

MOTIVATION AND TEACHERS PERFORMANCE
GOVERNMENT AIDED SECONDARY
SCHOOLS IN UGANDA

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In Partial Fulfillment of the requirements for the Degree
Master of Arts in human resource management

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DECLARATION A

I, Baguma James, hereby declare that this master's thesis is my original work written after a comprehensive research study on motivation and the performance of teachers in government aided senior secondary schools in Uganda – **A case study of Ssembabule Church of Uganda Secondary School**. This work in entirety or in partial has never been submitted to any University, College or institution in partial fulfillment for the award of a degree of master of Human Resource Management.



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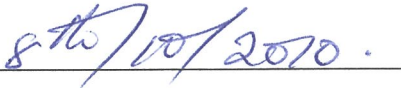
DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".



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APPROVAL

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DEDICATION

This academic work is dedicated to my dear lovely Rukundo Agnes and all brothers and sisters. They have been too instrumental in my life to make me be what I am today.

May God almighty give them more good life!

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First, I glorify the Almighty Heavenly Father for his provisions towards the accomplishment of this master's programme in my life time.

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ABSTRACT

The topic of this study was motivation and performance of teachers in secondary schools: A case study of Ssembabule Church of Uganda secondary school in Ssembabule District.

The study was carried out basing on three objectives, namely; determining the effect of salary payment to teachers on their performance, identifying the effect of rewards to teachers on their performance and examining the effect of training on teachers' performance in Ssembabule Church of Uganda secondary school.

In the methodology, the study relied on primary and secondary sources of information. Primary sources included; questionnaires, guides, while secondary sources included official school records that explains background and other vital background information about the school, and magazines, journals, textbooks, pamphlets, internet surfing and handouts which tried to provide information about performance and the effect of motivation on employees performance. The study was based on the theory of Herzberg (two factor theory of motivation) where Herzberg identified two types of motivation, namely hygiene factors and motivators. It is up to this that the researcher based his theoretical framework.

The design of the study was a descriptive survey research. The school had 723 students, out of which the study utilized 90 students of the top three classes; thirty students each from senior four, five and six respectively.

Twenty teachers out of who also were used, to provide information in the findings, on salary payment, reward and training. Salary payment was discovered to have a significant effect on teachers' performance in Ssembabule Church of Uganda secondary school. Respondents (teachers) were not happy about the issues of salary payment, and hence conditions at work were not conducive for working effectively. The researcher recommended that, head teachers and directors of secondary schools should pay salaries promptly; give rewards and other benefits which include training in addition to basic allowances to their teachers that motivates them to work more effectively and

efficiently. And the recommendations made are;

Conclusively, good motivation of staff members is a crucial strategy to create that inner drive and interest in a person to perform well the assigned duties and services that yields high and quality results in terms production; services and goods. Therefore, motivation has a great impact on teachers' performance as far as students' performance is concerned. As pertains salary, it is recommended that teachers' salary in government aided schools needs to be increased. If salary is good and reasonable, then teachers will strive hard to perform at their best as they will be happy enjoying their earnings. Hence, school administrators should press hard through the government put value on teachers 'salary and offer a reasonable take-home pay to teachers. Furthermore, it is recommended that salary should not only be paid, good and reasonable for teachers, but it should be paid on time, in order to make teachers focus their minds on performance, other than warring of financial crisis.

It is recommended that teachers in secondary schools needs to provide with rewards and benefits, like accommodation, feeding, travel fairs, in order to improve on teacher performance. This is because from the observations of the findings in chapter four of the study, there was a low evidence of rewards and benefits provision in the school, which probably cause poor performance.

Training as a motivator should be planned and be given to teachers to build their capacity in terms of relevant and modern knowledge – subject matter and content for the benefit of students to pass examinations well. It also has a positive impact on teachers' attitude that instills in the inner drive to work more hard for the best performance of students in both external and internal examinations. School administrator should always try to provide any kind of motivation to all workers not only teachers for efficiency effective performance of the organization.

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CHAPTER ONE

INTRODUCTION

Background to the study

There is a wise saying which states that "The nation is what it is, because teachers are". This means that, the teachers are important persons of the nation, all the education one can acquire is the handwork of teachers' right from the initial childhood education. Without teachers, possibly a good nation can not exist with upright and responsible citizens. This has made the researcher to put focus on teachers' motivation and their performance in his research study. Originally, during the colonial era in Uganda, all the schools were under the control of missionaries, either Catholic or Protestant missionaries as private schools (Ssekamwa, 1999).

The welfare of teachers in the missionary secondary schools was quite well, since the money came from the metropolitan home governments of the different missionary groups, like France, Britain, and Italy inclusive. Teachers were given houses, and their children acquired free education from the schools where parents taught. Teachers were fairly happy and proud members of the society, given the fact that such incentives motivated them. Teachers' performance in schools was above average, since teachers were interested in their work. For a teacher just like any other employee, to do well, he should to be motivated either through material things or non material things; this can be done in form of salary payment, rewards or training.

According to the Republic of Uganda (1992); the report on education for national integration and development, asserts that as time went on, the trend changed in the education sector in Uganda. The former missionary schools most of them were taken over by the government of Uganda under the ministry of Education and Sports. The government opened more secondary schools which have overwhelmed it to motivate all the teachers well, at the moment teachers earn a

peanut which make them unhappy people of the society compared to the colonial time when teachers were highly respected by everybody in the society. The situation has drastically affected the morale of teachers in teaching that has also led to poor performance of students in National examinations and other examinations within the school.

On the other hand, private schools managed by Ugandan education investors are better placed in terms of motivation; teachers are paid well, rewarded and even trained for capacity building to remain relevant in the world of academia. This has made private secondary schools to excel in National examinations. Meanwhile, in Government aided secondary school teachers' motivation is very poor; teachers can not afford the day today needs, educating their children in good schools, institutions and universities. Generally the situation is very discouraging to the extent that some teachers do not give lessons regularly and others try to go out for part time teaching basically to earn supplementary income on little salary they get from the government. Consequently this has affected students' performance negatively. For instance, in Uganda National examinations private schools are in lead while government aided schools are at the tail. Therefore, this raises great concern to a researcher to find out the rationale between teachers' motivation and performance for the benefit of students in terms of good grades (Ssekamwa, 1999).

The researcher's observations states that, it is very necessary to motivate teachers by giving good pay, rewards and training, plus necessary things like free accommodation or shelter, health allowances, sick leaves with pay, maternity leaves with pay, insurance and free education of their children in the schools where they teach. This will seriously make them to develop the inner (intrinsic) positive attitude towards their profession of teaching which will have an upward shift on students' performance as far as national examinations are concerned.

According to John (2001) motivation should not be tied on big salaries paid only, but other factors are also very important to encourage an employee to perform

at his or her best in the production process. The factors include the followings: rewards, training, emotional intelligence and the way the employer treats them, organizational environment, nature and nurture, organizational politics, interpersonal relationships and public relations plus human needs assessment (Newstrom 1993). High level of Motivation in an organization, company, institution business venture and corporation yields an increase in productivity and competency of staff or employees. Motivation of employees in organizations is interpreted as the inner force and willingness that drive employees to perform their assignments to produce the desired results for the betterment and development of organization. This therefore, requires the employees to do the job in accordance to its requirements that are geared at achieving company objectives.

It is upon this background and various concepts propounded by academicians that the researcher decided to investigate the relationship between motivation and teachers performance in Government Aided secondary schools in Uganda specifically Sembabule Church of Uganda Secondary school, in Sembabule district.

Statement of the problem

Many Government Aided secondary schools in Uganda, particularly those in Sembabule district, have been observed for facing a problem of poor performance in National Examinations. Stoner et al (1994), advances that in service delivery the inner drive for one to do something depends a lot on the level of motivation. Employees respect their employers and love their work when they are recognized and appreciated in terms service delivery, they tend to perform their duties in expectation of good motivation. Uganda National Examinations Board (UNEB 2005) to date reveals poor performance of Sembabule Church of Uganda Secondary School is not appearing in first passing schools, which indicates that it is still performing poorly. This researcher therefore, was aiming at investigating whether it is lack of or poor motivation that is responsible for the poor performance of

secondary schools in Sembabule, and also to find out what motivates the teachers to do their work of teaching very well. Therefore, Sembabule Church of Uganda secondary school was used as a case study.

Purpose of the study

The study investigated the relationship between motivation and teachers performance in Government secondary schools in Uganda. A case study of Sembabule Church of Uganda secondary school, Sembabule district

Objectives of the study

General objective

The main objective of the study was to determine the relationship between motivation and teacher's performance in Government secondary schools in Sembabule district, a case study of Sembabule Church of Uganda secondary school as Government School in Uganda.

Specific objectives

The study was specifically aiming at ascertaining the following objectives:

1. To determine the distribution profile of the following:-
 - 1.1 Motivation of the respondents
 - 1.2 Teachers performance
2. To establish the relationship between motivation and teachers performance.

Research questions

The researcher during the investigation used the following questions.

1. How do teachers in Sembabule Church of Uganda secondary school are motivated?
2. What is the teachers' performance in Sembabule Church of Uganda secondary school?
3. What is the relationship between motivation and teachers performance in secondary schools?

Statement of the Hypothesis

The statement of the hypothesis tries to establish the following:

1. Motivation does not affect teachers' performance in Sembabule Church of Uganda secondary school.
2. There is a poor performance of teacher in Sembabule Church of Uganda secondary school.
3. There is no relationship between motivation and teachers performance.

Scope of the study

The study basically concentrated on Sembabule Secondary school because it is one of the poorly performing secondary schools in the district and in Uganda as a whole, it involved 290 respondents .46 teachers and 244 students were used to provide the information to the researcher.

Significance of the Study

The research findings of the study will help future researchers, to understand the information on the effect of motivation on teachers' performance in other Government Aided secondary schools in other parts of Uganda, preferentially to improve teachers' performance in schools. Further more, the findings will be a guiding star to school administrators of different secondary schools in Uganda, on how to motivate their staff for good students' performance. Also the study will help government, ministry of education and sports, policy makers, planners and developers to value and take the motivation factors very vital in keeping the morale of staff very high as far as performance is concerned in organizations and institutions. It is therefore, justifiable that the study establishes the relationship between the independent variable (motivation) and the dependent variable (performance), basically to enhance students' performance in National Examinations.

