influences job satisfaction to a very large extent as indicated by 67% of the respondents. On work environment/condition, the study found that 34% of the respondents indicated that it influences job satisfaction among teachers to a large extent. The study finally found that 42% of the respondents indicated supervision practices influences job satisfaction among teachers to no extent at all. From the findings of the study, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influences job satisfaction among teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Chesower Sub county in Bukwo District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behavior of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Work conditions factors as researched by Katz (1971) as well

as Stewart (1967) incorporate the variables of remuneration, job satisfaction and security issues.

The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favoritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers. In an interview with the principals on ways by which job satisfaction affect teacher motivation, they mentioned that satisfied teachers are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are de-motivated are not concerned about students' performance thus affecting the school performance.

4.3 Effect of Reward System on Teacher Motivation in Public primary School

In this section, the researcher sought to find out how reward system affects employee motivation. The variables mentioned included the following, salary scale

4.3.1 Satisfaction with the current salary scale

Teacher respondents were asked to indicate whether they were satisfied with their current pay. The findings of the study were as presented in Table 4.4.

Table 4.4 Satisfaction with the Current Pay

Satisfaction with current salary scale	Frequency	Percentage
Very satisfied	54	59
Satisfied	38	41
Total	92	100

Source: Primary Data 2019

Response Frequency Percentage

32

Table 4.4 shows that 54(59%) of the respondents indicated that they were not satisfied with their current pay while 38(41%) indicated that they were satisfied with their current pay. Carraher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. From the findings of the study, it can be said that the reward system affects teacher motivation in public primary schools in Chesower Sub county in Bukwo District.

4.3.2 Effect of Reward System on Teacher Motivation

Teacher respondents were given some statements where they were expected to indicate the level of their agreement with each statement in regard to the effect of reward systems on teacher motivation. The findings of the study were as presented in Table 4.5.

Table 4.5 Effect of Reward System on Teacher Motivation

:atement	Agree	Disagree	Not sure
ие pay given to teachers is worth the services they render ɔachers' salary)	49		
ardworking teachers are encouraged by giving them prizes		32	
ɔachers are promoted on the basis of their qualifications ıd performance			43
ɔtal	53	35	47
ɔrcentage	100	100	100

Source: Primary Data 2019

The findings on Table 4.5 shows that 49(53%) of the respondents strongly agreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. From the findings of the study, it can be said that teacher reward systems affects their motivation. In support to these findings, Andrew (2004) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems affect teacher motivation. The respondents were asked to mention other factors affecting job satisfaction among teachers. They mentioned that those who teach academically poor students are never rewarded and that the rewards are based on the performance of pupils in National examinations and therefore those whose students do not pass their examinations are not rewarded thus they are less motivated.

4.4 Effect of In-service Training on Teacher Motivation in Public Secondary School

In this section, the researcher sought to find out how professional training and development affects employee motivation

4.4.1 Attendance of In-service Training

Teachers were asked whether they have gone for up grading.

34

Figure 4.4 Attendance of In-service Training

Teachers who have undergone in service training	Frequency	Percentage
Agree	68	74
Disagree	24	26
Total	92	100

Source: primary Data 2019

Teacher respondents were asked to indicate whether they had attended the in-service training organized for teachers. The study found that 68(74%) of the respondents indicated that they had attended in-service training organized for teachers while 24(26%) indicated that they had not attended such trainings. From the findings of the study, it can be said that most of the teachers in public primary schools in Chesower Sub County in Bukwo District had attended trainings organized for teachers.

4.4.2 Effect of In-service Training of Teacher Motivation

Those who indicated that they had attended the in-service trainings organized for teachers were asked to indicate whether the trainings affected their motivation. The findings of the study were as presented in Table 4.6.

Table 4.6 Effect of In-service Training of Teacher Motivation

Effect of Training on Teacher Motivation Frequency Percentage

Responses	Agree	Disagree
Training received was relevant to my carrier and services	63	93
The school offered support during my training	05	07
Total	68	
Percentage		100

Source: Primary Data 2019

The findings on Table 4.6 shows that that 63(93%) indicated that the trainings affected their motivation while 5(7%) indicated that the trainings did not affect their motivation. From the findings of the study, it can be said that teacher training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit.

The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by UNISE were motivated in that their attitude towards teaching changed and they could handle the learners better, trainings on better teaching methods helped in curriculum delivery which improved the performance of pupils thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent.

In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them.

4.4.3 Effect of Training on Teacher Motivation

To test on the effect of trainings on teacher motivation, the respondents were given different statements on the effect of training on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.7.