Theoretical Framework

The study was mainly based on the theory of motivation called the two-factor theory which says that man is motivated by two sets of needs, that is the hygiene factors and the motivators. Hertzberg, with his associates came up with the two factor theory, according to which individuals have two different categories of needs, which are essentially independent of each other, but affect behavior in different ways. Those factors are hygiene factors and motivators. To come up with the two factors theory, Hertzberg used 200 engineers and accountants in the study. The respondents were requested to state events which they had;-

Chuck (2002) asserts that experienced at work, which either resulted in a remarkable reduction in job satisfaction, or result in a remarkable improvement in their job satisfaction. The respondents were requested to also indicate whether either of the two situations had any effect on their job performance. They were also

to describe the circumstances that led to those attitudes and feelings. It was thus analyzed from the responses that certain job characteristics lead to job satisfaction while other circumstances lead to dissatisfaction, later affecting the performance of workers. According to the findings in one set of needs, which Herzberg referred to as the dissatisfiers or the hygiene factors, Ivancevich (2001) asserts that there are seven factors that maintain a reasonable level of satisfaction among employees. These include: Company policy and administration, supervision and working conditions, interpersonal relations, salary, status, job security and personal life, this further makes the study relevant in trying to establish the relationship between motivation and teachers performance. Herzberg emphasized that, the presence of the above conditions in the full way, will maintain the employees' stability at work and promote some level of satisfaction among the employees, (though not total satisfaction). The above factors were very crucial in personnel job satisfaction, but were still not enough to motivate employees into peak performance. That is why they were referred to as the dissatisfiers or the hygiene factors. Their absence causes dissatisfaction on the other hand. This dissatisfaction can be expressed by workers in "work-to-rule", refusal to cooperate with management, late resumption at duty post, backbiting, gossip, unhealthy grapevine communication, decreased productivity, strikes, agitations and other unproductive practices in the organizations.

Gareth (2000) propounds hygiene factors consistently produce short-term changes in job attitudes. This is because, the factors do not reside in the job itself, but rather the factors are contextual, that is they reside in the environment. These factors are also called preventers, because they prevent unpleasant experiences in the employees. The second set of the needs, Herzberg and colleagues called them the motivators, or satisfiers. They are almost like the opposite end of the dissatisfies. As against the dissatisfies, they are found in the job, thus are not job context, but job content. This creates a serious concern to the researcher that motivation has got a paradigm shift in the way employees (teachers) perform all

their assigned duties. It is also important to note that motivators become operational only when the dissatisfies are removed. Herzberg's study concludes that, most employees are not strongly affected by their remuneration, except when they consider them inadequate in which case they will feel dissatisfied and take some steps to correct the situation. According to Herzberg motivation is summed up in a simple model of intrinsic and extrinsic factors. In this research study the intrinsic factors include: training of staff as one of objectives for which this research is undertaken, the extrinsic factors include: salary payment and rewards. However, there are other factors that motivate workers to perform at their best which the researcher is not so much interested in; these include: surprise gifts, insurance cover, leave with pay, staff trips to mention but a few.

The relationship between motivation and performance creates the conceptual framework that tries to establish the co-existence between the independent variable and dependent variable. The independent variable is motivation and the dependent variable is performance.

Conceptual framework

Motivation (independent variable) of teachers greatly determines their performance (dependent variable). It all depends on putting into action of various ways of motivation by employers. Therefore, the two variables are closely linked; this linkage between the two variables portrays a conceptual frame work that without motivation the level of performance is retarded.

Therefore, it is vital for the two variables to co-exist in order to enhance tangible success students in UNEB. Thus, the conceptual framework would show the relationship between the independent and dependent variables figure two below:

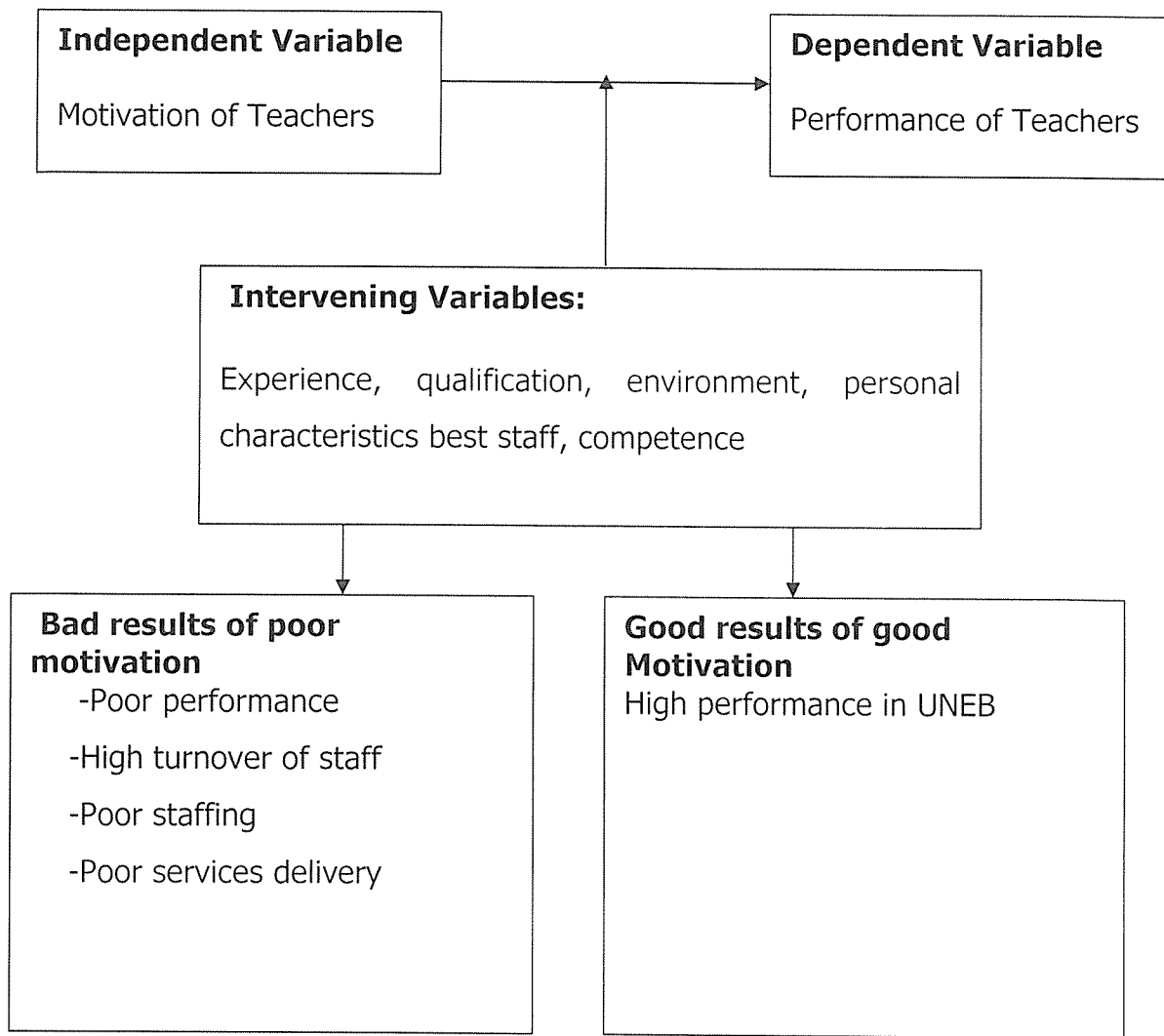


Figure 1: 1.1 Conceptual framework

The model shows that employers give motivators to employees that make them more willing and interested to work harder for the success of students. Therefore, the availability of motivators to the staff encourages better performances that bring about students success in institutions and schools. However, the intervening variables as shown above in the conceptual framework plays a big role in the magnitude of teachers performance in government aided schools; a case study of Sembabule Church of Uganda secondary school. On the other hand if the motivation is poor the performance is also poor whereas good motivation brings about high level of teachers performance as seen in the conceptual framework above.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

The chapter gives a review of related literature to the research questions. Many studies related to motivation and its effect on performance. Therefore, the review is done under the following aspects; motivation and theories of motivation, rewards paid, training and teachers' performance.

Motivation

According to Ahujja (1997) the history of motivation dates back to 1800 during the industrial revolution in Europe. Competition forced employers to develop more efficient methods of producing high quality products quicker and at a lower cost. At that time, money was used as the only motivating incentive. All employees were uniformly motivated. In this aspect money was paid either in form of salary, or in form of allowances. This is what increased the competition in Europe due to such motivation.

Ivancevich (1996) asserts that, human resource manager achieves results, only through proper management of both human and non human resource. Of the two categories the management of human resources is the most difficult, because of its dynamic and sensitive nature, as well as its complexity. The human resource is so dynamic in a sense of its diverse and varied needs according to individuals and groups. The needs fulfillment quest is what guides human resource action, or non action, in organizations. In other words, the needs drive is what motivates employees to act in a particular way. The human resource managers' understanding of this simple but crucial issue is very important because if the employer knows why employees do things the way they do, it makes it easy for him or her to persuade them to do the things he or she wants them to be done. It makes it easier to get

things done towards achieving the goals of the organization the required task (Canene, 2005). Further more, Maicibi (2003) propounds that motivation is the drive that makes people act, or not act in particular way. It is a general term applying to entire class of drives, desires, needs, wishes and other like forces. Any thing done to touch on these forces causes a behavior which is interpreted as motivation behind that behavior. Stoner (2000) remarks that, motivation as a human psychological characteristic that contributes to person's degree of commitment. It includes factors that cause channel, and sustain human behavior in a particular committed direction. Equally serious Bhatia and Behera (1998), defines motivation as broadly classified into two groups, intrinsic and extrinsic. Intrinsic (internal) motivation is defined as development of interest from within the individual. Here, the origin of motivation is natural and compels the individual to act. For example, an individual may specify the goals and aims of an organization, and may develop an intention of achieving them. Extrinsic (external / artificial) motivation refers to forces outside the individual, originating from the environment. They pull the individual towards the desired activity. External motivation can be ensured on the rewards and punishments, attractive environment, recognition, praise etc.

Note that; many people tend to confuse motivation with satisfaction; motivation is the drive and effort to satisfy a need; while satisfaction is the contentment experienced when a need has been met. To state it differently, and to relate the two terms, motivation means a drive towards an out come, and satisfaction is the outcome itself which is already experienced (Koontz and Weihrich, 1998). Both concepts when positively applied, will lead to staff retention in organization and better performance. People have needs, and therefore, many work for organizations to meet these needs. This lack gives birth to a drive in the people, to satisfy that need. If these needs are satisfied, organization staff remains in their organization which shows a 'high retention rate' (HRR). When needs are not met, then there is a high tendency in the staff to want to leave the organization, which shows a 'low retention rate' (LRR) of the organization (Maicibi, 2003). Hence, there

is need to satisfy the staff needs in an organization, which is a school, in this case of the study.

In addendum, motivation has received a great attention of the academic world. The increased attention towards motivation is, according to Nankinga (2006) justified by the following reasons:

In the first place, motivated employees are always looking for better ways to do a job. It is always the responsibility of the managers to make employees look for better ways of doing a job. An understanding of the nature of motivation is helpful in this context. In the second place, a motivated employee / staff is more generally quality oriented. A clear understanding of the way motivation works helps a manager make his employees quality oriented. And, in the third place, highly motivated workers are more productive. Productivity of workers becomes the question of management's ability to motivate its employees.

Theories of motivation

Many scholars particularly; organizational psychologists, have produced various theories on motivation of organizational staff. These scholars include Abraham Maslow, Clayton Alderfer, David Mc Clerand, Porter and Lawler, Rensis Likert, Fredrick Hertzberg, Chris Argyris, Douglas Mc Gregor, Stacy Adams, Victor Vroom, J.A.C Brown, Maicibi Nok Alhas, BF Skinner, Frederick Taylor among others. Below are their different views and ideas that make the concept of motivation clear for consumption and practice by employers.

Maicibi (2003) remarked on vital issues about management of employees in an organization. He asserted that, Maslow's theory of needs is structured in a hierarchy from lower need to upper need. This is in line with Rao VSP (2000) and Maslow, (1970); who tried to show Maslow's arrangement of needs. Maicibi elaborates that, the motivation theory advance by Maslow is called a hierarchy of

needs, or pyramidal theory. Professor Maslow conceptualized human needs in the form of a hierarchy ascending from lowest to highest, and he concluded that, when one set of needs is satisfied, it automatically ceases to be a motivator, and the immediate higher set of needs, which had never been a motivator, then immediately becomes a motivator. Maslow believes that, human beings needs, start from the psychological needs, and end with the apex self-actualization needs.

According to Maslow, man is basically motivated by five sets of needs which include: first Psychological needs are at the bottom of the hierarchy because they tend to have the highest strength until they are reasonably satisfied. These needs are the biological needs that are required to preserve human life. They include food clothing, shelter, and sex, to mention but a few, secondly. Safety needs; this is the second set of needs, according to Maslow's hierarchy, once physiological needs become satisfied, the safety needs dominate human behavior. These include protection from physiological danger, economic security etc. these needs are concerned with protection from natural hazards of life, from danger, deprivation and threats .Third. Social / affiliation needs; these include affection, belongingness, acceptance and friendliness. They are concerned with man's relations in his society, fourth. Ego / Self esteem needs; when people begin to satisfy their needs to belong, they tend to be held in esteem both by themselves, and to be recognized by others for their achievements. This kind of need produces such satisfactions as power, prestige, status and self confidence and fifth. Self-actualization; this is the highest in Maslow's hierarchy of human needs. This is the need for personal fulfillment, to grow and develop to the optimum. It is a desire to become what one is capable of becoming, and to maximize ones' potential. However, due to the complex nature of human beings, particularly Africans and their leadership forced Maicibi Nok Alhas to extend Maslow's hierarchy of needs to the six need known as the consolidation need.

Explains that when one has "gotten" (reached) to the highest level one had wished; one does not want to relinquish that prestige or status to any one else.

Therefore, one behavior is all directed towards maintaining or consolidating what is already one's. This is true of African leaders. Indeed, this is even the highest / strongest motivation need to the extent that, it is capable of making the position occupants attempt possible elimination of potential contestants to such thrones. Generally all theories put forward by different scholars and academicians portrays that employees' motivation is crucial to the way (inner drive) they perform duties.

Financial rewards and non financial rewards and teachers performance

According to Gaffin (2001) all employees of all types of organization, schools, hospitals engineering companies, to mention but a few should be provided with other benefits like rewards, training and allowances on top of the salary they receive at the end of the agreed payment time (weekly, monthly, or otherwise). This will increase the productivity of the employees and will greatly lead to accomplishment of the organizational goals of any kind. Griffin further adds that, allowances like housing, transport, medical, add confidence to the work force in their organization. This means that, employers should provide their worker with such allowances, in order to make confident and contented, and consequently improve on their performance in attempt to meet organization goals. This is not exceptional of teachers, since a school, is as organization as well.

Shauna and Tony (1997) are noted saying that, bonuses have been found to have the best effect. Payments of bonuses act as useful item to the tide of turnover with in the ability to perform the given tasks with in the organization. Another scholar; Aggarwal (2000) asserts that, a principle salary or wage is not enough for a teacher. A teacher needs to receive other forms of rewards for his work, other than only the principle salary. He should be provided with co-salary pay either directly like money, or indirectly inform of housing, transport, insurance, or otherwise. This will encourage the teacher and will improve on the teachers' welfare.

Stephen and Decenzo (2001) compensation plans, such as piece rate plans,

profit sharing, and the like that pay employees on the basis of some performance measures, together with other allowances are important in employees motivation. Employees will feel appreciated if their employers render them such services and in turn employees will reward employers with better performance. According to Daft (2000) pay rewards individual employees in proportion to their performance contributions. This is also called merit pay payments is in many kinds, inform of salary, allowances, moral pay among the many, such pay for them to struggle more, should move employees.

According to Gomez (2002) workers should be given benefits. These are a compensation component that accounts for almost 40% of the typical total compensation package, and includes allowances of health insurance, pay, reward, training and more means otherwise.

Prasad (2002) propounded that pay incentives reward employees for good performance. This includes variable pay and merit pay. In additional to the above, Mejia goes a head to say that, paying higher wages to employees increases productivity of the employees and performance obviously improves. According to Maslow (1970) man is directed towards achieving five sets of needs, that is physiological needs, safety needs, social needs, self esteem needs, and self actualization needs. These are why man strives to work in order to meet these needs, and live a satisfied life. All these needs must be facilitated by a good pay from the employer coupled with various supplementary allowances.

Kathryn and Martin (1998) say that in any given situation there may be many potential rewards associated with performance. Rewards provided by other, such as bonuses, awards, allowances and pay in form of salary, bring a positive implication to organizational performance. These rewards should be maintained to ensure peak performance of the employees. Kochar (2000) allowances entice workers to work very hard. They may be in form of pay or non pay allowances. They lead to an increased productivity of workers in an organization. According to Oden and Picus

(2000) allowances to teachers are motivators. They motivate teachers and make them love their profession. However, they should be fairly provided to all teachers, not to particular ones, since it may lead to discontent of others. According to Koontz and Weihrich (1998) money can never be looked at as the only motivator, whether in the form of wages, piece work, or any other incentive, pay, bonuses, stock options, company paid insurance or any other thing that may be given to people for performance. Money is important but other motivators should also be considered as they breed performance.

Financial rewards and motivation

According to Ahujja (1997) the history of motivation dates back to 1800, during the industrial revolution in Europe. Competition which resulted from the industrial revolution forced employers to develop more efficient methods of producing high quality products quicker and at lower cost. At that time money was used as the only motivating incentive. All employees were uniformly motivated.

Ahujja (1997) further adds that, financial incentives do not work for ever to motivate people at work. As a matter of fact when the physiological and security needs are fulfilled with the help of money it ceases to be the motivating factor and becomes the maintenance factor as said by Hertzberg. Therefore, the employees do not run after money, they have other needs as well. According to the Education Review Report (1998) low remuneration had lowered the morale of teachers in Uganda. This resulted in teachers neglecting their work and therefore, cheating the students. Dobson and Palfreman (1999) assumes that people respond to incentives, if an employer raises the hourly wages people will work harder other things being equal, they believe that if a price of particular products is raised people will buy a cheaper alternative. However, not all individuals respond to the same incentives in the same way, or at the same time.

According to Maicibi (2003) pay can contribute to job satisfaction, particularly

when it is directly related to performance, for instance, profit related pay schemes could be a source of job satisfaction for employees. The profit related pay implies that if profits of a company go up so does the employees' salary, or wage. This arrangement is similar to performance related pay which is commonly used in non-profit organizations. It implies that, increased or improved performance results in higher pay and by extension and implication, lowered performance results in low pay. Maicibi (2003) goes a head and says if employees clearly know that the link exists between performance and pay rise, and the profit / performance related pay can result in job satisfaction. This is true only when the management does such measurement of increased performance and the sharing of the profit. Maicibi (2007) further goes a head to identify some of the financial rewards which include: salary / wages, bonus, profit sharing scheme, payment by result, pay rise, honorarium, Overtime pay, and other profit related payments.

Koontz and Weihrich (1998) suggest that money can never be looked at as the only motivator, whether in the form of wages, piece work (getting paid for units produced at a certain quality level), or any other incentives, pay, bonuses, stock options, company paid insurance, or any other thing that may be given to people for performance. Money is important but other motivators should also be considered positively as they bread performance. Kootz and Weihrich (1998) further added that if money is to be considered as an effective motivator, people in various positions, even though at a similar level must be given salaries and bonuses that reflect their individual performance.