Table 4.7 Effect of Training on Teacher Motivation

Responses	Agree	Disagree
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery	65	55
Training among teachers improves their job satisfaction thus improving performance	54	15
Availability of training opportunities among teachers motivates them to perform	42	15
Training improves teachers confidence thus improving their performance in terms of curriculum delivery	39	15
Total		
Percentages		100

Source: Primary Data 2019

Table 4.7 shows that 65(55%) of the respondents strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. The study also found that 54(15%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(15%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. The study finally found that 39(15%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform. From the findings of the study, it can be said that teacher training in public primary schools in Chesower Sub county in Bukwo District affect their motivation. Based on an analysis of teacher training policies in 25 countries, the OECD (2005)

Report cogently entitled Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. The respondents were further asked to mention other ways by which training affects teacher motivation. The following were mentioned: that the trainings sharpens their teaching skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding of the respondents and that attending teacher trainings allows them to be given promotion.

In an interview with the principals on how reward system affect teacher motivation, they mentioned that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

4.5 Effect of Work Situational Factors on Teacher Motivation in Public primary Schools

4.5.1 Satisfaction with the School Environment

Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 31(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 15(34%) indicated that they were not satisfied with their school environment. From the findings of the study, it can be said that school environment affects teacher motivation.

Figure 4.5 Satisfactions with the School Environment

Satisfaction with the school environment	Frequency	Percentage
Agree	30	66
Disagree	15	34
Total	45	100

Source: Primary Data 2019

The respondents were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for leaning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities. Those

who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which de-motivates teachers.

4.5.2 Effect of school environment on Teacher Motivation

To test on this, the respondents were given different statements on the effect of school environment on teacher motivation and were asked to indicate the level of their agreement with each statement.

Table 4.8 Effect of school environment on Teacher Motivation

Responses	Agree	disagree
Teaching and learning resources are inadequate thus de-motivating teachers	47	
There are tight rules and regulations in schools which de-motivate teachers		40
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs	53	
The arrangement of offices and the spaces available in the offices de-motivates teachers		49

Source: Primary data 2019

The findings on Table 4.8 shows that 47% of the respondents strongly agreed that teaching and learning resources are inadequate in school thus de-motivating teachers to teach. The study also found that 40% of the respondents strongly disagreed that there

are tight rules and regulations in schools which de-motivate teachers. It was also found 53% of the respondents strongly disagreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of offices and the spaces available in the offices de-motivates teachers. According to Robbins (2003), the arrangement of one's workspace is important primarily because it significantly influences social interaction.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students.

4.5.3 Recommendations on the improvement of Teacher Motivation in Schools

The respondents were asked to give their recommendations on the ways teacher motivation can be improved in schools. Recommendations on what should be done by the school management The following recommendations were given for the school management: that the management should provide all the necessary resources for teaching and learning to motivate teachers, that the management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery.

Recommendations on what should be done by teachers

The following were the recommendations on what should be done by teachers that teacher should attend the in-service training to improve their teaching skills and that teachers should be competent and determined to ensure that their students succeed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to determine the factors affecting teacher motivation in public primary schools in Chesower Sub county in Bukwo District. The study was guided by the following objectives: to find out the influence of job satisfaction on teacher motivation in public secondary school in , to determine the effect of reward system on teacher motivation in public primary schools, to find the effect of professional training and development on teacher motivation in Public primary Schools and to determine the effect of work situational factors on teacher motivation in public secondary schools.

5.1 Summary of the Findings of the Study

5.1.1 Influence of Job Satisfaction on Teacher Motivation in Public primary school.

Regarding the effect of job satisfaction on teacher motivation, it was found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent as indicated by 57% and 67% respectively). The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/condition influenced job satisfaction among teachers to a large extent.

5.1.2 Effect of Reward System on Teacher Motivation in Public primary

It was found that the reward system affects teacher motivation. This was evidenced by the fact that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the

respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. The study also found that 41(45%) of the respondents agreed that teachers output outweigh the pay they receive in terms of salary. The study finally found that 55(60%) of the teachers strongly agreed that teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance.

5.1.3 Effect of Professional Training and Development on Teacher Motivation in primary Schools

On the effect of training on motivation, the study found that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers 'confidence thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. It was finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

5.1.4 Effect of Work Situational Factors on Teacher Motivation in Public primary schools

Regarding the effect of work situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents.

5.2 Conclusion

From the findings of the study, it can be concluded that job satisfaction, reward systems, professional training and development and work situational factors affect employee motivation.

5.3 Recommendations

Regarding the effect of job satisfaction, the study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

The study also recommended that teachers should be remunerated well to motivate them in their job. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects' students perform better. This will motivate them to improve on curriculum delivery.

On teacher training, the study recommended that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching their subjects and become motivated.

The study finally recommended that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

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