According to Terry and Franklin (2000) the two commented that many people work to get money. A number of people who are well fixed financially continue to work hard and maintain a pushing schedule of activities. Probably people work to get more money. Gupta (1998) if the worker feels motivated his behavior will result in the performance of desired action. Therefore, workers should be paid honestly by management to keep their dissatisfaction at the door step of the enterprise. Aswathapa (2001) money is understood to be powerful motivation for more than

one reason. In the first place money is fundamental for completion of task. Work unless it is voluntarily involves a contract between two parties granted by the payment of money. The employee takes a pay as a reward for his work and the employer views it as the price for using the service of the employees.

Aswathapa (2001) concludes that money can motivate some people under some conditions. Put in another way, money can not motivate all people under all circumstances. Rao (2000) says that management has to formulate and administer the salary policies on sound lines as most of the employees' satisfaction and work performance are based on pay. Rao (2000) further strengthened that the production worker is very rarely driven by money motivation. He is not highly skilled and his background has not been generally victorious, but rather ties after deadlock after stand off with life. His lack of progress may be due to lack of ability, poor working conditions and so on. A production worker attaches more priority to esteem, recognition and social approval. The physical rewards and the rewards of enhanced status and position are generally forms of non financial incentives.

Chattertee (1992) argues that if an organization is willing to pay high wages. It can usually attract well qualified employees. There are many motivating factors, such as job security, good working conditions, recognition, advancement that influences personal feeling about the job but his pay is still one of the foremost considerations. If his earnings are at an acceptable level, based upon the evaluation of his worth, the other factor will become less important. If his earnings are inadequate, then there is a strong possibility he will become dissatisfied. According to Ivancevich (2001) he mentioned that Herzberg concluded that changing pay will not motivate, but if pay is inadequate, or of the wrong type, or mismatched to employees needs in any way, dissatisfaction results. Motivation is greatly influenced by how fairly an employee feels he is being paid. One employee may be entirely satisfied with pay, and the other may feel cheated and act accordingly. To reduce these feelings the dissatisfied employee would change the quality, quantity of his input, the result could be increased absenteeism, lower quantity, or even quitting

the job.

Pell (1998) believes that money like working conditions is a satisfier. You might assume that offering more money guarantees high productivity and you are probably right, for most people but not for every one. Incentive programs, in which people are given an opportunity to earn more money by producing more, are part of many company compensation plans; they work for some people, but not for all. Aswathapa (2001) argues that Herzberg theory offer specific action recommendation for managers to improve motivational levels. Herzberg cleared many misconceptions concerning motivation, for example, he argued that money should not be viewed as the most potent force on the job. He advanced a strong case for content factors which have a considerable bearing on behavior. According to Herzberg it is his content factors and not money that are primarily related to motivation

Maicibi (2003) conducted a study on the extent to which salary is simply a dissatisfier and not a motivator, as perceived by the theory of Herzberg. The study was conducted on three categories of universities staff in Uganda. it was found that salary was not a motivator to senior non academic staff and most academic staff, while salary was a motivator to junior staff and some academic staff. This study supports the feeling of bias choice of Herzberg's respondents; accountants and engineers. Maicibi tried to criticize the choice of respondents used by Herzberg since they were not certainly lowly placed employees in organizations.

According to the Education Watch (2004), the position of the primary school head teacher should be made substantive and he should be accorded proper recognition. This is one of the issues that the Kenya primary school head Association (KEPSHA) is fighting, to have addressed. Head teachers in Kenya are not recognized, and they receive very little allowance. This is according to the chairperson of KEPSHA, Titus Kinyanjui Walthaka. This has caused a lot of frustration on head teachers so much.

Linda (1998) argues that employees are not motivated solely by money. Their behavior is linked to their attitudes. The need and motivation of employees become the primary focus of managers. The need and motivation of employees become the primary focus of managers of all the functions a manager performs; motivating employees is arguable the most complex. This is due in part to the fact that what motivates employees' changes centrally.

According to Prasad (2002), the basic logic of monetary incentives is that individuals will use their potentials for better performance in order to earn more money. Money may potentially be an effective motivator, regardless of the level one has attained or the amount of money he is earning. Prasad (2002) finally concludes that if both positive and negative views on money are to be integrated, it appears that money can be used as a motivation to some extent the role of money in motivating personnel can be seen in terms of inducement-contribution process which links inducement (rewards) and contribution (performance). Thus, money will not act as a motivator in all situations and for all individuals in the same situation, in spite of the fact in today's context, money has become one of the most important factors for work motivations through the world.

Gareth (2000) mentioned that management can use pay to motivate employees to perform at high level and attain their work goals. Pay is used to motivate entry-level worker, first-line and middle managers, and even top manager. Pay can be used to motivate people to perform behaviors that will help an organization achieve its goals. And it can be used to motivate people to join and remain within an organization.

Kalyani (2001) financial incentives are nothing but monetary benefits made available to employees of business unit. Money is very important and powerful motivator, which satisfies the various needs of an individual worker. It also helps in getting social status. The monetary incentives may be made available either individually or may be offered to the entire groups of the workers. Individual

financial incentives include all those plans or schemes which stimulate an individual to record higher productivity, and there by earn higher financial incentives. Some of those are more pay, fringe benefits and special increments. Kalyani (2001) further more he asserts that non monetary incentives are needed to satisfy the social psychological needs which can not be grateful by money alone. It gives mental or emotional satisfaction rather than financial satisfaction. At a lower level, people may be motivated or influenced by money incentives, but time will come when money will cease to be a motivating source.

Harpaz (1990) says that, interesting work and employees pay appears to be important links to higher motivation of employees. Option such as monetary and non monetary comparisons can be used by managers to make work more interesting for employees. In order for managers to increase motivation of employees they should know what motivate them and design motivation program based on those needs. Shauna and Tony (1997) what we do know about money and its immediate effect on people is that whether we are talking about salary or bonus the more individually oriented is the system, the greater will be its effectiveness. Bonuses have been found to have the best effect, but unfortunately also the most side-effects. Payment of bonuses acts as useful item to the tide of turn over with in the organization. According to Kocher (2000), the salary of teachers should be raised to such an extent that it attracts competent and able men to the teaching professions. The salary of the headmaster should also be high.

Delayed payment and teachers performance

Unions strike for a variety of reasons but the majority of work stoppages are caused by disputes about general wages I like late payment of wages. This leads to strikes in organizations (Carrel et al, 1992). Robert (1997) writes that compensation provided by an organization can come through pay (base wages and salaries). Compensation responsibilities of both human resource specialists and managers

must be performed well, and on time since compensation practices are closely related to organizational culture, philosophies, strategies and objectives. The authors further go a head to say that, compensation rewards people for performing organizational work through pay incentives and benefits. These should be offered on time to appreciate workers for their contributions to the organizational activities.

According to Dessier (1994) he says that, most employees are paid on the basis of the time they put in on the job. For example, blue collar workers are usually paid hourly or daily wages; this is often called day work. Some employees, managerial professional and usually secretarial clerical, are salaried. They are compensated on the basis of a set period of time (like a week, month or year). This payment must be strictly effected as the agreed time elapses. Dessier (1994) goes a head to give an example of a successful firm, whose successes based on a good and timely pay system. The firm is Saturn Corporation a general mills plant. The compensations at Saturn Corporation are aimed at fostering employee commitment. The compensation and pay policies at Saturn Corporation are typical. All Saturn employees are salaried, and there are no "time clocks" in the facility. Salary is paid immediately the agreed time elapses, which has made the employees to be too committed, and perform better.

Dessier and Duffy (1984) "psychologists know that people have many needs only some of which can be satisfied directly with money". Money should be paid to the employees on time, in order for them to accommodate their needs for example daily, monthly, or annually, depending on the structured time frame in the job contact. The two authors go ahead to say that there is no doubt that money is still the most important "motivator" as three experts put it. "Pay, in one form or another, is certainly one of the main springs of motivation in our society. The most evangelical human relationist insists it is important, while protesting that other things are too (and are, perhaps in his view, nobler). It would be necessary to be labor the point if it were not for a tendency for money drives to slip out of focus in a miasma of other values and other practice. As it is it must be repeated; pay is the

most important single motivator used in our organized society.

According to Owolabi (2006) while facilitating a lesson with the management and administration master's students of Kampala International University (2007), he expressed that there is need to plan the resources of an education institute so as to foretell financial troubles which could arise as a result of lack of a financial plan. Budgeting should be made by educational institute so as the main elements of expenditure, like emoluments (salaries) are planned for. Such financial planning can eliminate the consequences, like strikes of teachers which could have otherwise been carried out, since financial planning can provide alternative and possible solutions to financial shortages. In such a way if a plan is made in advance then there will be timely payment of workers, to prevent strikes, boycotts and poor performance of the workers.

Ivancevich et al. (1996) explained Victor Vroom's expectancy theory of motivation. In the explanation, Victor Vroom suggested that, employees are motivated by what they expect from their employers. Expectancy refers to the individual's belief regarding the likelihood, or subjective probability that a particular behavior will be followed by a particular outcome and it is most easily thought of as a single probability statement. Workers do their tasks, expecting a pay at the end of the agreed time. When that pay is not available at the end of the agreed time, then the workers lose morale and become demotivated.

Similar to the above, Bohlander and Sheman (1992) quoted two noted experts namely Fred Luthans and Robert Kreitner who said that whether employees maintain high productivity depends on how they perceive the consequences of their efforts. If they believe that their efforts will be rewarded at the right time, they will be more likely to work to achieve it. If the rewards are not provided at the right time, then this will affect the expectations of the employees. For this reason organizations should place considerable emphasis on rewards that employees perceive as desirable and should ensure that such perceived rewards are passed

onto the employee on time. Bohlander and Sheman (1992) it is agreed that managers must tie at least some reward to employees' effort and performance without this standard, motivation to perform with greater effort will be low resulting in higher wage costs to the organization. Hence if workers have performed a particular amount of work, they should be paid for it, and then another step of work is taken up by the workers. Ivancevich (2001) from the employees point of view pay is a necessity of life. It is one of the chief reasons people seek employment. It is the means by which they provide for the physiological needs of employees, however, it is expected immediately at the elapse of the agreed period of time, daily, weekly, monthly, or otherwise.

Ivancevich also adds that compensation should be timely, prompt, adequate, equitable, cost effective, secure, incentive providing, and acceptable to the employees. Maicibi (2007) in his discussion about employees' expectations from reward systems, he asserts that employees expect regularity in pay in terms of date and quantity. Furthermore, employees expect that the reward system should have some forms of progression particularly in managerial and professional pay. It is on this great concern of expectations from reward system that the researchers intends to investigate how motivation influences teachers performance in government aided schools in Sembabule Church of Uganda secondary school in Sembabule district which has performing poorly in Uganda National Examinations (UNEB) for last five years.

Non financial rewards and teachers performance

Aggarwal (2000) asserts that there are many ways of motivating the staff by employers to maximize performance; they include:

Surprise Gifts to employees, gifts-giving opportunities are a sign of appreciation and recognition of employees by the employers. Further more, such gifts given to employees are cherished and treasured that keep such employees

happy and willing to perform at their best. On the other hand, absence of surprise gifts creates a feeling among the employees that their efforts and contributions are not appreciated makes discouraged. Further more, the provision and giving of employees' social welfare such as pensions, sick pay, leaves, insurance cover, holidays, subsidized prices in the staff canteen, creates in them positive feelings and motivation to work harder for the organization. They do this happily knowing that their social welfare is valued and rewarded by the employer, because of the enjoyment derived from the social welfare provision; no single employee or staff would wish to leave such an employer or organization. Therefore, such consideration instills in them the assurance of job security and stability.

Vital to note, that rewarding employees is generally very crucial as far as employees' performance is concerned. Given its various facets employees will be positively motivated and the company or organization will have an advantage of improved performance, motivated employees, building confidence among employees, building effective compliance among the employees, increasing employee retention, building competitive performance among employees, building loyalty among employees to fulfill legal obligations and labor laws and building in them team spirit (Espirit de corps). This will therefore, create a friendly and conducive working environment that will lead to high performance of employees in an organization. Also very important to note that employees can be motivated by employers when they enjoy benefits like; direct financial or monetary consideration, indirect (non-financial consideration), Satisfying work content, working or affiliation with a reputable organization/company/employer and long term career opportunities and development

Relationship between motivation and teachers' performance

The study was focused at establishing the relationship between motivation and performance of teachers of Sembabule Church of Uganda secondary school

which seriously has a great impact students' performance in National examinations. The effects of motivation can be put across clearly under the following explanations by various scholars. Koontz and Weihrich (1998) propounded that every person works with expectation of something-Reward, to meet his or her personal needs and development. Therefore, it is the something –reward, achieved from work that impacts employee morale, motivation and quality of life. To create positive motivation employees must be treated well because employees / staff matter a lot for the organization to achieve its strategic set objectives and goals. However, poor consideration by employers causes demotivation in the long run affects performance which drastically reduces productivity.

Furthermore, Robins et al (1998) asserted that when employees are given on-job training and development of their career, will become more interested in serving the organization to meet its set goals and objectives in numbers and quality. However, if on-job training and career development are ignored and not considered by employers this may discourage the staff from working hard, since such does not reflect ones future in term of career development. Also, celebrating Annual holidays motivates the work force, traditions and cultures are important in companies / organizations just as they are in families. Therefore, it is good and motivating if they enjoy annual and seasonal holidays of the company as a team; Espirit de corps; this enhances team spirit among employees / staff which consequently increases productivity in the company or institution. However, ignoring of such celebrations cause negative attitude among the employees / staff, which consequently lowers the level of performance and productivity in the organization. Maicibi (2007) says that self supervision, promotion, respect of employees, delegation, good communication, encourage employee participation in decision making are motivators to employees as they feel part and parcel of the organization and ownership.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The chapter presents the major methodological aspects of the study. The description focuses on the methods that the researcher employed in the in collection of data and presenting the findings on which interpretations, conclusions and recommendations were based.

Research Design

The study adapted a descriptive correlation. The researcher used interviews and questionnaires among the staff and students of Sembabule Church of Uganda secondary school. And it dwell on; financial rewards and teacher performance in Sembabule Church of Uganda secondary school, non financial rewards and teacher performance, and the relationship motivation and teachers performance.

Area and Population of Study

The study was carried out on Sembabule Church of Uganda secondary school located in Ssembabule District of Uganda and respondents were teachers and student with in School sampled.

Sample Size and Sampling Technique

The researcher used purposive sampling method, where 244 students were used; the students were sampled from senior three (S.3), Senior four (S.4) Senior five (S5) AND Senior six (S.6). The students represented the students' body because the researcher felt that students from the top classes would be able to provide the

required and relevant information. 46 teachers were also used, to help provide the required information about the researcher's questions, representing the entire teaching staff.

Data Collection Source, Methods and Research Instruments

The study used both primary and secondary sources of information.

Primary Source

The students and teachers of Sembabule Church of Uganda secondary school provided the primary source of data, through responding to the questionnaires.

Secondary Source

The school library and files provided the secondary data. In addition, the researcher also sourced out relevant information from printed materials and publications like text books.

Instruments for Data Collection

Structured questionnaires were employed to collect data from the respondents. Self-administered questionnaires were more ideal, because all the respondents were literate, and were within the reach / proximity of the researcher. The questionnaires were comprised of both closed-ended and open-ended questions.

1 In closed-ended questionnaires the researcher used pre-determined multiple answers with the corresponding likert rating scale, as below: Strongly disagree rated (-2), Disagree (-1), Not certain (0), Agree (1) and Strongly Agree (2)

1. Strongly disagree 2 Disagree 3 Not certain 4 Agree 5 Strongly Agree

The respondents were required to tick the most appropriate choice.

In the open-ended questionnaire, respondents were put in position to express their feelings about the research questions. The researcher gave out evaluation forms to two hundred forty four students and these were picked from senior three, four, five and six to carry out an evaluation of teachers' performance, on teaching competence, teachers' qualities, and teachers' classroom control and management. The researcher used s.3, S.4, S.5 and S.6 students because they were considered having a better level of judgment than students of lower classes. Other questionnaires were given to forty six teachers, who were selected from the staff members.

Validity and Reliability of Research Instruments

To establish the reliability of the questionnaires the researcher used the method few of respondents of the expected respondents in the actual investigation as the best method for assessing reliability. To affect this after constructing the questionnaire the researcher contacted the supervisor and two other research supervisors to ensure the reliability and validity of the research instruments. After the consultations, the researcher had to make all the necessary and recommended adjustments, to ensure that the questionnaire was made to the advice of the supervisors. Meaning that it would be made more clearly, relevant, specific and logically arranged

In addition, a pre-test was conducted in order to test and improve on the

reliability of the questionnaire. To prove the validity of the data collection instruments (mainly the questionnaire) the numbers of relevant questions were divided by the total number of questions to come out with the out comes.

Research Procedure

The researcher first secured a letter of introduction from the office of the administrator, school of Post Graduate Studies and Research, Kampala International University which would be presented to the head master of Sembabule Church of Uganda secondary school, for permission to carry out research in his school but head teacher was not around and the his deputy granted the permission. Thereafter a selection exercise was followed.

Data Analysis

Data was analyzed and interpreted with the view of checking for accuracy and completeness. The questionnaires were edited immediately after they had been collected, which would facilitate an easy follow up of the respondents, for clarifications and corrections, before analysis was done.

The questions were analyzed using descriptive statistics, pie charts, frequency and percentages that would be presented in tables, to easy understanding.

Ethical Considerations

The researcher first convinced the respondents to get data and information from them and the information / data given is strictly for academic research. The integrity, status and positions of the respondents were respected and all the information / data given were confidential for the purpose of research only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

While the previous chapter presented the methodology of the study, this chapter provides presentation, interpretation and analysis of data.

Presentation and analysis of the collected data was computed by using percentages in order to show the distribution of respondents on the various question items. Tables, pie charts and graphs were used in the presentation of data. The percentages (%) were obtained using the formula; $(\%) = \frac{n}{N} \times 100$

N

Where **n** = number of respondents

N = Total population

As earlier on noted in chapter three of this work the information for this study was provided by both teachers and students. However, the greatest emphasis was put on teachers, since they are the ones who are affected directly by the topic under study by the researcher. 46 (forty) teachers were given questionnaires and provided the following information.

Table 4.1: Respondents view on salary paid

Option	Frequency	Percentage (%)
5 (Strongly agree)	-	-
4 (Agree)	6	13%
3 (Not certain)	-	-
2 (Disagree)	20	43.5%
1 (Strongly disagree)	20	43.5%
Total	46	100%

Source: Primary data

In the above table (1), as regards the teachers' response on financial rewards, only six teachers (13 %) agreed that they are paid well. The rest disagreed twenty teachers (43.5%) refuted the issue, while 20 teachers (43.5%) strongly disagreed. This shows that, 85% of the teachers are not satisfied with the salary paid to them; this could be probably because the financially not enough to meet their needs and requirements. Poor salaries limit teachers' capacities to teach. When they are poorly remunerated, teachers devote much of their time to thinking about what to eat and where to get money to allow them meet basic needs of life. Odada (1996) commented that salaries are one of the major factors which cause poor academic standards and brain drain.

Table 4.2: Teachers' response on non financial rewards

Option	Frequency	Percentage (%)
5 (Strongly agree)	-	-
4 (Agree)	6	13%
3 (Not certain)	-	-
2 (Disagree)	40	87%
1 (Strongly disagree)	-	-
Total	46	100%

Source: Primary data

In the table 2 above; on the question of whether teachers are given non financial rewards as another way motivation to work hard; six teachers in the table above agreed that they receive them. The majority of teachers 87% (40) disagreed with the statement; and yet if teachers are to be rewarded on top of their salary would build confidence in the administration of the school and more love for their work to increase their level of performance. Hence, a good strategy to make the students perform well in examinations.

According to Kayizzi (2001) teachers hold a strategic position; they produce, organize and transmit knowledge, set standards of excellence and direct learning and evaluation. They should therefore not only be readily available but should also be motivated diligently. Generally lack of such reward system makes teachers to loose interest in service delivery and divert to other alternatives of raising money to meet their demands in life.

It was found out that 75% of teachers refuted the issue of being given training as a motivation to build on their capacity that would give them more knowledge and expertise for Excellency in performance as far as students' performance is concerned in UNEB. While 25% agreed that they are given training but these were science teachers; this is not a good sign where only few teachers access the benefit because it discourages majority of the teachers to work hard. Consequently this affects the students negatively by performing poorly in examinations. This is contrary to Frederick Tailor, who suggested that employees should be given other benefits like training to empower them and be able to produce quality and high results in an organization. Furthermore, when the staff members are offered training as a strategy for capacity building, enables them the ability to perform well their duties and assignments.

Education review commission (1989) argues that the quality of any country depends to a large extent on the quality of its teachers. It also argues that no education can succeed with out adequately trained and motivated teachers. Unfortunately high proportion of teachers remains untrained in Low Income Countries (LICs) which adversely affects motivation. Too often, teachers are (thrown in at a deep and with little or no induction Bannell 2004). Yet teachers are primarily motivated by intrinsic rewards such as in-service education Ellis and Thomas (1984). Lack of training can prevent motivated employees from performing well (Even and Milligan 2001). There is no doubt whether there are enough incentives to motivate teachers in Ssembabule and this necessitated for this research and the results justify

and satisfy the purpose of the study.

On the other hand, employees are also motivated by incentives like surprise gifts, insurance cover, staff birth day parties, overtime payment, free accommodation and medical allowances, feeding allowances and travel allowances.

Table 4.3: Respondents view on other benefits on teachers' performance

Option	Frequency	Percentage (%)
2 (Agree)	8	17%
4(Disagree)	38	83%
Total	46	100%

Source: Primary data

In the table above it was found out that 38 (83%) of the teachers are not given benefits in appreciation to their efforts put in to perform well. However, as earlier noted in the statement of the problem in chapter one Ssembabule Church of Uganda secondary school has always had a poor performance for quite a number of years. Hence, possibly no teacher should be rewarded since the general performance of students is poor. Nevertheless, eight teachers (17%) agreed that they are given allowances on top of their salary as an appreciation for good performance of students.

Table 4.4: Respondents view on other supportive emoluments on teachers' performance

Option	Yes	%	No	%
A-Housing	7	15%	17	37%
B-medical	26	57%	20	44%
C-food	13	28%	5	11%
D-Transport	4	08%	16	35%
E-free education to teachers children	0	0%	46	100%

Source: Primary data

From the above table, it is evident that the issue of allowances is not taken seriously by the employer. The findings therefore, portray that only 15% of the teachers agree that they are given house allowances, while 37% disagree. However, quite uniform, is the response regarding food allowance. Here on this point all teachers agreed that they are given feeding allowance, which accounts for 28% of the respondents and this shows dissatisfaction.

As regards transport allowances 35% of the respondents agreed that they receive transport allowances although not enough to current fares. Further more, in an oral interview with the respondents they claimed that they are given little money for transport which does not match with the increased transport fares. 16 teachers claimed that they do not receive transport allowance at all.

As regards medical allowance and scholarships to teachers children or relatives in their schools 100% teachers responded negatively, that they do not receive them. This was enough to indicate that teachers are not satisfied with the kind of motivation the Government gives to teacher. Hence poor performance of teacher in poorly located schools like Sembabule Church of Uganda Secondary School.

Table 4.5: Responses on the criteria of financial payment

Option	Frequency	Percentage (%)
A-Qualification	23	50%
B-position held	15	33%
C-duration in service	-	-
D-head teacher relationship	6	13%
E-class taught	2	04%
F –teachers load	-	-
Total	46	100%

Source: Primary data

The above is an illustration of criteria followed in determining salary of the teachers in Ssembabule Church of Uganda secondary school. 50% of the respondents claim that teachers are paid depending on the qualifications of the teachers. 33% claim it is based on position of responsibility held in school, 13% claim that it is based on teacher – head teacher relationship; this means that the friendlier a teacher is with the head teacher can influence the salary in support of qualifications a teacher has, the more predetermined his or her pay. This is not a good method of reward determination in administration and management since it may cause divisions among the teachers on realizing that the pay differences are determined by their friendship with the head teacher. Teachers who are not close to him or her are most likely to be disadvantaged because the head teachers can not easily recommend them for any increment. 04% of the respondents claim that, salary is determined by the class taught,. No respondent agreed with the view that salary is determined by the work load, neither did any respondent agree with the view that, salary is determined by the time or period spent in the teaching service. This could be so because, as earlier on noted in table one that no teacher has worked in Ssembabule Church of Uganda secondary school for over five years. So it is hard for them to predetermine whether pay increases with the number of years spent in service.

Table 4.6: Respondents view regarding how the school administration has tried to enhance teachers' motivation

Option	Frequency	Percentage (%)
A-encourage weak teachers	27	58.7%
B-rewarding high performing teachers	14	30.4%
C-promoting high performing teachers	5	10.9%
Total	46	100%

Source: Primary data

In the presentation above, respondents indicated that, the most popular way in which the school administration tries to enhance teachers motivation, was through encouragement to teachers who have got some weaknesses, this is more of a guidance and counseling service.

However, teachers in the school are not motivated greatly with financial rewards as few teachers were in acceptance with this, as regards motivation of teachers through promoting high performing teachers to higher positions, minority respondent agreed with it. This shows that teachers are poorly motivated.

it is found out from 100% of the respondents that, they are not provided with necessary allowance, salary paid is not adequate and reasonable, and salary does not come on time. This is greatly a dangerous situation, as it de-motivates teachers and eventually it affects the performance of teachers, and the final sufferer will be the students.

Table 4.7: Respondents view on money in comparison with other factors on teachers' motivation.

Option	Frequency	Percentage (%)
A-financial rewards	43	93.5%
B-non financial rewards	3	6.5%
Total	46	100%

Source: Primary data

The above table 4.7 represents the respondents' views on what can motivate teachers. It is important to remember, Herzberg in his two factor theory of motivation, as noted earlier in the theoretical framework of the study established two factors that motivate employees; that is; hygiene factors, and the motivators. However, for the teachers of Ssembabule Church of Uganda secondary school, greatly side line with one element (pay / financial rewards) as the only thing that could motivate them. This is witnessed by the fact that, 43 teachers (93.5%) of respondents chose in favor of financial payment as the best motivator, other than other factors. Hence great value was attached to money by the teachers. Only 6.5% of the respondents believe that other things other than money, probably hygiene factors can bring about motivation. It is therefore, vital for employers to motivate their employees by paying cash to them which can enable quick access to personal needs and demands. Although, to a small extent other factors like insurance cover, accommodation, surprise gifts, trips, birth day parties and others can also motivate employees.

FINDINGS FROM EVALUATION OF TEACHERS BY STUDENTS

In this aspect the results from students on teachers' evaluation were presented. In these circumstances the researcher purposively used 244 students provided a general evaluation of teachers in three areas, namely teachers competence, quality and capacity to control and manage class. Students (244) two hundred forty four represent 100% of the student body.

Table 4.8: Showing students' view on teachers' competence

Option	Frequency	Percentage (%)
A-subject awareness	212	86.8%
B-use of examples	178	72.9%
C-confidence	179	73.4%
D-stay on track	200	82%
E-quick response	136	55.7%

Source: Primary data

The above table 4.8, in general analysis, shows that teacher competence in what they are doing, as perceived by the students. Students' response to the questionnaire indicates that they are confident with their teachers but their level of concentration is low. Possibly this could be due poor teacher motivation as seen earlier, which has led to poor competence in the school. Majority 212 students 86.8% responded to teacher's awareness of the subject content positively.

As regards whether teachers give relevant examples in class during lesson progress still the response was healthy but few ones. Shows that teachers know what to do but not motivated to give enough examples in class.

On the issue of whether teachers are confident while teaching, students' response indicates that teachers' confidence is enough to make them teach well. As far as competence it was discovered that teachers do not go a stray while teaching. Respondents 73.4% agreed with this response, and this shows that if teachers are

well motivated in Sembabule performance can be improved.

Students agreed that teachers provide immediate answers to student' questions. From the above evaluation by students it is observed that, teachers' competence is reasonable when are always motivated but it's the case with sembabule secondary school. This could have poor performance teachers.

Table 4.9: showing students' response on teachers' qualities

Option	Frequency	Percentage (%)
A-kind to students	108	44.3%
B-punctual to class	244	100%
C-counsel students	100	41%
D-Relate well with students	200	82%
E-Assist students	200	82%
F-Transparent	105	43%
G-Provide equality	62	25%

Source: Primary data

From the table above, it was established that teachers are of good quality due to the fact that all the situations identified student responded positively. Counsel troubled students. It is found out that of the students agreed that their teachers can maintain classroom order throughout the lesson. 74% agreed that teachers encourage students' views in class, while very few respondents and the minority students said that teachers encourage slow learners. This was attributed to poor motivation of teachers.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter portrays a discussion of the results of the study, based on the findings presented in chapter four. This discussion relates the objectives of the study to the findings earlier stated. Conclusions are drawn and recommendations are given.

Discussions of the findings on financial reward and performance of teachers

Financial rewards have got a significant effect on the importance of teachers in Ssembabule Church of Uganda secondary school. From the findings in chapter four in table 4.5 it is indicated that the criteria for payment of is compromised. Out of the respondents majority teachers remarked that the headmaster manipulates the rewards paid to the staff most especially those who are close to the headmaster. Sometimes teachers who are not in good terms with the headmaster can not better salaries easily especially when it comes to increment. On the other hand the salary is not enough to meet the needs of teachers in response to the day to day cost and standard of living. In the same table, some of the respondents attributed pay to levels of qualification which means that a teacher earns a salary scale according to his or her qualifications. It has not got well established criteria for legislating workers salary. it is indicated that payment is not done on time, it is delayed too much especially those not paid by the government. Most of the respondents confirmed the scenario, this could probably be caused by the internal weaknesses in the school administration, could be intended by head teacher to first serve personal interests rather than the interests of entire staff members.

Views and comments on financial allowances received, many of the respondents indicated that the salary received is inadequate. Low salary was a major complaint among the respondents, which had lowered their morale, and further agreed with Herzberg's two factor theory of motivation which indicated salary is one of the factors that cause dissatisfaction among the staff / employees. These findings further agree with Kulbir (200) who observed that the financial prospects offered to teachers are still so poor, that persons with ambitions and intelligence are not attracted to it. Majority of teachers do not enter this profession by choice but are forced into it by circumstances. Shauna (1997) commented that it would be very foolish to deny the power of money in terms of motivation.

In table 4.7 of chapter four, respondents were asked, whether they are motivated by money or any other factors other than money. However, the response was that respondent's majority were in favor for money, as the key motivator. They undermined other factors, but put their minds on money. This indicates how important money is a motivator for employees. However, Koontz and Weihrich (1998) had different view about money. To them, money can never be looked at as the only motivator, whether in form of wages, or any other thing that may be given to people for performance. Money is important, but other motivators should also be considered positively as they breed performance.

Similarly, Prasad (2002) agreed with Koontz when he said that money will not act as a motivator in all situations, and for all individuals in the same situation. Basing on the above views, the implication is that, we should know that money is important, but we should not over exaggerate its importance in motivation. Never the less, we should not underestimate the power of money in motivating people since it has a significant impact on the performance of individuals. While many respondents said that exceptionally excellent work should be attached with additional pay, they were not rewarded for this issue, which de-motivates the teachers of Ssembabule Church of Uganda secondary school.

Kathryn (1998) said that good workers should go with extra pay. The findings further agree with Chaube (2000) who noted that the salaries of teachers should be raised to such an extent that it attracts able and competent men into the teaching profession. Money provides means to achieve a number of different ends. People work for rewards, and values, and values to exchange their effort to pay. If the reward system is insufficient, teachers are likely to work to their maximum. This is partly why the largest proportion of teachers, who took part in this study. Confirmed that they are not satisfied with the salary they receive, and the criteria of salary legislation as noted earlier.

Similarly when asked about payments for performance, many respondents (85%) noted that their performance is not at all having any connection with pay. In preference, teachers would wish to be paid in relation to their work. This will encourage them to work hard for more pay. The above is in line with Dessler (2000) who asserted that performance pay treats workers like partners and gets them to think of the business and its goals as their own. It is thus reasonable to pay them more like partners. Too by linking their pay more directly to performance pay was further supported by Pell (1998) who said that if compensation is based on productivity, people will stretch to produce more so that they can earn more and become happier.

Discussion of the findings on non financial rewards as motivator to teachers' performance.

In this aspect, the researcher discusses the findings on rewards given to teachers of Ssembabule Church of Uganda Secondary School basing on the information provided by the respondents.

When asked to give comments on rewards received, many of the respondents indicated that they are not satisfied, because most of the rewards are considered only rarely teachers can be rewarded. This was a major complaint among the

respondents, and in fact. It had lowered their morale. Looking at table 2 in chapter four, it indicated that teachers in the school hardly get monthly rewards. This possibly is what explains why students negatively evaluated their teachers' as reflected in graph 1 and 2. It is possible that the poor provision of rewards has demoralized the teachers of Ssembabule Church of Uganda Secondary School explaining their laziness, lack of punctuality, and low level of competence, as the students evaluation indicates in the graphs mentioned above.

These findings agreed with Griffin (2001) who observed that all employees of all types of organizations, schools, hospitals engineering companies, to mention but a few, should be provided with rewards on top of the salary they receive at the end of the agreed payment time (week) monthly, or otherwise. Griffin further went a head and said that, provision of rewards to employees greatly leads to accomplishment of the organization goals of any kind.

Griffin (2001) further added that rewards and benefits', like housing, transport, medical adds confidence to the work force in their organization. This means that employers should provide their workers with such benefits, in order to make them confident and contented, and consequently improve on their performance in attempt to meet organizational goals. This is not exceptional of teachers' since a school is an organization as well.

Such views of Griffin (2001) give an implication that employers should not underestimate the power of rewards and benefits in motivating employees, since it has a significant impact on the performance of individuals. However, it is important to note, that as most of the respondents explained of not receiving most forms of benefits, some minimal respondents varied and confessed that they receive rewards and benefits. For example in chapter four, it is indicated that some respondents, most often three out of the twenty agreed that they received different forms of rewards and benefits. In the researchers' observation it appeared as if the three respondents could be holding significant responsibilities in the school, which explains why three out of the rest repeatedly got different rewards and benefits. It is

important to note that, two major items received positive response from the majority of the respondents that is feeding and transport as benefits. On the part of feeding all respondents indicated that the school provides them with feeding as benefit that motivated to love the school.

Similarly, majority of the respondents agreed that they are not provided with transport fare. Workers / teachers complained that they needed it and providing workers with food is not motivating enough. After all teachers need to do many other things than eating and moving alone. Hence other rewards and benefits should be given to teachers in order to make them motivated. In addition, 85% respondents complained that they are not given any reward for performing good work well. Only 15% of the respondents indicated that they are rewarded for excellent performance. Yet Kathryn M, Bartol and David C. Martin (1998) observed that, good performance should be accompanied by a reward which in this case should be a benefit for good performance.

Discussion of findings on delayed payment of salary and teachers' performance

It was found out that delayed payment of salary specifically affects the general operations of activities at the school, for example it causes delay to submit results by teachers, conflict of teachers with headmaster, unclear reasons and teacher absenteeism without permission. This was especially with those teachers not paid by government; however, the majority of respondents attributed the delay to unexplainable administrative reasons. This hence, causes discontent and speculations of teachers, coupled with suspicion. In addition, more observations from the respondents show that salary does not come on time. Therefore, judging from the above, it is undoubtedly true that delayed payment of salary in the school affects teachers' performance and possibly explains why student evaluation of

teachers' performance was not good. From that point of view, teachers' salary should come on time, in order for them to exhibit a better performance, since salary is very vital for sustaining employees' daily life. As Dessler and Duffy (1984) put it forward that people have many needs, only some of which can be satisfied directly with money. Money should be paid to employees on time in order for them to accommodate their needs.

Discussions on evaluation on teachers 'performance by students

In chapter four, it was established that the results of students' evaluation of teachers performance on teachers' competence, qualities and classroom management; these questions were intended to find out how teachers are perceived by their students regarding their competence, qualities and management abilities. Looking at teachers competence, five questions were directed to student respondents on the teachers' knowledge of the subject matter, whether teachers are confident while teaching, whether they do not go astray while teaching and whether teachers give immediate answers to students questions whenever asked. From the findings the high scoring areas were teachers' knowledge of subject matter which scored 86.8%, teachers do not go astray 82%, and teachers give immediate answers to students' questions. However, such evaluation was too marginal and on average. It is not good enough to prove teachers capability to perform well. Probably it is because teachers in the school are not well motivated, as noted earlier in chapter four. Looking at the teachers qualities, still the results are optimal reflects a poor students evaluation of teachers qualities. Kachar noted that behavior should be above board; he must act as model for the pupils and must avoid such unworthy actions which will take away his dignity.

Students need to be motivated in what so ever they do in order to reduce their perceived confusion. Allan (1995) as quoted by Nakinga (2006) believes that if students are well motivated by their teachers they will concentrate on school work and this motivation will encourage them to get rid of academic problems; such as confusion, boredom and frustrations. This implies that teachers must be a role

model and skillful in assisting to uplift their moral behavior, this will lead to good teaching – learning process. Looking at classroom management 50% of the respondents noted that teachers encourage students' contributions in class. This creates fairly a good learning environment. Kulbir (2000) mentioned that the classroom environment greatly influences the teaching and learning process.

Otto (1997) propounded that a class that provides a truly educational environment is a place where pupils learn both consciously or unconsciously. In they find interesting that will entice their learning ability. However, chapter four indicated a very poor response to teachers' encouragement of slow learners, yet teachers are meant to facilitate learners. This goes centrally to Otto's statement above. Minority respondents indicated that teachers encourage slow learners. This shows that in the school is less of no importance to slow learners.

In short the students' evaluation of teachers, regarding teachers' competence, qualities, classroom management was too optimal. In fact as regards teacher maintenances of classroom order and encouragement to slow learners; as indicated in the graph in chapter four. Probably not to blame teachers in the school, it could be due to the poor motivation, characterized by inadequate allowances, low financial pay and late payment, as earlier expounded in the findings and all non financial rewards like respect, promotion, training, thanking job design etc as said by Maicibi(2007).

Discussion of responses on the interviews carried out by the researcher on teachers. (Relationship between motivation and teachers performance.)

In the interviews held by the researcher in the study, it was established that teachers of Sembabule are well motivated some thing that contributes to performance students in UNEB examinations. The researcher asked some questions to the teachers to have concrete information about teacher motivation and the responses were as follows.

When asked whether they are respected by the administrators, 75% indicated that

are given their status quo, 25 % said the opposite. They added that even students most of them being USE (Universal Secondary Education) and from Universal primary Education their behaviors are not all good. This makes teachers have less moral towards them after are not well motivated thus poor performance.

Another question was whether teachers are provided with the meals at school? and the reactions were; 60% said that they get all meals from school mainly posho and beans of the school and 40% only get breakfast and lunch during school days. It was found out that teachers need to be given meals equally to supplement their small pay as part of motivation if the schools want them to increase on their productivity and excellent performance in final examinations.

The accommodation issue, very few teachers are housed and these are only the administrators who contribute only 20% these include; warden, matron, head teacher and the bursar. The remaining 80% no accommodation provided. They complained about their head teacher for not giving additional allowances' by telling them as they get consolidated salary from government and those not on pay roll the school pays maximum USHS150000 accommodation inclusive. This implies that these teachers rent out side school and use the little pay given to them. With such a situation motivation of teachers is poor performance can not excellent in such schools of the same nature. According Maicibi (2003), de-motivated employee can not maintain consistent performance and productivity to the organization.

When it came to training, teachers argued that only science teachers are the opportunity to go training yet it could be for all the teaching staff. It was found out that teachers who are not taken for training remain de- motivated and their performance declines. Maicibi (2007) emphasizes that on job training enhances and increases job satisfaction. Therefore it is very important always to encourage all employees to go for training (teachers).

Conclusions

Basing on the information in chapter four, the researcher came up with the

following conclusions:

1. Motivation has great influence on performance of teachers in the teaching profession in schools; poor salary payment and low salaries have negative effects that demoralize teachers' interest to teach the students, hence decreasing efficiency and effectiveness in the service. Further more if salaries are delayed, the staff performance is affected negatively whereby the students loose a lot in terms of good performance, therefore, as a matter of concern students Ssembabule Church of Uganda secondary school have been a victim of this situation in the last five years.
2. Teachers' performance is not good as in the teaching profession in schools. Failure to provide and mages good reward system and benefits which includes accommodation, surprise gifts, staff birthday parties reduces the morale of teachers and eventually teachers' performance is affected negatively. As seen from evaluation of teachers. From the findings the researcher concludes that the absence of rewards and benefits as motivators portrays to the teachers that their services are not recognized and appreciated. Training of staff has got a great impact on the performance of teachers, because it reveals to the teachers that their services are crucial and important to the school by uplifting education of teachers to acquire current and relevant knowledge for the benefit of the students to pass well examinations. Therefore, capacity building of staff is very paramount to school administration to make sure that the teachers keep well informed with modern issues for the best results from the teaching profession as far as students' good performance is concerned.

Recommendations

From the findings, the following are recommendations to head teachers of schools are very important to improve the attitude of teachers towards teaching and develop that inner drive to perform well the service of teaching:

1. As financial rewards it is recommended that teachers' salary in government aided schools needs to be increased. If salary is good and reasonable, then teachers will strive hard to perform at their best as they will be happy enjoying their earnings. Hence, school administrators should press hard through the government put value on teachers' salary and offer a reasonable take-home pay to teachers. Furthermore, it is recommended that salary should not only be paid, good and reasonable for teachers, but it should be paid on time, in order to make teachers focus their minds on performance, other than warring of financial crisis and other financial benefits be given teachers as it used to be missionary education schools
2. It is recommended that teachers in secondary schools needs to provide with rewards and benefits, like accommodation, feeding, travel fairs, in order to improve on teacher performance. This is because from the observations of the findings in chapter four of the study, there was a low evidence of rewards and benefits provision in the school, which probably cause poor performance.
3. School administrators should consider non financial benefit to their staff members and should be planned and be given to teachers to build their capacity in terms of relevant and modern knowledge – subject matter and content for the benefit of students to pass examinations well. It also has a positive impact on teachers' attitude that instills in the inner drive to work more hard for the best performance of students in both external and internal examinations. School administrator should always try to provide any kind of motivation to all workers not only teachers for efficiency effective performance of the organization.

Areas for further research

Further research can be made on the following topics:

1. The roles of Government Aided Schools in provision of education in Uganda
2. The using of non -professional teachers in Government Aided Schools on students' academic performance.

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APPENDICES
APPENDIX A
TRANSMITTAL LETTER



KAMPALA
INTERNATIONAL UNIVERSITY

P.O.BOX 20000
KAMPALA- UGANDA.
TEL:-041-266813

**OFFICE OF THE DEPUTY DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

August 25, 2010

Dear Sir/Madam,

RE: RECOMMENDATION FOR BAGUMA JAMES

This is to inform you that the above named is our registered student (MHRM/10009/81/DU) in the School of Post Graduate Studies pursuing a Master of Business Administration (MA-HRM).

He has completed his taught Modules and is left to work on research entitled **"MOTIVATION AND TEACHERS PERFORMANCE GOVERNMENT AIDED SECONDARY SCHOOLS IN UGANDA"**

Any assistance rendered to him regarding research will be highly appreciated.

Yours faithfully,

Tunde Yara Phd

DEPUTY DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

APPENDIX B

ACCEPTANCE LETTER FROM THE AREA OF STUDY

SSEMBABULE C.O.U SENIOR SEC,
P.O.BOX 4004,
SSEMBABULE.

16/07/2010.


TO:

BAGUNA JAMES.

RE: ACCEPTANCE TO CARRY OUT RESEARCH.

I have the pleasure to inform you that the school administration has allowed
to make your research study from the school.

Yours


MWANJE A. for Headteacher

APPENDIX C

INSTRUMENTS OF RESEARCH

RESEARCH QUESTIONNAIRE

PART. 1: QUESTIONS FOR STAFF

Background questions fill in the appropriate answer.

- a) Name **(optional)**.....
- b) Age of respondent Years.
- c) Gender: Male Female
- d) Department Arts Scienc
- e) Qualification: PhD MA BA
Dip Others
- f) Duration in the field of teaching: 10 ye 5-10 Year Less than 5
years

PART. 2: ASSESSING MOTIVATION ON TEACHERS' PERFORMANCE

Please indicate your response by noting the suitable figure (number) as per the scale below:

1. For strongly agree
2. For agree
3. For not certain
4. For disagree

5. For strongly disagree

Rewards

Your school provides you rewards and benefits:

a) Each month	1	2	3	4	5
b) Each end of year	1	2	3	4	5
c) For extra load	1	2	3	4	5
d) Whenever you attend any meeting	1	2	3	4	5
e) Whenever your students perform well	1	2	3	4	5
f) Whenever you work over time	1	2	3	4	5

You are paid during:

a) Sick leave	1	2	3	4	5
b) Holidays	1	2	3	4	5
c) Official leave	1	2	3	4	5
d) Maternity leave	1	2	3	4	5

You are entitled to the following benefits

a) Housing	1	2	3	4	5
b) Food	1	2	3	4	5
c) Transport	1	2	3	4	5
d) Medical	1	2	3	4	5
e) Scholarship top your children	1	2	3	4	5

Salary (Tick the right choice)

Salary is paid basing on:

- a) a)Qualification level ☐
- b) Gender: Male ☐
- c) Position held at school ☐
- d) Time spent in service ☐
- e) Relationship with the Head teacher ☐
- f) Class you teach, e.g. S5, S.6 ☐
- g) Load you teach ☐

Delayed salary payment (Tick the right choice)

Delayed salary payment occurs when:

- a) You delay to submit students results ☐
- b) You are not in good terms with the headmast ☐
- c) Absent without permission ☐
- d) No explanation for delay of payment ☐

The school administration has tried to enhance teacher's motivation through: ☐

- a) Encouraging teachers with some weaknesses
- b) Rewarding high performing teachers with more pay ☐
- c) Promoting high performing teachers to high positions ☐

APPENDIX D

PART. 2: STUDENTS EVALUATION ON TEACHERS' PERFORMANCE

Please indicate the ultimate answer to the questions below, by either ticking.

Teachers' competence

- a) Have a wide knowledge of the subject content ☐
- b) Give relevant examples while teaching ☐
- c) Are confident while teaching ☐
- d) Do not go against the theme in progress ☐
- e) Give immediate answers to students' questions ☐

Teacher qualities

- a) Are kind to students ☐
- b) Are punctual to class ☐
- c) Counsel troubled students ☐
- d) Have good inter-personal relation with students ☐
- e) Assist students at all times when approached ☐
- f) Are transparent to students ☐
- g) Have equal consideration to all students ☐

Classroom control and management

- a) Maintain class order through the lesson ☐
- ☐

b) Encourage students' views and opinions in class

c) Motivate fast learners

d) Encourage slow learners

APPENDIX E

INTERVIEW GUIDE

The researcher will use the following interview guide:

1. Categories of respondents; students and teaching staff.
2. Place: Ssembabule Church of Uganda Secondary school, Ssembabule District
3. Starting time: 9:30am
End time: 4:00pm
4. Collection of data

RESEARCHER'S CURRICULUM VITAE

PERSONAL BACKGROUND

NAME AND TITLE:

DATE (DETAILS)

MR.BAGUMA JAMES.

DATE OF BIRTH:

27TH JAN 1979

HOME:

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NATIONALITY:

UGANDAN

SEX:

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SUB-COUNTY:

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RELIGION:

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RUNYANKOLE,

EDUCATION BACKGROUND

SCHOOLS ATTENDED/ INSTITUTIONS

KAWANDA PRIMARY SCHOOL

SEMBABULE S.S

KAKO S.S

MAKERERE UNIVERSITY

QUALIFICATION ATTAINED

PLE

UCE

UACE

HONS BAEDUC, CERTIFICATE
IN GUIDANCE& CONSELING

WORKING EXPERIENCE

2007-2008: Kawanda church of Uganda Sembabule work with Kampala International University Masaka branch during the time it had in service program. I started with in-service programe at Mutesa 1 Royal University Masaka Kirmba

2008-2009: Taught King David High School Lukaya for 1 year.

TO DATE: Kawanda church of Uganda Sembabule work with Kampala International University Masaka branch during the time it had in service programe. I started with in-service programe at Muteesa 1 Royal University Masaka Kirumba and very experienced in handling in-service students and always involved in UNEB Examination Supervision since 2007 at all Levels.

FUTURE GOALS & PROSPECTS

Completion of Master's Degree

ATTRIBUTES

Good communication skills

Out going and social

Interpersonal relations

OTHERS RELEVANT

Participated in Leadership i.e Kawanda Primary School. Head boy Sembabule S.S

Group coordinator at Makerer University Sembabule, Chairman disciplinary committee Kawanda church of Uganda 2009-2010.

REFEREES

1. Lwengo District Inspector of Schools

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Tel: 0772387277

2. Head teacher Kawanda C.OU.

Mr. Mugamba Isaac Kagoye

Tel: 0772586653

